



**THE MIGRATION EXPERIENCE AND CROSS-CULTURAL
ADJUSTMENT OF MIGRANT ZIMBABWEAN TEACHERS IN
ETHEKWINI MUNICIPALITY, KWAZULU-NATAL**

BY

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DECLARATION

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Firstly I would like to thank God for strengthening me to finish this thesis, glory be to His name.

I am indebted to my supervisor, Dr A. Maharaj for her unwavering support, patience and motivation to complete this thesis.

To my husband Dr. F.S.Murungu for your patience, your encouragement and love will forever be grateful.

DEDICATION

I would like to dedicate this dissertation to my husband, Farayi, my late parents, Miranda and Isaac Dzvuka and my two sons, Timothy and David.

ABSTRACT

There is paucity of research unpacking South Africa (SA) as a receiving country for migrant teachers and how they have adjusted to the new work environment (Manik, 2011b). This necessitates research into this area. The main aim of the study was to document migration and work experiences of migrant Zimbabwean teachers in the eThekweni Municipality and to ascertain whether they are adjusting to their teaching craft in SA. The research also sought to find out the opportunities and challenges they encountered in their craft in eThekweni. The information gained in this study, it is hoped, will shed light on how current policies and working environment is viewed by migrant Zimbabwean teachers. The data was drawn from a qualitative study that used face-to-face interviews and telephonic interviews. Snowball sampling was used for sampling since the target population was somewhat hidden or hard to reach ,the sample size consisted of fifteen Zimbabwean teachers and ‘thematic analysis was used to analyse data (Clarke and Braun, 2013; Vaismoradi, Turunen, & Bondas, 2013).

The findings indicated that the majority of the migrant Zimbabwean teachers moved to SA during the peak of economic crisis in Zimbabwe. The push factors for migration were economic instability, political instability and unfavourable living conditions (Gebre 2007; Stanojoska and Petrevski, 2015). Zimbabwean teachers attested that they were not able to meet the basic requirements for their families hence they decided to move to SA.

The challenges encountered by Zimbabwean migrant teachers included unfriendly colleagues, ill-disciplined learners, difficulties in acquiring and renewal of permits, lack of job security, unfamiliar teaching environment, lack of induction, difficulties in communication, and expensive accommodation. They cited educational advancement as an opportunity since most of them were continuing with their education and working at the same time.

Ill-disciplined learners and difficulties in communication not only affect the work performance of migrant teachers but also hamper the progress of learners. Some seemingly xenophobic attitudes prevalent in the work place manifest in the non-acceptance of English as a medium of communication among most stakeholders in the school community that include; colleagues, parents, support staff and learners. This hinders communication and deters migrant teachers from performing their job optimally. This research concluded that more research on strategies that improve the adjustment of migrant teachers to the new working environment is needed. Possible

strategies may include introduction of induction programs in schools for both migrant teachers and local stakeholders and the offering of Zulu lessons.

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LIST OF ACRONYMS

AIDS	Acquired immune deficiency syndrome
ANC	African National Congress
DBE	Department of Basic Education
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
GET	General Education and Training
HEI	Higher Education Institutions
HIV	Human immunodeficiency virus
HSRC	Human Sciences Research Council
KZN	KwaZulu-Natal
MDC	Movement for Democratic Change
NAPTOSA	National Professional Teacher' Union of SA
NQF	National Qualifications Framework
NSA	National Skills Authority
OECD	Organisation for Economic Co-operation and Development
PEU	Professional Educators Union
SA	South Africa
SACE	South African Council of Educators
SACISIS	South African Civil Society Information Service
SADTU	South African Democratic Teachers Union
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UN	United Nations

Zanu PF.....Zimbabwe African National Union Patriotic Front

CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

The increase in migration globally, especially by technology, health and education professionals has been explained as the result of globalisation (Khadria, 2004). Advances in fast and reliable transportation, information and communication technologies have raised concern regarding the effects of a net skills flow to developed countries from developing countries.

Highly skilled professionals from numerous African countries live and work abroad (Commonwealth Secretariat, 2005; Mateus, Allen-Ile & Iwu, 2014). Developed countries have put in place policies to attract, recruit and retain migrant teachers to ease severe shortages in their countries notably, mathematics and science educators (Manik, Maharaj, & Sookrajh, 2006). This has however, compromised the capacity of developing countries to offer quality education (Collins & Reid, 2012; Rasool, Botha & Bisschoff, 2012).

According to Manik (2010), developing countries have to create a working environment that attracts homegrown education professionals to ensure that they do not lose them to other countries offering more attractive packages. South Africa (SA) has lost teachers to countries such as the United Kingdom (UK) and Australia. Most of the teachers who left SA are mostly young and white (Appleton, Sives & Morgan, 2006). For example, in the UK of the 5564 teaching permits granted in 2003, SA made up close to 30% of teaching permit holders (Appleton *et al.*, 2006). This has put further strain in a sector that already has critical shortages of teachers especially in Mathematics and Science subjects.

Other challenges in the SA education sector include incompetent teachers, poor school administration, lack of motivation in teachers and poor student performances in examinations

(Manik, 2012). Skilled migrants can remedy this situation temporarily (SACE, 2011; SACSIS, 2009). A lot of teachers are migrating to SA from countries such as Zimbabwe, Zambia, and Lesotho due to 'pull' factors such as better working conditions and income, economic prosperity, and political stability (Appleton *et al*, 2006; Manik, 2012). Teacher migration is mostly the result of critical teacher shortages in the receiving country with attractive packages and push factors in the source country. The migration of teachers is thus a key policy matter for SA (Appleton *et al*, 2006; Manik, 2012).

Migrant teachers in eThekweni Municipality, in KwaZulu-Natal (KZN) Province of SA are the focus of this study. The study looks at the experiences of migrant teachers with respect to the migration process, recruitment and selection process, the challenges they face working in a foreign country taking into consideration differences in culture, language, education system.

1.2 Background of the study

Teacher attrition rates in SA are estimated at 5.5% constituting about 20 000 teachers who leave the profession every year (Arends, 2011) with a similar number needed for their replacement (Morgan *et al*, 2006; SACE, 2011; Arends, 2011). Only about 6 000 to 10 000 teachers are being produced each year with 13 708 produced in 2012 (Keevy, Green & Manik, 2014). The flow of newly trained educators has been reported to be significantly lower than the number of teachers leaving the profession each year (SACE, 2011; Arends, 2011). Various factors contribute to the teacher shortages that SA is facing, these include, emigration of SA teachers, retirement (as a result of age, debt or for health reasons including the impact of HIV/AIDS) and failure by the higher education system to train enough teachers. The phenomenon of teachers who resign to access their pension in order to service high debts has been documented (SABC, 2014; Mkhize, 2014). Several push factors have led to an exodus of SA teachers precipitating teacher shortages. These factors include poor remuneration packages, teachers' failure to cope with education policies which are always changing, unfavourable working conditions, high levels of crime, lack of future prospects poor management of schools (Rasool, Botha & Bisschoff 2012; SACE, 2011; Manik, 2010).

The end of apartheid produced prospects for migration in SA. The diversity including the size of human traffic across ports of entry increased dramatically in post-apartheid SA (Vandeyar, 2010). The previously fortified borders were relaxed offering an opportunity for African migrants to freely enter SA. During the apartheid era, only white migrants were free to enter SA (SACE, 2011; Morris 1998; Vandeyar, 2010). This also provided a window of opportunity for migrant teachers to seek employment in SA schools. The majority of schools in SA are public schools, for this reason, government policies determine the demand and supply of teachers (Appleton *et al.*, 2006; SACE, 2011).

Recruitment of migrant teachers, mostly from African states, to work in SA schools is seen as a temporary measure (Appleton *et al.*, 2006) to the problem of teachers shortage (Mateus, *et al.*, 2014; Manik, 2012). To solve the problem of shortages of mathematics and science teachers, SA sought to recruit teachers from Uganda and Zimbabwe (de Villers, 2007). SA has attracted academics from African countries and this will persist if the SA economy continues to be dominant (Sebola, 2015; Wentzel, Viljoen & Kok, 2006).

Therefore the study of migrant teachers is necessary so as to discover their challenges and opportunities. Also students in SA are exposed to migrant teachers and the success of these students depends on the performance of these migrant teachers, hence the need to conduct this research.

1.3 Research problem

Studies have been done on the migration of SA educators to foreign countries (Manik *et al.*, 2006; Manik, 2011; Morgan *et al.*, 2005; Keevy *et al.*, 2014). However, not much research has looked at the migration of foreign teachers into SA. According to the SACE (2011), teacher migration research in SA has focused on local teacher migration and has negatively impacted on the quality of education. There is paucity of studies on migration experiences, their recruitment and placement experiences, contractual conditions and adaptation to the work environment by migrant teachers. This study will attempt to fill this gap by examining these factors in the eThekweni Municipality, which is the focus of this study.

Little attention has been given to migrant teachers in SA although there is a consensus between teacher unions, the public and government officials that migrant teachers are employed in SA (Keevy *et al.*, 2014). There is a concerning lack of knowledge on the contractual conditions of service of migrant teachers in SA (Keevy *et al.*, 2014). Keevy *et al.*, (2014) noted the lack of the coordination between the different agencies with respect to appointment of migrant teachers in public schools in SA. Improved coordination will strengthen the integrity of the national education and training system in safeguarding the rights and conditions of service of migrant teachers. Migrant teachers have been reported to complain about not being employed permanently, not being promoted despite years of experience and expressed concerns about xenophobia (Keevy *et al.*, 2014). The temporary nature of employment of Zimbabwean teachers in SA has created job insecurity amongst them (Manik, 2014). For example, they were paid much lower salaries than their SA counterparts, their contracts could be terminated at any time without notice, they were not being paid on time and their higher qualifications and experience went unrecognized (Manik, 2014). This study will identify the contractual conditions of service of the migrant teachers and the challenges they face in the eThekweni Municipality.

A study on Zimbabwean teachers in SA conducted by Manik (2012) revealed that migrant teachers encounter several challenges, which hinder their ability to adapt easily into the local teaching community. Migrant teachers were frustrated by the legal processes required entering the country through the acquisition of work permits from the Department of Home Affairs (DHA) and the necessary accreditation evaluations by the South African Qualifications Authority (SAQA) and the South African Council for Educators (SACE). Zimbabwean teachers also encountered a lack of job security in public and independent schools due to their migrant status, poor remuneration in comparison to SA teachers and a management culture characterized by prejudiced attitudes and preference, based on ethnicity (Manik, 2012). These are the areas that this research seeks focus on in order to recommend to policy makers and education managers how to better manage migrant human resource capital in the educational sector.

1.4 Research aims and objectives

The major aim of the study is to document and record migration and work experiences of migrant teachers in the eThekweni Municipality. This information, it is hoped, will shed light on how the current policies and working environment is viewed by migrant teachers. The specific objectives of the study will include the following:

1. To determine the experiences of the migrant teachers with the immigration process in SA.
2. To examine the causes of teacher migration into SA.
3. To determine the recruitment and placement process followed when the migrant teachers were deployed to various schools.
4. To assess how migrant teachers are adapting to their work environment.
5. To assess the challenges and opportunities encountered by migrant teachers in eThekweni Municipality schools.

1.5 Research questions

1. What is the experience of migrant teachers with respect to the immigration process in SA?
2. What are the causes of the migration of teachers into SA?
3. How are migrant teachers recruited and placed at various schools?
4. How are migrant teachers adapting to their work environment?
5. How do migrant teachers navigate challenges and opportunities in eThekweni schools?

The theoretical framework that will be used in this study is given below (Figure 1). The factors that affect movement of teachers from foreign countries include the undesirable conditions in the source country (push factors), the desirable conditions in the receiving country (pull factors). However, there are restrictions to migration that a prospective migrant teacher must navigate. After migration the migrant teachers must adapt to the new environment. These factors will be described in more detail in the literature review section.

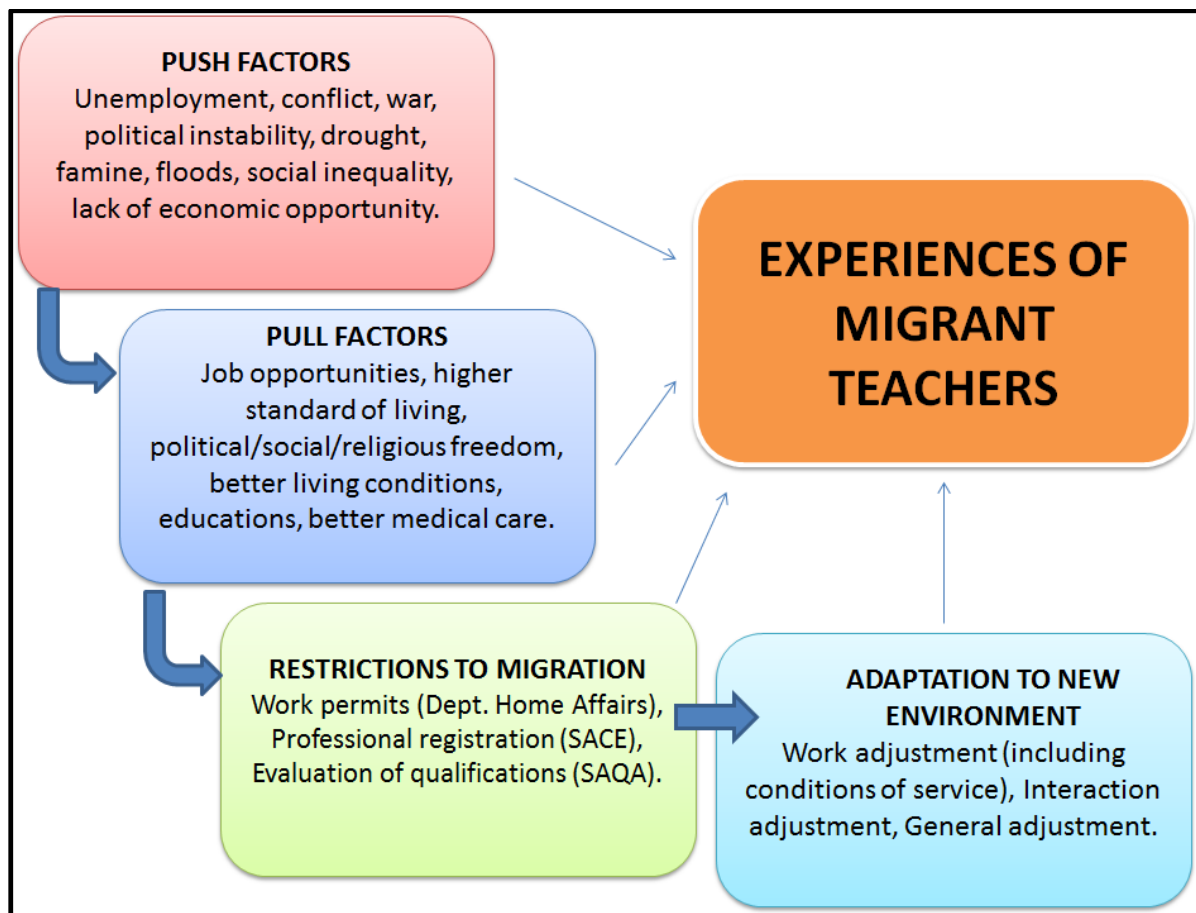


Figure 1.1: Conceptual framework of the study.

Key:

SACE- South African Council of Educators

SAQA- South African Qualifications Authority

This research was an exploratory research as it involved initial investigations into relatively unknown aspects of a research area. Research on issues affecting migrant teachers is a relatively new area of research. Snowball sampling was used for sampling. Part of this research will attempt to determine the push and pull factors that explain the movement of migrant educators into KZN and also their adaptation to the working environment.

1.6 Overview of the Structure of the thesis

In this section, the breakdown of the chapters of this dissertation is presented:

Chapter 1: Presents the background of the study and the research problem, mainly the lack of research attention on the migration experiences and adaptation of migrant teachers in SA.

Chapter 2: This next chapter reviews literature on the South African education system, migration and adaptation of migrant teachers.

Chapter 3: Reviews literature on cross-cultural adjustment of migrants.

Chapter 4: The methodology on how the research was done including the research design, sampling method, data collection and how the data was analysed is given in this chapter.

Chapter 5: Gives a detailed description of the findings.

Chapter 7: Here the findings of this research are discussed, linking them with other studies in the same area.

Chapter 8: The main conclusions of this study are given and how the study managed to answer the research questions given above. The recommendations coming from this study are also given.

1.7 Conclusion

The increase in global mobility of skilled professionals has been largely explained as the result of globalisation. Many skilled African professionals have left their countries to work abroad. The SA education sector has lost teachers to countries such as the United Kingdom (UK) and Australia, straining a sector that already has critical shortages. A remedy for this has seen teachers migrating to SA from countries such as Zimbabwe, Zambia, and Lesotho.

There is a scarcity of literature on SA as a receiving country for migrant teachers and how they have adjusted to the new work environment. This justifies a need for research into this area of migrant teachers in SA. The main objective of this research was to document migration and work experiences of migrant Zimbabwean teachers in the eThekweni Municipality and to ascertain whether they are adjusting to their teaching craft in SA. This information will shed light on how the current policies and working environment is viewed by migrant teachers. Policy makers can use this information to better craft policies that ensure migrant teachers quickly adapt to their new

work environment and enhance their work performance. The next chapter reviews literature on the South African education system, migration and theories on migration.

CHAPTER 2

THE SOUTH AFRICAN EDUCATION SYSTEM, MIGRATION AND MIGRATION THEORIES ON SKILLED PROFESSIONALS

2.1 Introduction

This chapter presents the literature review and it has the following structure; it begins with the overview of the education system in SA, followed by migration and migration restrictions. Thereafter the challenges encountered by migrant teachers were reviewed. The recruitment and the placement of migrant teachers will be discussed. This is followed by theories of migration and theoretical frameworks by Lee (1966) and Black, Mendenhall & Oddou (1991).

2.2 Overview of the education system in SA

There are two national departments that manage education in SA: the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The DBE centers on primary and secondary education or the General Education and Training (GET). The GET is divided the following: the Foundation Phase (from grade 0 to grade 3), the Intermediate Phase (grade 4 to grade 6) and the Senior Phase (grade 7 to grade 9). However, regular schools in SA do not echo this division of phases. Schools are structured as primary (grade R to grade 7) or secondary (grade 8 to grade 12) (DBE, 2013; DBE 2014). The scope of this study will be limited to migrant teachers servicing primary and high schools (grade 1 to 12).

The DHET is in-charge of higher education institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges as well as adult education institutions. The DHE *also* oversees the National Skills Authority (NSA), the Sector Education and Training Authorities (SETAs) including trade testing. To gain university admission, students require a grade 12 or Matriculation certificate. All universities are self-governing and university councils have oversight over the running of these institutions. (DBE, 2013; DBE 2014).

The national Department of Education is assisted by provincial departments of education in the nine provinces to implement policy. The provincial departments of education also deal with matters specific to their respective departments. There were about 12.6 million learners being serviced by 30 500 schools and 440 000 teachers in 2010 (DBE, 2013; DBE 2014). Migrant teachers in SA but much attention has been given to uneducated Zimbabweans who are trying to make ends meet in SA (Manik, 2012). In the next section the effect that globalisation has had on the migration of professionals between countries is discussed.

2.3 Migration

The discussion below reviews the migration of skilled professionals in the context of globalisation. An evaluation of some theories on migration will be given and these feed into the theoretically framework used in this study.

2.3.1 Globalisation and Migration

Globalisation has removed many barriers, opening the way for free movement of labour force and overcoming unnecessary obstacles, due to globalisation, migrants can now move at ease and more quickly from one place to another. There is a relationship between the process of globalisation and that of international migration. A huge number of people from less developed countries have realised a gap between them and the wealthy developed countries (Postelnicu, 2013). Globalisation has created a system of interdependence between countries and nations. Enhanced communication services and the transport system allows information, goods, and people to move freely and quickly between places which are situated far from each other (Aleshkovski, 2016). According to 2013 estimates, 232 million people live outside their country of birth and 59 % of all international migrants live in the developed countries. Amongst all the forms of international migration, workforce migration has been growing fast during the last years. This is caused by the availability of transport facilities making it easier for people to migrate (Aleshkovski, 2016).

Teachers are among the workforce that is migrating to other countries, developing countries have been losing teachers to developed countries and this phenomenon gained force in the early 2000's.

The migration of teachers from developing countries to developed countries led to the Commonwealth Teacher Recruitment Protocol in 2004 and the birth of a Commonwealth Council on the Mobility and Migration of Teachers in 2010. The education systems of developing countries were being threatened due to the loss of teachers (Manik, 2005). This was to safeguard both teachers and nation states and to protect countries and migrant teachers internationally.

2.3.2. Migration restrictions in the education sector

SA attracts professionals, including educators, mainly from Zimbabwe and to a lesser extent from Lesotho (SACE, 2011). South African Qualifications Authority indicated that between 2005 and 2010 most applications for evaluation of qualifications and including teacher qualifications were received from Zimbabwe compared to any other country. It is therefore envisaged that the bulk of the participants in this study are going to be Zimbabwean nationals (SACE, 2010).

To shield SA job-seekers from competition from foreign job-seekers, various restrictions are applied mainly through residence and work permits (Wentzel, Viljoen & Kok, 2006). On top of this, the requirement for one to be registered professionally before applying for a work permit is another control. Thousands of educational professionals wishing to migrate to SA cannot apply for work permits before their qualifications are evaluated by qualifications agencies such as SAQA (Commonwealth Secretariat 2005; SACE, 2011).

South Africa, being itself a developing country, is losing teachers to developed countries. Teachers in SA are leaving the country for a number of reasons, such as increased workloads, lack of appreciation of teachers' input especially in public schools (Manik, 2005); this has left a void that is being filled by migrant teachers. Amongst migrant teachers, there are a significant number of Zimbabwean migrant teachers in SA but much attention has been given to unskilled Zimbabweans who are trying to make ends meet in SA (Manik, 2011). The migration of teachers south to south has recently attracted international interest, however there is paucity of research unpacking SA as a receiving country for migrant teachers (Manik, 2011) hence the need to carry out this research.

The SA government has taken initiatives to investigate and monitor the outward migration of SA teachers, and also to protect the rights of such teachers when practicing in other countries. This is

not the same with migrant teachers, there has been a concerning lack of attention to the situation of inward migration of teachers to SA (Keevy, Green, & Manik, 2014).

There is an overall lack of teachers in critical skills areas across SA; there is scarcity of language, mathematics and science educators in most non-urban schools compared to urban areas (SACE 2010). The salary of a teacher is the same regardless of location and resources. This has led to the shortages of qualified teachers in the rural areas, most teachers are drawn to urban areas where the schools are well resourced and have good infrastructure.

Manik (2012) noted that this shortage of teachers in rural areas and locally qualified teachers in mathematics and science across SA has led to a void that is being filled by migrant teachers. Despite the rising inflow of migrant teachers into SA in the past five years, an inadequate number of studies have tried to comprehend the professional experiences of these teachers in SA schools. Manik (2012) revealed that migrant teachers encounter several challenges which hinder their ability to assimilate easily into the local teaching community.

2.3.3. Challenges encountered by migrant teachers in SA

The challenges that migrant teachers face are discussed below. To be allowed to work in SA, a migrant professional needs to apply and register with different government or quasi-government agencies. This process is described below and other impediments to prospective migrant teachers face are also discussed.

2.3.3.1 Gaining entry into the SA teaching profession

Despite a shortage of teachers in SA the process of gaining entry is perceived to be long, expensive and time consuming with complicated procedures which are not explained by officials from the department of Home Affairs. Migrant teachers are vulnerable to corruption by lawyers who charge excessive fees in exchange of a promise to accelerate the process (Keevy *et al*, 2014; Idemudia, Williams & Wyatt, 2013). Many locals view the migrants as extra competition for the few jobs that are available in SA resulting in violence in some cases (Kalitanyi & Visser, 2010; Idemudia

et al., 2013). This research has documented the experiences of migrant teachers during the recruitment phase.

2.3.3.2. Access to teaching and achieving career success in SA

Many migrant teachers take menial and low-skilled, low-paid jobs in order to meet their qualification approval requirements and day-to-day survival need. This is because of the fact that it is difficult to gain access to teaching though they have the qualifications and so the teachers end up resorting to work any menial work for survival, Zimbabwean teachers feel unworthy despite their professional status (Keevy *et al.*, 2014).

In a study conducted on the status of migrant teachers in SA, about 52 % expressed concerns about prejudice in SA society and evident forms of xenophobia practiced by their SA colleagues and learners (Keevy *et al.*, 2014) . This is likely to impact negatively on the job performance of the migrant teachers.

2.3.3.3 The SA curriculum and assessment

Migrant teachers argued that given their professional background in other countries, the nature of the SA curriculum and teaching, particularly with regard to assessment and what is considered to be a passing grade in SA schools is seen as counterproductive by migrant teachers. Another aspect of assessment viewed as lacking in educational quality was the practice of giving learners the scope of an examination (Keevy *et al.*, 2014).

Migrant teachers experienced many struggles, from their entry into SA to the approval of their qualifications and accessing teaching positions in the country. Though SA is in need of migrant teachers mostly in scarce skills subjects, in many work environments they are not welcomed, affirmed or appreciated at the micro level of the school. Also, there is no platform for them to discuss their views and feelings on teaching, learning and assessment in SA or their relationships with their SA colleagues. Migrant teachers' relationships in school and the culture of teaching and learning that prevails are important to their emotional wellbeing (Manik, 2005). If unaddressed, migrant teachers' negative experiences in SA schools could adversely affect their development and

taint their work attitude. Teacher unions can help in addressing the needs of migrant teachers and the challenges facing them, yet they have not championed this cause (Keevy *et al.*, 2014).

2.4. Recruitment and placement of teachers in schools in SA

There are requirements applicable to both national and migrant teachers and immigration requirements only applicable to migrant teachers: These are discussed below;

2.4.1 Evaluation of international teaching qualifications

The migrant teachers are required to have their teaching qualifications evaluated by SAQA to find its legitimacy, genuineness, its comparability to a SA qualification and its location on the SA National Qualifications Framework (NQF). A completion of an application form manually or online is required accompanied by money depending on the urgency of the application. To assess the migrant teachers' qualifications the following are required; Completed application form, certified copies of the appropriate qualifications, verification of the genuineness of documents, original language and avowed translations, academic records and transcripts, subject list or diploma supplements (for higher education qualifications), declaration by the applicant. SAQA evaluates the qualifications of all international qualification of all migrants seeking employment in SA and not just prospective teachers (SAQA, 2014; Keevy *et al.*, 2014; Department of Basic Education, 2016).

2.4.2 Application for work permit issued by the Department of Home Affairs

The second requirement for employment in the public school is the possession of a work permit issued by the department of Home Affairs. The cost of the application can be paid by the applicant or the prospective employer and the applicant and the potential employer must substantiate that there is no SA who can fill the position. A permit is issued before an applicant has found employment. For one to apply for a work permit the following are required; Certified copy of the applicant's identity document or passport, SAQA evaluation certificate, sworn translation of the qualification certificate if not in English, registration with the relevant professional body (for

teachers, this is with SACE), completed application form, application fee (Keevy *et al.*, 2014; Department of Basic Education, 2016).

2.4.3 Applying to SACE for professional registration as a teacher

A migrant teacher is required to professionally register with SACE (The South African Council of Educators). SACE supervises the registration of teachers, professional developmental activities and a code of morals. The following is required in order to register with SACE;

Completed registration form, valid proof of legal entry into SA, registration fee, certified copies of qualifications and passport, letter of employment or pending employment in SA, letter of good ethical and professional standing from the teaching council or the ministry of education where there is no council, to satisfy principled standards, This letter must not be more than one year old when SACE receives it. SACE permits migrant teachers to be registered provisionally, and this registration is renewable. The period ranges from one to three years. SACE distinguishes between those who have fulfilled all the requirements for registration (including the documents highlighted above) as a qualified teacher; those whose proof of qualification or letter of good standing is pending; and those who are academically but not professionally qualified as teachers (Keevy *et al.*, 2014; SACE, 2011).

2.4.4. Meeting employment requirements

A fourth requirement for a migrant teacher is decided by the relevant employer. In private schools the school acts as the employer while the school governing board acts as the employer in the case of temporary or contract appointments at public schools. For employment in a public school post sponsored by the state, the employer is the relevant provincial department of education. Provincial education departments evaluate the qualifications of local teachers. In the case of migrant teachers' qualifications, and in cases where local teachers hold complex and or international qualifications, the DHET (Department of Higher Education and Training) delivers a service to the provincial education departments in terms of assessing these teachers' qualifications for employment in education. The assessment determines the compliance of the international qualification(s) with

relevant SA policies on teacher education qualifications and the acknowledgment of qualifications for employment in education (Keevy *et al.*, 2014).

2.4.5 Placement of migrant teachers

Migrant teachers are employed in various ways in SA. The provincial education department can officially employ teachers on temporary or permanent basis and are paid through the state funds. In Public schools migrant teachers can be directly employed by the school, they may be employed and paid by the governing body of the school, utilising funds sourced and managed by the governing body, for instance school fees that students are required to pay. Private schools use the income created from student registrations to fund the employment of their teachers, including migrant teachers (Keevy *et al.*, 2014)

As to the recent report (Volmink, Gardiner, Msimang, Nel, Moleta, Scholtz & Prins, 2016) of the Ministerial task team appointed by Minister Angie Motshekga to investigate allegations into the selling of posts of educators by members of teachers union and Departmental officials in Provincial education departments, some of the interviews that were conducted yielded some of the themes that are outlined below:

2.4.5.1 The buying and selling of posts

All unions were aware of the condemnation of this practice and they avowed that they had taken care to advise their members about the unlawful and corrupt implications of such actions. Unions do not doubt that this practice occurs but claim that no specific or significant cases had come to their notice. The task team was called to free the unions and blame the individuals (Volmink *et al.*, 2016).

2.4.5.2. Other forms of influence on the appointment of educators

The task team has no doubt that there are many forces at work during the selection and appointment of educators. During the entire process union preferences, community preferences, pre-selection pressures are present; they are also inferences from observers, resource persons and bribery. They are also claims of nepotism, favoritism and exploitation of the advantages of belonging to a Union.

The task team noted that no Union shows any awareness of the need to step back and investigate what is happening (Volmink *et al.*, 2016; Foncha, Abongdia & Mayase, 2016; Zengele, 2013).

2.4.5.3. The alleged influence of SADTU (South African Democratic Teacher' Union).

SADTU is aware of its negative image it has to the public but perceives the image as an attack on itself and the Labour Movement, The Tripartite Alliance and the African National Congress (ANC). SADTU argues that the high frequency of the appointments of its members to desirable posts in schools and offices as sheer effect of its members and the superior quality of its members and not abuse of power. The task team could not accept the blameless version of SADTU and noted that it is defensive of its position and avoids reflecting on the strengths and weaknesses or challenges despite their position as an important sector in the field of Education (Volmink *et al.*, 2016; Foncha *et al.*, 2016; Zengele, 2013).

The task team noted that early in the 1990s, the liberation movement wanted to place its people in important government positions to disassemble apartheid. However twenty-five years later in the case of SADTU and other agencies this practice seems to have disintegrated into the abuse of power. The original vision of transforming education into a tool for political development, educational justice, economic viability and lifelong learning has been lost (Volmink *et al.*, 2016; Foncha *et al.*, 2016; Zengele, 2013).

Concerns were also raised by NAPTOSA (National Professional Teacher' Union of SA) and PEU (Professional Educators Union) that SADTU uses power excessively, non-SADTU members are expelled from their posts to make a vacancy for a member of SADTU they want. They added that there is undue influence by SADTU in SACE where it has 90% of the council (Volmink *et al.*, 2016; Foncha *et al.*, 2016; Zengele, 2013).

2.4.6 Theories of migration

Socio-political, economic and ecological factors are the main forces driving migration. Economic disparity between developing and developed economies encourages the movement of experienced labour from developing countries to developed countries. Rising violence world-wide, often as a result of ethnic or religious prejudice, has led to increased levels of migration. Temporary migration visas allow the escalation in the rate of circular migration. Changes in the ecological environment have the potential to worsen food and water uncertainty in various parts of the globe. Restricted access to food and water resources may push people to migrate to countries where these resources are more readily available (Piesse, 2014).

Migrants themselves can be divided into two broad categories: social and economic. Social migrants include asylum seekers and refugees (humanitarian migrants). These individuals generally migrate to countries geographically close to their country of origin. Economic migrants, on the other hand, migrate in order to find employment or improve their financial circumstances. Economic migrants are generally motivated by opportunities for higher incomes in other countries (Bartram, 2013). In the past, these migrants have generally moved from poorer to richer countries, however, recent evidence suggests that this is beginning to change with increasing levels of south-south and circular migration being seen (Piesse, 2014; Bartram, 2013; Boski, 2013).

Economic migrants are drawn towards global migration because of the expectations of higher wages, better employment opportunities and also desire to escape the domestic social and political situation of their home country (Bartram, 2013; George, 2016). These migrants are most likely to come from middle-income countries where the population is becoming better educated. Salaries and wages, however, are likely to remain quite low compared to those of individuals with a similar educational background in other, higher-income countries. This disparity has the potential to lead to some highly-skilled individuals from developing countries migrating to more developed countries. This form of migration is known as south-north migration and has historically been the main form of economic migration (Piesse, 2014; George, 2016; Boski, 2013).

Individuals from developing countries move to more developed countries for work and send money back to their country of origin (south-north) migration. However over the years, south-south migration has become more and more common. The increasing prevalence of south-south economic migration is likely to continue as the barriers to migration are lower than south-north

migration. Migrants from the south are generally less skilled and lower-educated than their counterparts from the north, making it difficult for them to migrate to more developed countries (Piesse, 2014).

Economic migrants have a greater degree of choice in deciding their destination than humanitarian migrants. Many refuge seekers will flee to the nearest safe country that will accept them whereas economic migrants will move to countries that either require their services or have improved conditions than their country of origin. Pull factors within the destination country are therefore more likely to influence the decision making process of economic migrants (Piesse, 2014). According to Boski (2013) economic migrants are characterised by the following:

1. Motivated by a strong desire to improve their standards of living,
2. Migration is centered on economic considerations and also ease at legalization and realistic prospects for work and pay
3. Migration is usually a result of impulsive individual decisions but it can also sometimes be family-sponsored. Agency services assist in the process and some of it is illegal immigration.
4. Economic migrants are hard-working and they try to maximize earnings and avoid extravagance to maximize savings.
5. Their social contacts are mostly drawn from their home country and are sometimes isolated from local majority.
6. Their interest in host culture is characterized by indifference.
7. Acculturation (or culture learning) is usually incidental and peripheral to other activities.

2.4.6.1 Push and Pull theory of migration by Lee (1966)

According to the United Nations (UN), there were over 230 million workers leaving their countries to work elsewhere in 2013. Of this, about two-thirds relocated to developed countries and the developing countries hosted the remainder. International migration is differentiated from other types of migration, such as internal migration, in that international migrants are foreign born or hold foreign citizenship (United Nations, 2015). This study will focus on international migration of Zimbabwean teachers into SA using the push-and-pull theory of migration though this theory

does not make any distinctions between international or internal migration (Kline, 2003; Rasool *et al.*, 2012).

The push-pull theory was first developed by Lee (1966) to explain migration. Gebre, Maharaj & Pillay, (2011) note that the socio-economic inequalities in the area of origin (also known as the source) area and destination as the main driver of migration. This theory states that migrants move to regions that are perceived to be better for economic or non-economic reasons. Migrants weigh the push factors in their countries against the pull factors in the intended destination country.

Push factors are challenging situations that push people to decide to leave a place in the quest of a more attractive place. These factors may include: unemployment, conflict, war, political instability, drought, famine, floods, social inequality, lack of economic opportunity, population explosion, food shortage, suppression, forced labour (human trafficking), lack of good medical facilities, losing wealth, lack of religious or political freedom, pollution, discrimination or poor opportunities for marriage among many others (Gebre *et al.*, 2011).

The Pull factors are the reasons for moving to a new area because of something desirable in those areas. The destination of immigration is viewed as offering solutions for the push factors. Job opportunities, higher standard of living, political/social/religious freedom, better living conditions, education, better medical care, attractive climates and better chances of marrying are some of the pull factors (Gebre *et al.*, 2011; Kline, 2003; Rasool *et al.*, 2012). These push and pull factors can be summarized as falling within these four broad categories;

1. Cultural (e.g., religious freedom, education),
2. Economic (e.g., employment),
3. Political (e.g., freedom of speech, war) and Environmental (e.g., floods and natural disasters).

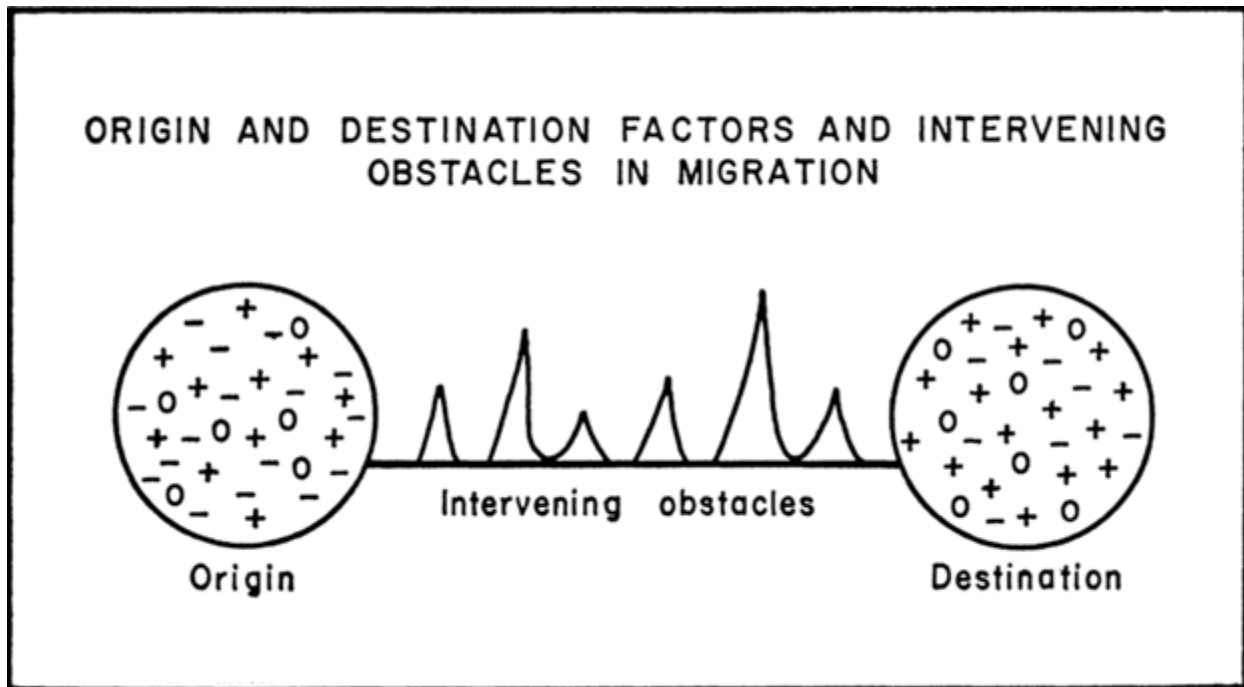


Figure 2.1. The push and pull theory (Lee, 1966: 50).

Lee (1996) states that there are factors into the decision to migrate such as factors associated with the area of origin, factors associated with the area of destination, intervening obstacles and personal factors. In every area there are a number of factors that hold people to it and other factors tend to deter them. However we cannot actually know the factors that forbids migration for certain people but only set out a few which seem important to a large group of people. There are important variances associated with the area of destination and of origin. People living in a certain area are able to perceive it differently as they have a long term contact with it. The area of destination is different in that the knowledge of the area is rarely exact in that the benefits and difficulties can only be realized by living there (Lee, 1966).

There is always an element of mystery in the area of destination and there is nervousness with regard to the response of a migrant in a new area. In every location there are positive, negative and neutral characteristics, however people are affected differently with the same set of obstacles. Migration takes place after the factors in the area of origin and factors in the destination have been weighed and also intervening obstacles have to be overcome, these intervening factors can be distance, transportation and finally personal perception of these factors will influence the actual

act of migration. Hence Lee is of the view that migration is never completely rational and it's possible to come across exceptions to any type of generalization about migration (Lee, 1966).

Lee (1996) has further tried to articulate several hypotheses within his theoretical framework regarding the four types of factors associated with migration, which include the push and pull factors both at the place of origin and the place of destination. These are volume of migration, the development of streams and counter-streams of migration, the characteristics of the migrants, for explaining why some people migrate and others do not. The hypotheses may be outlined as follows:

2.4.6.1.1 Volume of Migration

There are several factors that affect the migration volumes, some of these are discussed in this section. The volume of people migrating in any country depends on the degree of diversity in that country. Generally, the higher the degree of diversity, the higher the levels of migration. In a country where the population has similarities in terms of race, culture, language, education, income and values a smaller rate of migration is expected than where there is great diversity (Lee, 1966; Lundquist, Anderton, & Yaukey, 2014, pp349). South Africa is culturally diverse with 11 official languages with an economy that is thriving compared with the neighbouring countries has been an attractive destination for migration.

The ease of overcoming immigration restrictions will also determine the volumes of migration (Lee, 1966; Lundquist *et al.*, 2014, pp349). A migrant teacher wishing to come to SA must first apply for registration with SACE, have their qualifications evaluated with SAQA and apply for a work permit with the Department of Home Affairs before they be allowed to work in SA. It is not always guaranteed that if a prospective professional applies for a work permit they will get it as the Home Affairs Department has the right to reject applications depending on the policies they are pursuing at that time. If this challenge can be removed migration levels will increase.

Fluctuations in a country's economy influence the levels of migration. Higher economic performance entails job creation and any shortages of skills will result in industries recruiting people from afar. Compared to other countries in Southern Africa, the SA economy is the largest

and has consistently performed much better than the neighbouring countries. This has resulted in SA being a destination of choice, not only from the neighbouring countries but from the whole of Africa. The levels of migration vary with the progress of a country; developed countries will tend to have higher migration levels compared to the least developed countries

Migration levels usually increase over time owing to growing diversity of people and a reduction of intervening obstacles. The growing differences between people and the view taken of these differences have a habit of bringing an increase in the levels of migration (Lee, 1966; Lundquist *et al.*, 2014, pp349). Other migrants who have already settled in a country will motivate or demotivate their fellow countrymen from migrating. A successful migration where the migrant resettles peacefully and economic fortunes of a migrant change for the better over a short period of time will encourage others to also migrate to that country.

2.4.6.1.2 Streams and Counter-streams of Migration

Migration tends to take place mainly within well-defined streams, In place of every major migration stream, a counter-stream also develops, The effectiveness of the stream is high if the major factors in the development of a migration stream are minus factors at origin, The efficiency of the stream and the counter-stream of migration tends to be low if the place of origin and the place of destination are similar; The efficiency of migration streams will be high if the intervening obstacles are numerous, The deficiency of the migration stream varies with economic conditions, it is high in prosperous times and low in times of depression.

2.4.6.1.3 Characteristics of Migrants

Migration is discriminatory, Migrants responding primarily to desirable factors at destination tend to be positively selected, Migrants responding primarily to minus factors at origin tend to be negatively selected, or where the main factors are overwhelming for the entire population group, they are not selected at all for migration, When all migrants are considered together, selection for migration tends to be bimodal, The degree of positive selection increases with the difficulty posed by the intervening obstacles, the heightened propensity to migrate at certain stages of the life-cycle

is important in the selection of migrants, the characteristics of migrants tend to be intermediate between the characteristics of the population of the place of origin and of the population of the place of destination.

2.4.6.2 Further adaptations to Lee’s push and pull theory

A mixed theory was formulated by Bogue combining elements of the “push-and pull” theory and the cost-benefit theory. The assumptions of the theory are presented in the Table 2.1 below:

Table 2.1: Costs and benefits of migration.

A. Potential costs of leaving a country	B. Potential benefits of leaving a country
<ul style="list-style-type: none"> • Cost encountered while looking for work 	<ul style="list-style-type: none"> • Advanced standards of living
<ul style="list-style-type: none"> • Feelings of isolation 	<ul style="list-style-type: none"> • Enhancement in living conditions
<ul style="list-style-type: none"> • Transports costs to the new destination 	<ul style="list-style-type: none"> • Vast possibilities of progress and education of children
<ul style="list-style-type: none"> • Lack of respect and acceptance in the new environment 	<ul style="list-style-type: none"> • Attractive social life
C. Potential costs of staying in a country/Pushing factors	D. Potential benefits of staying in a country/Inhibiting factors
<ul style="list-style-type: none"> • Political instability 	<ul style="list-style-type: none"> • Support of family and social groups
<ul style="list-style-type: none"> • Shortage of job opportunities 	<ul style="list-style-type: none"> • Cheap housing
<ul style="list-style-type: none"> • Violation of human rights 	<ul style="list-style-type: none"> • Definite supply of food and other necessities
<ul style="list-style-type: none"> • Social, political and religious inequalities 	<ul style="list-style-type: none"> • Living while surrounded by closest persons

He argued that a positive migration departure will be made when the push and pull factors are stronger than the influence of the inhibiting factors that is the potential cost of leaving and the potential cost of staying. Individuals make a decision to migrate or not to migrate after weighing the encouraging and discouraging aspects from the country of origin and to the country of destination, if the country of destination has more favorable aspects migration is likely to occur (Slany, 1995).

2.4.6.1.4 Criticisms of Lee's theory on migration

Lee's theory on migration cannot explain why most initial migration moves set in motion or fail to set in motion self-sustaining dynamics. How experiences of pioneer migrants result in expanding migration networks and the formation of migration systems cannot be explained by these theories (de Haas, 2010). Social or family relationships, including membership of a particular community also facilitate processes of chain migration.

Migration usually results in further migration (Castles & Miller, 2009; de Haas, 2010). Migrant networks in a host country facilitate further migration. Once a critical number of migrants have settled in the host country migration will become self-perpetuating since it creates the social structures to sustain the process (Castles & Miller, 2009; Massey, Arango, Hugo, Kouaouci, Pellegrino, & Taylor, 1998; de Haas, 2010). Once migrants have settled in a host country, other forces come into play. The choices made by pioneer migrants, labour recruiters or others tend to have a great influence on the location choice of subsequent migrants.

No one migration theory has a wide acceptance by social scientists who study migration. This is because migration research is often interdisciplinary. It includes law, economics, sociology, political science, demography, geography, psychology and cultural studies (Brettel & Hollified, 2000). Currently we do not have a single coherent theory regarding international migration but a group of theories. These theories were developed in isolation and sometimes limited by the differences among the areas of study (Porumbescu, 2015).

Lee's push-pull theory (1966) makes the assumption that a "natural inertia" is a given, it assumes that people do not like to move naturally and would rather stay in a place if they are happy (Faist, 2012; Ghatak, Levine, & Price, 1996). This may not be the case, some people may actually migrate for the sake of the experience itself, to learn a new culture and not that there are some factors that are driving them away from their home country. The most popular current theories on migration are: the neoclassical economics theory, the new economics of migration theory, segmented labour market theory and the historical-structural theory and the world system theory. Some of these are discussed below.

2.4.6.2 Neoclassical economics theory

The Neoclassical Economics came from the theoretical model explaining labour migration in the face of economic development (Corry 1996, Harris & Todaro 1970). This theory makes the following assumptions:

- a. The major driver of labour migration is differences in remunerations between a sending and a receiving country. With an elimination of wage disparities an end to international migration of workers is expected and migrants will not migrate if such differentials do not exist.
- b. International labour migration is driven by labour market mechanisms.
- c. Governments can monitor and control the migration of labour by regulating labour markets in both source and host countries (Massey, 2005).
- d. Individuals migrate after calculating the costs and benefits and conclude that they will receive the positive net return from movement.

A major criticism of this theory is the assumption that migrant workers will base their decision to migrate purely on job opportunities and/or or remuneration reasons. Other factors such as educational opportunities, closeness to family, political instability may influence an individual's decision to migrate. Even the decision to migrate itself might not belong to the individual only but the family might in some instances has input in the decision an individual finally makes. Stark (1991) argued that the decision to become a labour migrant cannot be explained only at the level of individual workers, a lot of social issues also come into play and these need to be considered as well. They then proposed an approach known as the new economics of labour migration

2.4.6.3 New Economics of Labour Migration (NELM) Theory

This theoretical model arose in response to the neoclassical theory (Stark & Boom, 1985; Stark, 1991). The new economics of labour migration questions some of the ideas and principles considered in the creation of the neoclassic theory, either by arguing against them, or by simply completing them. This model is somewhat different from the neoclassical theory in that it makes the following assumptions (Porumbescu, 2015; Stark, 1991; Cassarino, 2004):

- a. Families, households and/or other cultural units of production and consumption are those who matter in the decision to migrate or not to migrate and not individuals.
- b. Salary or wage differences is not a necessary condition for making a decision about migration to another country.
- c. International migration does not necessarily cease when wage differentials disappear.
- d. Governments are able to manipulate the size of migration flows through regulating labour markets.

The NELM theory differs from the Neo-classical theory with respect to how they interpret returning migrants. Neo-classical economists posit that people migrate permanently to maximize their remuneration in host countries and, a returning migrant is viewed as to have failed or the migration did not meet the desire for higher wages. On the other hand, NELM theorists argue that people migrate on a temporary basis to attain their objectives in a host country. As such, a returning migrant is perceived as a success story as the initial objectives were met. According to NELM, a migrant will return home once his or her needs are fulfilled (Porumbescu, 2015; Stark, 1991; Cassarino, 2004). Both the Neoclassical theory and the NELM do not take into account how migrant networks facilitate migration and, this led to the “social capital theory” described below.

2.4.6.4 Social capital theory

For every new migrant a network tie will be created with potential migrants who may be acquaintances left at home. As the volume of migrants increases migrant social capital also expands. Potential migrants can draw upon these resources, which increases their chances migrating. As more individuals migrate, social capital expands even more and this creates a feedback mechanism (Garip, 2008). When social capital networks have reached a certain level of growth, they can diminish the effect of other social and economic factors on migration. Information about or even direct assistance with the migration process by prior migrants decreases the costs of moving for prospective migrants. Prospective migrants access these resources through interpersonal relationships based on kinship, friendship, or shared origin. Prior migrants may provide assistance with information on job opportunities, transportation to or living arrangements (Garip, 2008). The social capital theory assumes the following:

- a. Migration multiplies until network connections are large enough that all people who wish to migrate to that country can do so without difficulties.
- b. Correlations between wage differences and migration flows do not exist.
- c. Government monitoring and controlling of migration is not easy as migrants networks are created outside the country and will take place irrespective of policies pursued (Castles and Miller, 2009).

Migrant social capital networks can work in different ways for different groups of individuals or in different settings (Garip, 2008). For example, in highly patriarchal societies, females may not find it easy to access help from male counterparts who have migrated and vice-versa. Social capital networks as a potential resource for migration will also depend on the characteristics of relations of those who have migrated and the prospective migrants. If a potential migrant is not in the social circle of someone who has already migrated, it becomes very difficult for them to access these resources.

2.5 Conclusion

There are two national departments that manage education in SA: the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). The DBE focuses on primary and secondary education which is within the scope of this study. Globalisation has removed many restrictions to migration resulting in a net outflow of school teachers from SA to countries such as the UK and Australia. This, coupled with teacher attrition and lower numbers of teachers being trained per year, precipitated a shortage of qualified school teachers. To alleviate the shortage, teachers from neighbouring countries have been migrating to work in SA. However, several restrictions to their migration are in place and these include; the requirement to register with SACE, the requirement for all foreign qualifications to be evaluated by SAQA and the requirement to apply for a work permit through the Department of Home Affairs.

In spite of the high numbers of teachers migrating to SA, few studies have looked at how these migrant teachers have experience the migration process and the factors that caused them to migrate, which is a focus of this study. In literature, several theories have been used to study the phenomenon of migrant professionals. These include; the push and pull theory, the neoclassical theory, the new economic theory and the social capital theory. All these theories look at migration

from different perspectives and no one theory captures all the different aspects of migrations. For this reason, some researchers have suggested that migration should be studied using a complex combination of these theories. In this study, the push-and-pull theory was preferred because of its wide use in literature, simplicity and flexibility compared to other theories which tend to be more rigid in their focus. The next chapter reviews literature on how migrants adapt to their new work environments. A failure by a migrant to adapt to the new work environment will affect their job performance.

CHAPTER 3

CROSS-CULTURAL ADJUSTMENT OF MIGRANTS

3.1 Introduction

This chapter looks at an important aspect of migration which is their adaptation to the new environment. If a migrant fails to adjust to a new environment, their work performance will also be affected. In the case of migrant teachers coming into SA, this may mean they may not fully function to their fullest potential and this will disadvantage the main recipients of their service, the learners. Various theories that inform the theoretical framework of this study are also discussed in this chapter.

3.2 Adjustment of migrant teachers in developed countries

Research done in Australia and UK suggest that migrant teachers face a number of difficulties as they seek their qualifications and experience to be recognised (Guo, 2009). After interviewing and observing eight Japanese born teachers, who were working in Australia as language educators. It was found out that there were difficulties encountered by these teachers caused by differences in terms of teaching professions and education systems, as well as the language barrier which made communication difficult. In another study conducted by Seah & Bishop (2001), it was found that teachers from Fiji and Romania had value conflicts in regard to mathematics education and their adjustment to the Australian school environment (Kato, 1998; Tevera, 2014; Edwards, 2014). Adjusting to new ways of teaching and new practices can be difficult to migrant teachers hence the need to introduce mentoring programmes for migrant teachers, this will help them to cope with professional transition (Peeler, 2002; Edwards, 2014).

Cross-cultural adjustment or adaptation refers to how a migrant adapts to work and living conditions in a country with a different culture to his. It is the professed level of emotional and mental wellbeing and awareness a person has in the new culture (Black, Mendenhall, & Oddou, 1991). There are three aspects of cross-cultural adjustment (Black *et al.*, 1991). This multifaceted perspective of migrant adaptation includes:

- **Work adjustment:** includes the adaptation to new working conditions as well as new roles and job tasks. Flawless work adjustment can be achieved if there are no differences in processes, procedures or the demands of the task between the old job and the new job in a foreign country.
- **Interaction adjustment:** includes the ease achieved in interrelating with nationals of the destination country in the work or non-work environments. Interaction adjustment is the most challenging of the three aspects to realize as a result of variances in mental maps and values with host nationals (Black *et al.*, 1991).
- **General adjustment:** includes the general adaptation to living in the new country with a new culture (Black *et al.*, 1991). Aspects of general adjustment include the housing environment, cost of living, diet and medical care (Black & Stevens, 1989). The research seeks to find whether migrant teachers are adapting to the three facets of cross – cultural adjustment. Ability of migrants to deploy their competences and skills fully has strong benefits for themselves and the host country (James *et al.*, 2014).

3.3 Theoretical framework on cross-cultural adjustment by Black *et al.*, (1991).

Persistent teacher shortages have led to the appointment of migrant teachers or overseas qualified teachers to fill teacher vacancies. These migrant teachers are offered opportunities to re-establish their careers and improve their financial stability in a new country, but the experiences of these teachers and their encounters in a foreign land are poorly researched (Sharplin, 2009). Moving to a foreign country brings a lot of changes in the job the individual performs it involves differences in the beliefs and norms living conditions, daily customs and a foreign language (Black *et al.*, 1991). There are three aspects of cross-cultural adjustment as identified by Black *et al.*, (1991) in his theory. This multifaceted perspective of migrant adaptation is discussed below;

3.3.1 Work adjustment

This includes the adaptation to new working conditions as well as new roles and job tasks. Flawless work adjustment can be achieved if there are no differences in processes, procedures or the demands of the task between the old job and the new job in a foreign country. Work adjustment can also involve the following challenges for the migrant teachers.

3.3.1.1 Socio-cultural and professional integration

African teachers migrating to developed countries such as Australia need to receive suitable induction, support and professional development if they are to make constructive transitions (Miller, 2008). They have different socio-cultural backgrounds from those of their host countries which made it difficult for them to fit. Sharplin (2011) is of the view that policy makers should improve support structures and processes to support and welcome migrant teachers. Peeler and Jane (2006) are of the view that migrant teachers need to be assisted by long serving staff members to obtain the knowledge that is needed for them to assimilate into their work places (Matimba).

Migrant teachers are at risk of failure to make positive transitions in their careers in their new country if they do not obtain sufficient induction, support and professional development (Miller, 2008c). Their predicament was compounded by their different socio-cultural background which made it more challenging for them to fit into a new cultural environment than would teachers from related cultural backgrounds as the host country, Australia (Matimba, 2015).

3.3.1.2 Exploitation and lack of job security

Migrants face mistreatment and lack of job security in the work environment of the host country (Lawrence, 2013). In SA there are reports that migrant teachers are not able to secure teaching posts despite having qualifications recognised by SAQA (South African Qualifications Authority) and this forced them to resort to informal jobs for a living. (Manik, 2009). In a research conducted by Singh (2013) it was found out that local teachers are of the idea that migrant teachers want to take their jobs and that local teachers and school managers abuse the vulnerability of Zimbabwean teachers (Singh, 2013: p.14), also when it comes to promotions Zimbabwean teachers are omitted and their posts are regularly changed to safeguard the jobs of indigenous teachers.

Migrant teachers feel that they are exploited as they are paid below their expected salary and also their qualifications are not considered and Manik (2009) is of the view that migrant teachers are in a marginalised position in the profession and this must be addressed. She argues that Zimbabwean teachers do not receive the same salary as SA citizens because they occupy short-term positions (Manik, 2013). She argues that migrant teachers teach scarce skills subjects and so they should be given permanent jobs instead of temporary jobs that provide job instability.

3.3.1.3 Interaction with students of host countries

Migrant teachers encounter different perceptions when interacting with students of the host countries. In a study conducted by Vandeyar (2014) students regarded teachers as different in that they are unfamiliar with their accents, surnames, pronunciation, culture and even their dress codes. Students have mixed reactions towards migrant teachers, some students view migrant teachers as unable to instil discipline in their learning class and that they tend to concentrate on those who pay attention and ignore those causing interruptions. Other students respected migrant teachers and are of the view that the classroom environment is friendly and very encouraging to learning and discipline and regard migrant teachers as strict and want students to do well (Vandeyar, 2014).

The professionalism and work ethic of migrant teachers was viewed as associated with commitment to work, hardworking, able to present their knowledge to learners. The other perception that students have of migrant teachers is that they were foreign and therefore should not teach them should return to their countries, however others regarded them as hardworking and committed to their work (Vandeyar, 2014). From the above findings it can be clearly articulated that migrant teachers face mixed reactions from the students they teach and this can have a positive or negative impact on their job performance. Their interaction with the students has an impact on the work adjustment in the host country.

3.3.1.4 Access to information

Migrant teachers reported a need for information about school policies (particularly conduct management), roles and duties of support personnel (technicians, registrars). They also needed to know the procedures for using equipment and acquiring resources, and non-teaching roles that were unfamiliar responsibilities in other cultures (Sharplin, 2009). A recommendation was made that education policy-makers should advance and improve system-based support structures and processes that would provide well-organized, supportive and hospitable higher levels of organisational support for teachers appointed and relocated to remote rural areas such as in Western Australia (Sharplin, O'Neill & Chapman, 2011).

3.3.2. Interaction adjustment

Interaction adjustment includes the ease achieved in interrelating with nationals of the destination country in the work or non-work environments. Interaction adjustment is the most challenging of the three aspects to realize as a result of variances in mental maps and values with host nationals (Black *et al.*, 1991). The following challenges can be encountered by migrant teachers under interaction adjustment;

3.3.2.1 Language proficiency

Skilled migrants are required to know the official language of the host country. African teachers in Australia are assessed to find out their competency with the English language. Teachers from English-speaking Western countries such as Canada, United Kingdom, New Zealand, and the USA are exempted from taking the English language proficiency test (Matimba). In two studies carried out by (Murray & Cross, 2009; Murray *et al.*, 2012) it revealed that many participants defied the validity and underlying purpose of the tests and saw them as a hindrance to the recommencement of their professional lives. Complaints came particularly from participants from non-Western countries where English was commonly used in everyday life and whose applications for exemption were overruled. The amount of time spent repeating components of the test in an attempt to achieve the required grades tardy the registration process and creates further frustration (Murray, Riazi & Cross, 2012). Also a number of migrant teachers from Africa and India reported that their accents had been mocked; their accent is regarded as fun (Matimba, 2015).

3.3.2.2 Discrimination

Collins and Reid (2012) noted that migrant teachers view professional prejudice as barriers to their work, the majority of them were only able to secure casual teaching positions. For those in permanent positions it was challenging for them to get promoted. Also they would endure racism from students they teach, they would mock their accents and are marginalised despite their professional qualifications and experience. Minority African teachers still believe discrimination is still dominant in the school workplace. Collins and Reid (2012) observed that migrant teachers

considered prejudice as a barrier to their employment as the bulk of them were only able to secure casual teaching positions.

For those in permanent teaching positions it was difficult and almost unthinkable for them to gain promotion. Isolation is another form of discrimination that migrant teachers have experienced despite their professional qualifications and experience (Matimba, 2015). Santoro (2007), citing Santoro *et al.*, 2001; Peeler & Jane, 2005) observes that ‘teachers of difference’, including African teachers, are often reduced in importance to the educational communities. They are perceived as if they were invisible and their opinions are not listened to. Kostogriz & Peeler (2007) noted that migrant teachers are considered as the peripheral ‘other’, the ‘stranger’ and the ‘foreigner’ apparently for the reason that their cultural and linguistic difference from their ‘mainstream’ colleagues (Matimba, 2015).

3.3.2.3 Xenophobic attitudes and workplace frustration.

Xenophobia is an extreme hatred or fear of people from other countries which signifies outlooks of dislike towards migrants (Crowther, 1995). Zimbabwean teachers are prone to xenophobia attitudes by other teachers and learners in schools and this leads to them feeling dissatisfied in the schools where they teach (Anganoo, 2014). The majority of South Africans are of the view that migrant workers pose competition for them in the work place and that migrant workers put strain on SAn resources (Crush, 2001) Xenophobia is also propagated by state representatives in different departments and institutions who deny non-nationals access to services claiming they are taking resources meant for SAns (Ziebarth *et al.*, 2012) Despite the ill-treatment Zimbabwean teachers endure to work in SA since most of them are bread winners and have family responsibilities (Penson & Yonemura, 2012).

South Africans use the word ‘Makwerekwere’ which is a slang word for foreigners especially illegal immigrants (Macha, 2008). The use of this word establishes hostility (Segale, 2004)

3.3.3 General adjustment

General adjustment includes the general adaptation to living in the new country with a new culture (Black, 1991). Aspects of general adjustment include the housing environment, cost of living, diet

and medical care (Black & Stevens, 1989). The research seeks to find whether migrant teachers are adapting to the three facets of cross – cultural adjustment. Ability of migrants to deploy their competences and skills fully has strong benefits for themselves and the host country (James *et al.*, 2014). Migrant teachers can experience the following challenges when generally adjusting to a new place.

3.3.3.1 Familiarity and loneliness

Zimbabwean teachers in SA experience loneliness as to a research carried out by Manik, (2011b), Majority of the migrant teachers leave their families and they end up frequently travelling across the borders to reconcile with their families and phone to their home countries regularly. This leads to financial loss and some families may end breaking up because of living far away from each other. Others may end up not travelling often because of long distance, furthermore the food, forms of entertainment may be different from their country of origin and this often leads to loneliness and they end up feeling like outsiders (Lawrence, 2013).

3.3.3.2 Culture shock

Migrant teachers experience problems as they try to cope with new ways of living which is different from theirs. They also struggle with a new language and makes everyday interaction difficult; they also experience differences in diet, clothing and music (Lawrence, 2013). Migrant teachers in the UK also experienced culture shock, they had the challenge of students who did not respect teachers in the classroom and had the view that SA learners were better behaved than UK learners (Manik, 2005)

3.3.3.3 Teacher personality

Migrants' personalities are transformed and moulded by interaction with the destination country. They develop multiple characteristics which are linked to the cultures of the homeland and of the host country. The beliefs, customs, food and language in the host country offer a foundation for creating a migrant teacher's identity (Singh, 2011). Migrants find themselves struggling to

develop and uphold a character that is a correct reflection of them and also at ease with their environments (Fomunyam, 2012). They then decide whether they want to maintain their marginal cultural identity or assimilate into the identity of the majority of the population in the host country. Migrants experience identity transformation but this is dependent upon their experiences in the host country (Fomunyam, 2012).

3.3.3.4 Family circumstances

In a study conducted by Sharplin (2009), it was found out that relocation to migrant teachers who were married involved separation for unpredictable lengths of time. The migrant teachers tolerated separation from their families for attaining their careers and furthering personal goal. Although the relocation caused anxiety to them, it was not recognised as a reason for teacher attrition (Sharplin, 2009).

3.4 Individual factors in relation to migrant adjustment

Harrison (2005) is of the view there are largely ignored characteristic variables such as self-efficacy and self-monitoring that are applicable to all three facets of adjustment that is (work, interaction and general adjustment), these personality variables are discussed below;

3.4.1 Self-efficacy

Self-efficacy is the level of confidence an individual has in their ability to accomplish tasks (Bandura, 1986; Gist, 1987). Individuals with high self-efficacy quickly acquire new behaviours and have greater chances for receiving feedback about their learned skills than those with low efficacy (Black *et al.*, 1991). Hence self- efficacy affects not only the perception of a migrant's capability to achieve but also their skills at relating efficiently to host nations (Gist, Stevens, & Bavetta, 2006; Bhatti, Sundram & Hoe, 2012; Haldorai, Pillai & Ranganathan, 2014).

3.4.2 Self-monitoring

Self-monitoring is defined as a person's ability to adjust his or her behaviour to outward, situational factors. Great self-monitors will adapt their behaviour to meet the behavioural

requirements for a certain situation; hence they reactively adjust to the situation. On the other hand, low self-monitors uphold their behaviour and do not adjust their actions to meet the requirements of the situation. They try to actively change the environment in order to maintain their standards of behaviour (Snyder, 1974) On the other hand low self-monitors tend to carry on with certain behaviour even though it contradicts social or situational pressures (Ajzen, Timko, & White, 1982; Bhatti *et al.*, 2012; Haldorai *et al.*, 2014).

This study will integrate the push-and-pull theory and the cross-cultural adaptation theory to answer the research questions as shown in Figure 1. The interviews will start by soliciting information on the factors that forced the migrant teachers to leave their countries of origin and then the factors that made SA an attractive destination for them. The interviewees will then be given the opportunity to describe their experiences when they applied for work permits, professional registration and SAQA evaluation. The process that was followed and their placement into specific schools will be recorded while the cross-cultural adaption theory will be used to evaluate their adaption to the new work environment.

3.5 Criticism of Black, J. S., Mendenhall, M., & Oddou, G. 1991 adjustment theory

The Black *et al.*, (1991) adjustment theory only deals with transition experiences of migrants but does not go further to understand the underlying processes where migrants are satisfied with their jobs in the foreign country (Ren, Bolino, Shaffer & Kraimer, 2013). Work adjustment is a dynamic process, unfolding and varying over time (Firth, Chen, Kirkman & Kim, 2014). Research has examined expatriate experiences and adjustment from a static, rather than a dynamic perspective. The lack of time sensitivity in expatriate investigations has prevented scholars from fully explaining the phenomenon. Issues of how adjustment unfolds over time in individuals and, factors that influence the speed of adjustment are issues that may require more attention (Zhu, Wanberg, Harrison & Diehn, 2016).

In spite of this, Kraimer, Bolino & Mead (2016) note that Black *et al.*, (1991) adjustment theory dominated migrant adaptation research and may have unintentionally stifled other theories.

Research on migrant adaptation has mostly concentrated on their adjustment, with only a handful of studies that addressed the adjustment of spouses and families (Kraimer *et al.*, 2016). However, since 2010, about three more theories on migrant adjustment have also gained some popularity (Kraimer *et al.*, 2016). These are briefly discussed below.

3.5.1 Social support theory

Farh, Bartol, Shapiro & Shin (2010) developed a theoretical model to explain when and how migrants build informal and emotional support networks with colleagues in the receiving country to facilitate their own adjustment. Migrants are more likely to socialize and seek emotional support from those they identify to have shared similar experiences (Cohen, Underwood & Gottlieb, 2000). In the context of expatriation, common problems experienced by expatriates during the adjustment and integration process may serve to create a bond between expatriates and the development of a network that facilitates social support through adjustment empathy. Migrants who are going through or have gone through stressful adjustment experiences similar to those of the newer migrants are seen as helpful sources of emotional support (Farh *et al.*, 2010). Also those with adjustment empathy are able to relate to the migrant's confusion in the host country and reassure the new migrants.

While it may be true that a social network can assist in the adjustment process, these social networks maybe absent in cases where an immigrant settles in a country or place where there are no other migrants who share their similar experiences. Also if these interpersonal relationships among migrants are weak, the support network might be non-existent. For example, a migrant teacher from one country may fail to form a support network with other migrants from other countries due to differences in culture, values, religion and even language.

3.5.2 Family and adjustment theory

Lazarova, Westman & Shaffer, (2010) developed a theoretical model based on job demands resources theory that incorporated both the family and expatriate roles to explain how the demands and resources associated with each role relate to expatriates' work and family performance through their and their partners' cultural adjustment and engagement. This model presents a valuable perspective of unpacking the interdependencies between the work and family domains in the

adjustment process of migrants. A major drawback of this model is that during the initial migration, a migrant usually travels alone and may not have family to rely on.

3.6 Conclusion

Cross-cultural adjustment or adaptation refers to how a migrant adapts to work and living conditions in a country with a different culture to his. It is the professed level of emotional and mental wellbeing and awareness a person has in the new culture (Black, Mendenhall, & Oddou, 1991). Some challenges encountered by migrant teachers may include differences in terms of teaching professions and education systems, the language barrier can make communication difficult, adjusting to new ways of teaching and new practices. In this regard there is paucity of information on how migrant teachers coming to SA adjust to their new working and living environment. A study into this area was thus important.

Several theories have informed how adjustment studies for migrant workers are conducted. These theories include the cross-cultural adjustment by Black *et al.*, (1991) which states that a new migrant must be able to adjust and adapt in three areas namely, work adjustment, how they interact with others and their general adjustment outside the work environment. Other theories include the social support theory which looks at how a migrant builds a social support structure in a foreign land drawing from fellow migrants under similar circumstances. The family and adjustment theory focuses mainly on how family can assist a migrant in the adjustment process. The “social support” and the “family and adjustment” theories are quite narrow in their focus while the theory by Black *et al.*, (1991) looks at a number of issues that influence the adjustment of a migrant worker. In literature, Black *et al.*, (1991)’s theory was been extensively used by many researchers studying cross-cultural adjustment of migrant workers. For these reasons, this study will use Black *et al.*, (1991)’s theory to study adjustment of migrant Zimbabwean teachers in the eThekwin Metropolitan. The following chapter looks at the methodologies used in this study.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

In this section, the design and location of the research are described including; the methodology that was followed, sampling methods, sample size and also the study instrument. Data collection techniques, including how access to the study areas was gained, the ethical considerations of the study, how the data was analysed and the limitations of this study was given.

This study will integrate the push-and-pull theory and the cross-cultural adaptation theory to answer the research questions as shown in Figure 1. The interviews will start by soliciting information on the factors that forced the migrant teachers to leave their countries of origin and then the factors that made SA an attractive destination for them. The interviewees will then be given the opportunity to describe their experiences when they applied for work permits, professional registration and SAQA evaluation. The process that was followed and their placement into specific schools will be recorded while the cross-cultural adaption theory will be used to evaluate their adaption to the new work environment.

4.2 Qualitative Approach within an Interpretivist Paradigm

There are many ways of defining and classifying paradigms depending on the field of research including interpretivism paradigm (Schmidt, 2013). Interpretivism is an important approach when dealing with qualitative research. It stresses the importance of understanding each individual's perception of their reality. The migration experiences, the cross-cultural adjustment of migrant teachers will reveal the reality of what is taking place among migrant teachers. Qualitative research study things in their natural settings attempting to make sense of a phenomenon in terms of the meanings people bring to them (Merriam 2009, p.14). It also seeks to gather in-depth understanding, in the research carried out it sought to gather comprehensive information on migrant teachers on their experience and how they are adapting to working in a foreign land.

4.3 Research design

This research could be described as an exploratory research. Exploratory research is usually used in initial investigations into relatively unknown aspects of a research area (Durrheim, 2006). Qualitative research method was used to collect data and it consisted of 5 face to face interviews and 10 telephonic interviews. Research on issues affecting migrant teachers is a relatively new area of research. An exploratory type of study will provide new insights in this phenomenon of migrant teachers. This study will describe the experiences of migrant teachers with the recruitment process and their adaptation to the working environment. Part of this research will attempt to determine the push and pull factors that explain the movement of migrant educators into KZN and also their adaptation to the working environment.

4.4 Study site

Figure 4.1 shows the map of eThekweni Metropolitan Municipality which was created in 2000 and it includes Durban city which is the third biggest metropolitan in SA. This study area is in a coastal region located in the southeastern part of SA in KwaZulu-Natal province. The eThekweni metropolitan area has a population of about 3 442 398 people (2011 Census). Black Africans make 73.8% of the population, Coloureds 2.5%, Indian/Asian 16.7% and whites 6.6%. Zulu in the major language spoken by 62.8% of the population followed by English (26.8%), Xhosa (3.9%), Afrikaans (1.7%) and other languages make up 4.8% (Local government, 2015; eThekweni Municipality, 2011).



Figure 4.1. Location of eThekweni Municipality in SA. (<https://www.google.co.za/maps>).

4.5 Target population

A target population refers to units for which the findings of a survey will generalise (Lavrakas, 2008). The target population for this study was qualified migrant teachers practicing their craft in eThekweni Municipality in the KZN Province of SA. The sample was selected from migrant teachers in eThekweni municipality, it comprised of migrant teachers who obtained their qualifications outside and/or inside SA, who are now living and practicing in eThekweni municipality in KZN Province. These migrant teachers were not born in SA. About 31 migrant teachers in the eThekweni metro were identified using the snowballing method.

4.6 Sampling strategy

Sampling is a procedure by which persons that fit the parameters of the study are chosen to represent the entire population (Sekaran & Bougie, 2010). Non-probability sampling was used since the research is exploratory in nature. In exploratory research the aim is to find out if a problem or an issue exists in a quick and inexpensive way (Lund Research Limited, 2012). There are many different types of non-probability sampling but in this study snowball sampling has been used.

This is suitable when the population is hidden or hard to reach, as in the case with migrant teachers. With this method, a migrant teacher being interviewed was asked to provide the names and contact details of other migrant teachers that would be willing to grant an interview. As a result 15 migrant Zimbabwean teachers were interviewed, 5 were face to face interviews and 10 were telephonic interviews. Telephonic interviews were conducted after the interviewer encountered problems in scheduling interviews with teachers. Most of the teachers were very busy to afford time to conduct face to face interviews.

4.6.1 Importance of non-probability sampling

In non-probability sampling, the sample is assembled in a procedure that does not give all the individuals in the population equal opportunity of being selected. Non-probability sampling represents a valuable group of sampling techniques that can be used in research that follows qualitative and mixed methods (Lund Research Ltd, 2012; Welman *et al.*, 2005; Hungwe, 2013). An example of this is where researchers select units from a population that they are interested in studying. A distinguishing feature of non-probability sampling methods is that samples are chosen based on the subjective judgment of the researcher, rather than random selection, which is the foundation of probability sampling techniques. Whilst some researchers may view non-probability sampling techniques as inferior to probability sampling techniques, there are several theoretical and practical reasons for their use, as follows (Lund Research Ltd, 2012; Welman *et al.*, 2005; Hungwe, 2013):

1. Non-probability sampling is mostly used since the techniques used to select units for inclusion in a sample are much easier, quicker and cheaper when compared with probability sampling.
2. Where it is not possible to use probability sampling, non-probability sampling provides an alternative. Populations that seem hidden or hard-to-reach (for example drug addicts and prostitutes), where a list of the population simply does not exist, snowball sampling may offer a solution.
3. Non-probability sampling can also be particularly useful in exploratory research where the aim is to find out if a problem exists in a quick and inexpensive way. One may have a theory that such a problem or issue exists, but there is limited or no research that currently supports such a theory. Here the objective is to find out if such a problem or issue even

exists, the potential sampling bias of certain non-probability sampling techniques can be used as a tool to help you. The researcher may choose to select only those units to be included in your sample that he feel will exhibit the problem or issue you are interested in finding. This would help you to avoid a potentially more time consuming and expensive piece of research looking into a potential problem or issue that actually does not exist.

There are different non-probability sampling methods that include: quota sampling, purposive sampling, self-selection sampling and snowball sampling (Lund Research Limited, 2012; Welman *et al.*, 2005; Hungwe, 2013). This study will make use of a non-probability sampling techniques, snowball sampling, since the entire population of Zimbabwean migrant teachers in the eThekweni Municipality is unknown rendering the probability sampling, such as systematic random sampling, impractical. The migrant teachers also fall in the hard-to-reach category were the only way to reach them is through referral by other migrant teachers.

4.6.2 Reliability and validity in non-probability research

Validity is the degree to which results of a study can be generalised or correspond accurately to the whole population. Non-probability samples by nature are not truly representative since a random approach is not used. The validity of non-probability samples can be increased by trying to approximate random selection, and by eliminating as many sources of bias as possible. Reliability refers to the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under similar conditions. Reliability cannot be measured in non-probability sampling; the only way to address data quality is to compare some of the survey results with available information about the population. Still, there is no assurance that the estimates will meet an acceptable level of error.

One limitation to the non-probability sampling approach adopted for this study is that findings may not be generalised to the entire population (Brink, 2006). Also the person that introduces the next person often chooses someone who has similar experiences or reflects similar opinion with them. This may introduce bias in the sample. This may lead to similar opinion or experiences from similar types of people, particularly if the sample size of the population is small (Gem, 2001). This may make it impossible to generalise the results of snowball sampling to represent the entire

population from which it is drawn. However, since snowball sampling involves individuals recruiting other individuals to take part in a piece of research, there may be common features, traits and other common factors among those individuals that help to break down some of the usual barriers that prevent such individuals from taking part in a research (Lund Research Ltd, 2012).

To improve the validity of the results, the research population has been narrowed to Zimbabwean nationals working in the eThekweni Municipality. The sample size was 30 participants. Burns and Grove (2001) state that there are no hard or fast rules about the sample size in exploratory research but a sample should have at least 30 participants

4.6.3 Pilot-test of the interview schedule

To improve reliability, a pilot test was done before the actual research. This was done to find out whether the interviewer has a deeper interaction with the research. This assisted in finding out whether questions might be unclear. Burns and Grove (2001) state that information obtained on pre-tests, also known as pilot tests, is important in interview preparation and may improve the accuracy with which participants respond to questions. The pilot test assisted the research in determining if there were flaws, limitations, or other weaknesses within the interview design or questions and allowed the researcher to make necessary revisions before the implementation of the study (Turner III, 2010). A pilot test should be conducted with participants that have similar profiles as those that will participate in the implementation study. The pilot test also assisted the researcher with the refinement of research questions.

Questions were posed that required the biographical information of the teacher, the push and pull factors. Questions were also posed regarding their experiences on registering with professional bodies such as the SACE, application of work permits and how they got recruited to that particular school in eThekweni. Questions were posed on how they have adapted to their new work environment. The interview schedule can be found in Appendix A. After conducting the pilot interviews, the responses were analysed to see if the participants understood the questions and whether the questions needed to be refined to improve their clarity to participants.

In the study, participants were interviewed on separate dates, individually and in privacy to avoid other participants over-hearing and information gained from the pre-tests were not disclosed. A voice recorder was used to record the replies from the interviewee, this allowed verification of information with that written and also open-ended questions were used to allow the participants to express themselves as much as they would like. Three migrant teachers were used for the pilot study.

4.5 Sample size

A sample size refers to the quantity of components that must be in the sample to ensure that it is representative of the study population (Welman *et al.*, 2005). Migration research is unlike other types of research because the size of the actual population is mostly not known (Hungwe, 2013). Interviews are conducted until saturation point is reached with the interview data. According to Guest, Bunce and Johnson (2006) the researcher gains a lot of information from the first few interviews, further interviews serve to confirm what the research has already gained in prior interview. At this point saturation of knowledge is said to have been reached.

Correct estimation of sample size is important for the internal validity of the study and also prevents unnecessary wastage of resources. Various formulae have been used to determine sample size in probability studies (Kar & Ramalingam, 2013). If a sample size is too small validity may be compromised. On the other hand if the sample size is too large, more resources will be needed. Factors that influence sample size include: level of significance, size of the population and variability (Kar & Ramalingam, 2013). The sample size of those that were identified for interviews is 30. In non-probability studies, Burns & Grove (2001) state that there are no hard or fast rules about the sample size but a sample should have at least 30 participants.

4.6 Sample

A sample is defined as a subgroup chosen from a population using probability or non-probability techniques and a population refers to the whole set of cases used to select the sample (Welman *et*

al., 2005). The sample consisted of migrant teachers from schools in eThekweni Municipality. These migrant teachers might have obtained their qualifications outside and/or inside SA, and are now practicing in eThekweni municipality in KZN Province. Reliable data on foreign teachers could not be established, the SACE and the Department of Education do not have such records.

To gather the sample a sampling technique called snowball sampling was used. With this method, a migrant teacher being interviewed was asked to provide the names and contact details of other migrant teachers that would be willing to grant an interview.

4.7 Data collection methods

Semi-structured interviews were used for data collection because they yield data rich in detail (Maxwell, 1998). Furthermore, they are well-suited for the study of people's real lived experiences, a primary concern of this study. Qualitative research aims to understand the world from participants' point of view and finding the meaning that participants give to their experiences (Maxwell, 1998; Kar & Ramalingam, 2013; Doody & Noonan, 2013). Interviews make it possible to probe for deeper meanings. To this end, the interview method was appropriate in that it enabled the researcher to explore people's beliefs, values and assumptions behind their actions. Interviews were recorded to ensure reliability and truthfulness.

Interviews, done in English, were used to gather data from participants. Direct personal interviews, which were used in this study, involve the researcher or investigator collecting data from participants either through a face-to-face conversation or a telephonic one. This technique was used to gather information by questioning from a list of questions prepared beforehand by the researcher. A voice recorder was used to record the replies from the interviewees. Advantages of interviews are that they are conversational and allow for a deeper interaction between the research and the interviewee. The researcher was able to probe unclear answers or explain questions that may not be clear to the interviewee (Opdenakker, 2006; Doody & Noonan, 2013). The researcher can make a follow-up on thoughts coming from the interviewee and expose motives of the participant. This enables the researcher to reassure the interviewee and encourage cooperation resulting in higher response rates and better quality of the information collected.

Some of the disadvantage of interviews is that interviewees may provide information they think the interviewer would like to hear which may not be true. Interviewees, in some situations may be reluctant or uncomfortable to share some information they feel is too personal with the researcher, the result of which may be unsatisfactory and confusing data being provided. Inexperience on the part of the researcher may result in failure to ask questions that encourage lengthy narratives from the interviewees (Opdenakker, 2006; Doody & Noonan, 2013).

Personal background information as well data on family characteristics, departure, arrival, location and cause of flight, treatment in host country and future plans was collected. Open-ended questions were also included in order to allow participants to express themselves or explain themselves as much as they would like.

4.8 Data quality control

According to Roe (2008), data quality can be defined as the precautions that interviewers follow to safeguard the accurateness and quality of the information being collected. A pilot study is a small scale form or trial run in preparation for a main study (Simon, 2011). Pilot studies are used to try out the interview protocol that is will be used in the study (Simon, 2011). This was done to make sure that interviewees understood the questions. A pilot study was undertaken by the interview protocol to about three migrant teachers. Interviews were recorded and transcripts of the interviews were reviewed by participants to make sure that they have been captured verbatim. Also outlined below is a section on trustworthiness of data which is a form of data quality control.

4.8.1 Trustworthiness of data

The trustworthiness of qualitative research is queried by positivists possibly because their concepts of validity and reliability cannot be addressed in the same way in the naturalistic work (Shenton, 2004). To ensure trustworthy in qualitative research four constructs were identified that is credibility, transferability, dependability and confirmability (Guba, 1981). The requirements

associated with each of the constructs ensure the trustworthiness of this study and these are discussed below:

4.8.1.1 Credibility

This is to ascertain whether the research is in fact investigating what is intended, “how congruent are the findings with reality?”(Shenton, 2004:4). To ensure credibility there was the adoption of research methods that are well established. Semi-structured interviews were used for data collection because they yield data rich in detail (Maxwell, 1998). Furthermore, they are well-suited for the study of people's real lived experiences, a primary concern of this study. Qualitative research aims to understand the world from participants' point of view and finding the meaning that participants give to their experiences (Maxwell, 1998; Kar & Ramalingam, 2013; Doody & Noonan, 2013). Interviews make it possible to probe for deeper meanings. To this end, the interview method was appropriate in that it enabled the researcher to explore people's beliefs, values and assumptions behind their actions. Interviews were recorded to ensure reliability and truthfulness.

Also a procedure called ‘thematic analysis’ was used to analyse data found from the qualitative data. The process involves identifying and analysing themes within data. It clarifies which themes are significant in the description of a particular aspect being investigated (Clarke and Braun, 2013; (Vaismoradi, Turunen, & Bondas, 2013). Thematic analysis emphasises the most striking patterns in the dataset. Patterns are important to describe a phenomenon linked to a particular research question (Vaismorad *et al.*, 2013). This is a well-recognised method of data analysis in qualitative research.

4.8.1.2 Transferability

The findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations Shenton (200:69). The issue of transferability is widely debated, several authors argue that transferability is never possible since all observations are defined by the contexts

in which they occur (Erlandson, Harris & Skipper 1993). The key issue with qualitative research is not to research for traditional generalisability but to seek an understanding of the conditions under which a particular finding appears and operates (Lincoln & Guba 2000).

Migration research is unlike other types of research because the size of the actual population is mostly not known (Hungwe, 2013). Interviews are conducted until saturation point is reached with the interview data. According to Guest, Bunce and Johnson (2006) the researcher gains a lot of information from the first few interviews, further interviews serve to confirm what the research has already gained in prior interview. At this point saturation of knowledge is said to have been reached. Hence this research serves to pave way for more research to be done in this area.

4.8.1.3 Dependability

In order to address the dependability issue more directly, the processes within the study should be reported in detail enabling a future researcher to repeat the work, if not necessarily to gain the same results (Shenton 2004). This is the reason there is a detailed account of the methods and how the research was carried out to ensure reliability. The research design and its implementation were given and how data was analysed was clearly outlined hence ensuring dependability.

4.8.1.4 Confirmability

Objectivity in science is linked with the use of instruments that are not dependant on human skill and insight, confirmability is achieved by the steps taken to ensure “comparative objectivity”. However there is no research that is devoid of context and therefore entirely “subjective”. Steps need to be taken to ensure that the findings are the result of the experiences and the ideas of the informants and not the characteristics and preference of the researcher (Patton 1990). In this research the methods for data collection were clearly outlined and theories were used to guide the research and illuminate the findings hence ensuring confirmability.

4.9 Measurements

Data was collected using an in-depth semi-structured interview schedule. The interview schedule consisted of open-ended questions that probed migrant teachers around various issues concerning their migration and adaptation to the new work environment. Biographical information (gender, age, occupational tenure, tenure in SA, nature of work permit, country of graduation and department/unit of employment) and other information relating to the recruitment process, impact of individual culture, language and communication was also collected.

4.10 Grounded theory and data analysis

The grounded theory approach was first articulated by Glaser & Strauss in 1967. This was at a time when researchers in sociology were questioning the assumptions of positivism. Positivist approaches rely heavily on experimental and manipulative methods. The positivist paradigm generally involves hypothesis generation and then testing the hypothesis and quantitative methods are used. Glaser and Strauss (1967) articulated an empirical approach for developing theory. At the time, much of theory development was done a priori - before collecting and analysing data. Glaser and Strauss (1967) were arguing for an alternative approach, one that involves developing theories in a way that is connected to the data collection and analysis process. Grounded Theory is an approach for developing theory that is based on information collected systematically and analysed (Strauss & Corbin, 1994). Grounded theory could also be defined as the unearthing of theory from data systematically collected from social research (Glaser and Strauss 1967). The research approach in this study will follow the grounded theory approach and the data analysis described below follows this approach.

A procedure called ‘thematic analysis’ was used to analyse data found from the qualitative data. The process involves identifying and analysing themes within data. It clarifies which themes are significant in the description of a particular aspect being investigated (Clarke and Braun, 2013; (Vaismoradi, Turunen, & Bondas, 2013). Thematic analyses emphasises the most striking patterns in the dataset. Patterns are important to describe a phenomenon linked to a particular research question (Vaismorad *et al.*, 2013). The six stages of thematic analysis are as follows (Clarke and Braun, 2013, pp 22):

- 1) *Familiarisation with the data*: the investigator should be intimately familiar with the data collected.
- 2) *Coding*: this includes making tags or codes for key features of the data that are relevant to the research question.
- 3) *Searching for themes*: A theme is an intelligible and meaningful outline in the data related to the research question.
- 4) *Reviewing themes*: The researcher reflects on how the themes tell a story about the data and the relatedness of themes.
- 5) *Defining and naming themes*: The researcher writes a detailed analysis of every theme identified. The importance of themes is highlighted before coming up with a succinct and informative name for every theme.
- 6) *Writing up*: this entails knitting together a logical narrative, including extracts from the participants to inform readers in an intelligible and convincing way. The narrative is also contextualised with current literature on the topic under investigation

Thematic content analysis allows investigators with numerous methodological backgrounds to use it and it is well suited to large data sets. Some of the disadvantages of using thematic analysis are that the analysis may miss nuanced data and difficulty in maintaining a sense of continuity of data in individual accounts.

In spite of the disadvantages that are there this method of analysis will best elucidate the results, since the approach stresses the participant's perception, feelings, and experiences as the utmost object of study. This permits the participants to deliberate the topic in their own words free from fixed-response questions found in quantitative studies (Clarke and Braun, 2013; Vaismoradi *et al.*, 2013).

4.11 How data was coded to arrive at themes

In this research the interview schedule was read through and marking the relevant responses to the research questions with different coloured pens. Texts that were similar and answering the same research questions had the same colour and was coded. Codes that repeatedly appeared became themes.

4.12 Ethical considerations

Interviews were only done after ethical Clearance had been obtained (Appendix C; Project reference number: HSS/8056/016M). After obtaining permission from the UKZN Research Ethics committee, the researcher held a brief meeting with each identified migrant teacher to familiarize them with the study, to notify them of their rights including a pledge by the researcher to ensure the anonymity and confidentiality of the data to be collected. A signed informed consent letter was signed by each interviewee and the researcher undertook to guarantee the confidentiality of the information given (Appendix C).

4.13 Limitations of the study

Xenophobia and ill treatment by police in SA may make some participants distrustful and hesitant to provide personal information. This may be as a result of fear of deportation and harassment by the police and the South African Department of Home Affairs officials (Gem, 2001). Migrants may also have an impression that the information they say may be used against them. These factors can make research on migrants difficult. The sampling strategy that was used, snow-ball sampling permits a component of randomness. One limitation with this approach is that the researcher is only able to sample individuals in the same network of friends whose experiences may be homogenous. It may be difficult for a researcher to gain access into the target population and, because of this it may difficult to generalize the results for the whole population. This may introduce bias in the sample. Snowballing may lead to similar opinion or experiences from similar types of people, particularly if the sample size of the population is small (Gem, 2001). This again presents further challenges in generalizing the data to represent the entire population from which it is drawn (Kar & Ramalingam, 2013; Doody & Noonan, 2013).

A sample size states the quantity of components that must be in the sample to ensure that it is representative of the study population. Migration research is unlike other types of research because the size of the actual population is mostly not known (Hungwe, 2013). Reliable data on foreign teachers could not be established, the SACE and the department of education do not have the

records. In eThekweni Municipality, some teachers are employed by schools, directly by school governing councils, without the involvement of the provincial department of education. As a result of this, the population size of migrant teachers is uncertain. This presents challenges in selecting an appropriate sample size that is representative enough to allow for generalization of results. One way to minimize the effects of this limitation is to have a large sample size and conduct interviews until no more themes come up (Kar & Ramalingam, 2013; Doody & Noonan, 2013).

One of the advantages of interviews may result in a limitation if the process is not managed carefully. Interviews are conversational and interactive allowing the interviewer to probe and clarify questions which may be vague to the respondent (Opdenakker, 2006). The researcher can ask follow-up questions to allow the respondent to elaborate more on the topic. This may result in more in-depth information and a large amount of information being generated which can be at times prove to be cumbersome and un-manageable. Some limitations of interviewing participants in a research include the fact that interviewees may provide information they think the interviewer would like to hear which may not necessarily be true. Interviewees, in some situations may be reluctant or uncomfortable to share some information they feel is too personal with the researcher, the result of which may be unsatisfactory and confusing data being provided. Inexperience on the part of the researcher may result in failure to ask questions that encourage lengthy narratives from the interviewees. It can be therefore expected in this research that some teachers who have not regularized their migration may not want to participate in the research (Kar & Ramalingam, 2013; Doody & Noonan, 2013).

4.14 Conclusion

In this chapter, the design and methodologies used in this study were described. This was a qualitative study and mainly explorative in nature. The snowball sampling method was used since the target population, of migrant teachers, was somewhat discrete and not easy to identify. Open ended questions were used in the interviews with participants to allow participants to explain themselves fully. Lastly, thematic analysis was used to analyse the data. In the following chapter, the findings of this study are presented.

CHAPTER 5

PRESENTATION OF RESULTS

5.1 Introduction

This chapter presents an analysis of the findings of the interviews conducted amongst migrant Zimbabwean teachers in both private and public schools in eThekweni Municipality. This chapter covers several themes which pertain to key areas and research questions of the research. The findings are presented in accordance with research objectives outlined below:

1. To examine the causes of teacher migration into South Africa.
2. To determine the experiences of the migrant teachers with the immigration process.
3. To assess the challenges and opportunities encountered by migrant teachers in eThekweni Municipality schools.
4. To determine the recruitment and placement process followed when the migrant teachers were deployed to various schools.
5. To assess how migrant teachers are adapting to their work environment.

In the next section the outcomes of the pilot study is provided. The flow of how the results are presented is given below (Fig. 1).

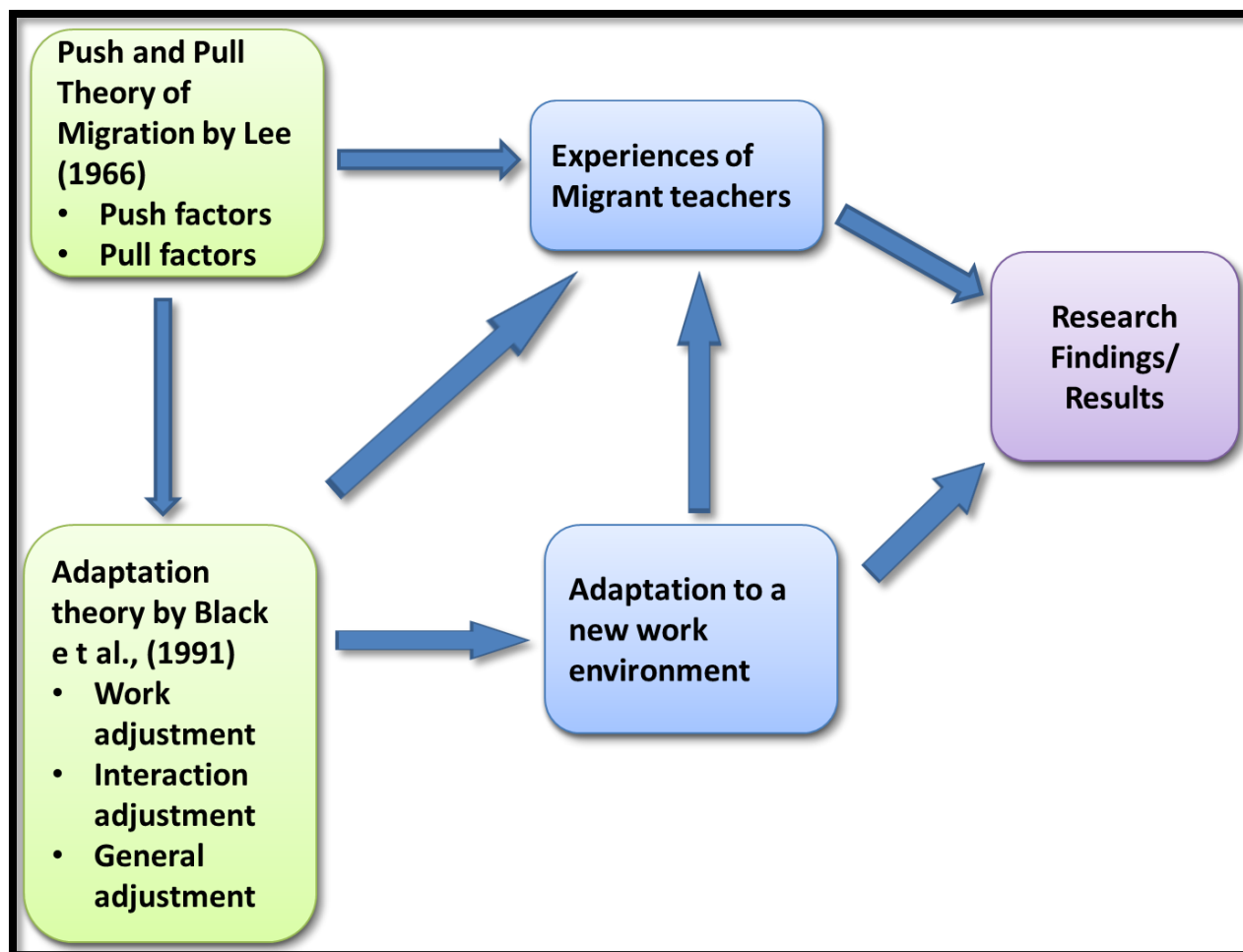


Figure 5.1: Shows the flow of how results are presented and their relationship with the major theories used in the study.

5.2 Pilot study

The pilot study of the interview questions was conducted with three migrant Zimbabwean teachers using the same protocols and procedures that would apply during the actual interview. The feedback from this exercise revealed that one question needed some clarity and the use of simple terms to make it clear.

This was as follows: Are there differences in processes, procedures or the demands of the task between the old job in your country and the new job in S.A?

As a result of this finding an additional simplified question was added: Are there differences in the way you teach here in South Africa compared to the way you used to teach when you were in Zimbabwe?

5.3 Response rate

Initially the sample was supposed to be 30 participants but ended up being 15 participants. The reason being that some of the teachers were not willing to do the research; some cited that they had no time to do the interview. Some of the teachers would keep on postponing the interview and ended up ignoring phone calls. Other teachers cited that they were no longer teaching because their contracts were terminated therefore they were no longer able to participate in the interview. In the next section, the biographical profile of the sample has been provided.

5.4 Biographical Profile of Migrant Zimbabwean teachers in eThekweni municipality.

This section presents a biographical profile of migrant teachers who participated in the research study in the following order: age, gender, nature of employment, year of migration and commencement of teaching, marital status.

Table 5.1 Biographical details of migrant teachers

Biographical Variables	Category	Frequency	Percentage
Age group	30-35	3	20%
	35-40	4	26,67%
	40-45	8	53,33%
Gender	Male	8	53,33%
	Female	7	46,67%
Nature of employment	Permanent	5	33,33%
	Temporary	10	66,67%
Entry into S.A	2005-2009	15	100%
Commencement of teaching	2005-2010	13	86,67%
	2010-2015	2	13,33%
Marital status	Married	14	93,33%
	Single	1	6,67%

5.4.1 Age and gender

The majority of teachers in this study belonged to the age group 40-45 years. However from the biographical information it was discovered that these teachers entered South African in their early

thirties. Those in their early thirties and mid-thirties at the time of the interview entered S.A much younger in their late twenties and early thirties respectively. From the sample, it was determined that Zimbabwean teachers migrated into S.A during the time of political and the economic upheaval in Zimbabwe. The gender of the sample consisted of 8 male teachers and 7 female teachers and all of them were married.

5.4.2 Nature of employment

Regarding the nature of employment most of the teachers are employed on a part-time basis or temporary basis. The number of teachers employed on a permanent basis is 5 (%) whilst 10(%) are employed on a part-time. This reveals the fact that was a lack of job security as foreign teachers despite having better qualifications and experience compared to locals.

5.4.3 Year in which migration was made and commencement of teaching

The greatest number of teachers migrated into S.A was in 2007 when there was political and economic instability in Zimbabwe. Immigrating to South Africa was caused by the ‘pull’ factors in South Africa, these ‘pull’ factors included political stability, the country’s economic prosperity, and expectations of better working conditions and income. These ‘pull’ factors played an important part in motivating these teachers to leave Zimbabwe.

The next section will outline the reasons why Zimbabwean teachers moved from Zimbabwe into South Africa. The reasons cited were economic reasons and political reasons; the findings will be presented below.

5.5 Reasons for migration into South Africa

This section discusses the information gathered from 15 migrant Zimbabwean teachers. The interviews consisted of 5 face to face interviews and 10 telephonic interviews. From the interviews, the main issues arising for the reasons for migration to S.A were: political and economic instability, demand for Maths and Science teachers and easy access of permits and migrating spouses.

Table 5.1. Frequency table for the reasons why migrant teachers left Zimbabwe for SA

THEMES	Frequency	Percentage
Economic reasons	15	100%
Political reasons	15	100%
The demand for Maths and Science teachers	10	66,67%
Migrating spouses	5	33,33%

5.5.1 Economic reasons

Zimbabwean teachers pointed out that they migrated to S.A because of economic hardships that they faced in their home country as such that the salaries they were getting were not able to fend for their families. Hence they moved to S.A to try and get better remuneration. Teacher S stated that: *“What I was getting compared to what I was giving out, there was an imbalance”*, hence he decided to move. Teacher C stated that: *“Actually when I was in Zimbabwe the money I was paid was very little so I decided to come here to South Africa because teachers here are paid quite a lot of money compared to teachers in Zimbabwe”*. Teacher V stated that: *“The salary we were getting we were not able to do anything with it, it was even hard to feed ourselves and the family”*. From the responses from teachers it is evident that there were economic hardships in Zimbabwe and that teachers were paid meagre salaries that were not enough to provide for their families.

Zimbabwean teachers also felt they were a wide range of employment opportunities in S.A compared to other African countries. In the absence of teaching jobs they would resort to any type of job in order to earn a living waiting to be employed as a teacher. The fact that South Africa has a stable economy precipitated the need to migrate by Zimbabwean teachers as they had prospects that they would better provide and have better living conditions for their families. Teacher C stated that: *“The economic situation in my country was not ok, so it actually pushed me to come and work here so that we can have better living conditions”*.

Some Zimbabwean teachers also mentioned the fact that they moved specifically to South Africa because SA was close to home and that they do not have to worry about paying too much money for their transport costs when visiting home.

5.5.2 Political reasons

The Political environment was one of the reasons that made teachers to migrate to South Africa. Teacher N stated that: *“You know the situation that was in Zimbabwe the fighting between the two parties that is Zanu PF and MDC and I was one of the people who were involved in activism so I had no safety”*. This reveals that the movement from Zimbabwe was also compelled by the desire for political stability and safety by some teachers. Other teachers cited that the civil servants in Zimbabwe were viewed by the Zimbabwean government as supporters of the opposition party which put them in harm’s way. Teacher V stated that: *The first thing that pushed me was the politics, violence which was going on, there were more violence directed towards the teachers because they believed the civil servants were not supporting the ruling party*. This is evident to the fact that political instability was also a ‘push’ factor that triggered the exodus of Zimbabwean teachers to South Africa and other countries.

5.5.3 The demand for Maths and Science teachers

SA has a scarcity of skills when it comes to Maths and Science teachers, Zimbabwean teachers capitalised on this during this period. To encourage foreign teachers in Science and Mathematics teachers to come to S.A, the government made it easy for migrant teachers to access permits to practice their craft, Teacher M stated that: *“There was a demand for Maths and Science teachers when I got here, so I was one of the teachers who were getting permits easily because the South African government was actually providing permits for Maths and Science teachers”*. This saw a large influx of Zimbabwean teachers into South Africa to seek employment in the education sector.

5.5.4 Migrating spouses

Five female teachers stated that they moved to S.A in order to join their spouses who were already teaching here in S.A. Since they had a teaching qualification when they got here they also looked for teaching jobs. Teacher M stated that: *“I migrated to KwaZulu-Natal because my husband was here already so I came here to join my husband then I decided to look for a job here since I also have a teaching certificate”*.

The next section will present the experiences of the migrant Zimbabwean teachers with the migration process and these were identified as challenges in acquiring work permit, adjusting to a foreign environment and these findings will be discussed below:

5.6 Experiences with the migration process

The main arising issues during their experiences with migration are: challenges in acquiring work permits, adjusting to a foreign environment considering differences in culture and language.

Table 5.2. Experiences that migrant teacher had with the migration process

THEMES	Frequency	Percentage
Challenges on renewal of work permits	15	100%
Cultural adjustment and language barriers	14	93,33%

5.6.1 Challenges on renewal of work permits

The major challenge that was cited by all fifteen teachers was that of renewal of work permits. The South African government does not permit foreign nationals to work without permits. Hence when the teachers migrated they had to first acquire a permit and then look for employment and when it expires they have to renew it. Zimbabwean teachers explained that the process requires a lot of paper work and for one to process a renewal of a work permit, the immigration offices needed an offer letter of employment from the schools. Teacher S stated that: “.....*there were challenges because for you to be able to apply for a renewal of a work permit you needed to have secured a job, the school should have issued an offer letter of employment, yet for you to be given that letter at the school they wanted a work permit*”. So teachers ended up being caught in this contradictory position and this led to some of the teachers resorting to use a refugee status permit so as to be able to legally stay in S.A. and looking for menial work while waiting to get a teaching job. Teacher N cited that: *I was doing some informal jobs like piece jobs for example you can work per day and get some wage and then you can buy some little food*”.

Some of the teachers explained that after acquiring the permit, the problem was that of lack of information on how to secure employment in the Department of Education. Teacher D cited that: *“Initially when I came, I came in 2007 and I only managed to get into the Education main stream in 2009. The first challenge was on acquiring work permit and the second challenge was lack of correct information on how to go about to get a job with the Education department*”. This

revelation alludes to the fact that teachers had to resort to engaging in menial work in order to survive while waiting to be employed. Teacher S stated that: *“I did menial job at a particular scrape yard in Pretoria and during one of the week-ends I met some-one who told me that I can actually work as a teacher but I had to have papers ready, so I didn’t start working as a teacher I started to work at a scrap yard for a year then later when I got the papers that is when I tried to join the Education sector”*.

5.6.2 Cultural adjustment and language barriers

Upon entry into South Africa, Zimbabwean teachers found themselves in a new environment where there was a different culture and language. Differences in language hinder teachers to communicate well with the learners, colleagues and even to locals outside the work environment.

Most teachers pointed out that black South Africans are typically not receptive to use English as a mode of communication with others of African descent; they want to use their vernacular language. This becomes a challenge as most foreign nationals are not able to speak the vernacular language. Other teachers cited that they had to learn to use the vernacular language in order to try to fit into the foreign environment and also to be able to communicate well with the learners and colleagues at work.

Teacher S cited that: *“The first challenge was which I would say the major one is settling in. in my case I had to learn a new culture, language in no space of time in order for me to be able to manoeuvre. When I arrived I was deep in a town ship where people understood no English or those who understood English there are not receptive to English as a language. They want to be addressed in their own language so that was the main challenge.*

The other factor that was of concern to most teachers was that most South Africans exhibited xenophobic attitudes towards foreign nationals and there is a stigma associated with being foreigners. The stigma is associated with the economic hardships in Zimbabwe and the crumbling economy. This is an obstacle that foreign teachers face when relating to the parents of the learners

as they felt parents showed a condescending attitude towards them. Teacher S stated that: “...*some attitudes emanate from the community where the learners come from, so being foreign has got some stigma*”.

5.7 Challenges and opportunities encountered by migrant teachers

The main themes that arose were: lack of job security, difficulties in acquiring and renewal of work permits, unfamiliar teaching environment, expensive accommodation and opportunity for educational advancement.

Table 5.3. Challenges and opportunities encountered by migrant teachers in S.A

THEMES	Frequency	Percentage
Lack of job security	15	100%
Difficulties in acquiring and renewal of work permits	13	86,67%
Unfamiliar teaching environment and lack of induction	15	100%
Expensive accommodation	15	100%
Opportunity for educational advancement	13	86.67%

Challenges encountered by migrant teachers are outlined below:

5.7.1 Lack of job security

Lack of job security is one of the challenges that migrant Zimbabwean teachers are facing as, explained that public schools are now dismissing migrant teachers and employing locals. Teacher D stated that: “*The South African government is enrolling their own teachers and they are trying to improve teacher training so if you are a foreigner and you want to join teaching it’s very difficult*”. They added the fact that private schools were better in terms of job security however they argued that in private schools teachers are underpaid. Some of the migrant teachers I interviewed teachers who once worked in public schools but had their contracts terminated and had no option but to seek employment in private schools. “...*working in a government school is a bit insecure, myself I had to look for a job in the private sector after I had my contract terminated*”. To try to supplement the meagre salaries they are getting from private schools they ended up resorting to teaching extra lessons. Teacher S who teaches at a private school stated that:

“When you finish work you have to rush somewhere trying to just do one or two extra lessons to earn extra money”.

5.7.2 Difficulties in acquiring and renewal of work permits

The process of applying for a work permit presently was said to be a strenuous process by most teachers. They stated that there is too much paper work and running around, as a result of this five migrant teachers interviewed are using the Zimbabwe special permit which was issued by the South African government for free. The concern that was raised is that of teachers struggling to renew their permits, the immigration offices are taking a long time renewing work permits as a way of deterring foreign nationals from working in S.A. This has had a negative impact on migrant teachers since they cannot continue working without renewal of work permits. Teacher M cited that:” *Sometimes the permits take longer and by the time you are waiting for permits sometimes the Department of Education will be saying if you do not have a permit you cannot work, so there are really challenges concerning the issue of getting a permit.*

5.7.3 Unfamiliar teaching environment and lack of induction

Zimbabwean teachers explained that the school environment here is not familiar to them; arguing that perhaps the most notable difference they found here in S.A was the lack of learner discipline. Zimbabwean teachers argued that learners lack discipline and did not respect migrant teachers. The learners were described as lacking the desire to learn and to engage in self-discovery and that the teachers have to do more than being a facilitator. Teacher S stated that:” *The challenge I can tell is the behaviour of learners especially in public schools, it is a bit different from the behaviour we see home. The learners here are somehow rude or the behaviour is not up to scratch as what we would expect for most of them”.* Lack of learner discipline affects the performance of both learners and teachers. Teachers spent much time trying to keep order and controlling learners instead of teaching.

The other issue that arose during the interviews was that of lack of induction or orientation. Migrant teachers expressed their shock and horror when they were not given a proper orientation

into their new working environment. Teacher M stated “.....*In Zimbabwe it was a bit organised once you get to school they would teach subject policy and give you the document so that you know the intervals you give test to your learners and the quantity and the quality of the test, now *when I came here there was nothing like that you think on your own and they provide you with a schedule and some tasks you have to cover for Curriculum Assessment Policy Statements*”

5.7.4 Expensive accommodation

Finding a safe living environment was one of the challenges articulated by migrant teachers. They argued that they could not stay in the townships or shanty towns where accommodation is cheap because they are afraid of the violence that is perpetrated against foreigners there. Hence to be safe they had to look for accommodation in secure houses or flats, this safe and secure accommodation was expensive and took a large part of their salaries. Five teachers argued that in Zimbabwe, their accommodation was provided and they paid very little money for the maintenance of the houses there. Teacher M stated that: “.....*In Zimbabwe most schools would provide accommodation at the school so you find out that we were really paying a minimum amount just for maintaining the school it was not rent as such.....*”.

5.7.5 Opportunity for educational advancement

Thirteen of the migrant teachers interviewed explained that they have had the opportunity to advance their education. They are advancing their education through the University of South Africa (UNISA). This shows that their lives here in South Africa is improving them in terms of education and also that the salaries they are getting allows them to be able to pay their own fees whilst providing and sending their children to school as well. The next section will present the findings on the recruitment and placement of migrant teachers.

5.8 Recruitment and placement process

All migrant teachers interviewed argued that securing employment is not easy as they experience differential treatment when compared to locals who are deployed from the district offices. Migrant

teachers look for employment on their own and the argument was that even though they are told to apply on the Department of Education databases they are not staffed from there. Teacher S stated that : “.....they might have a challenge of looking for vacancies in schools since foreigners are not served from their district offices, they have to run around on their own and might spend months looking for employment and running from one school to another”. Of the 15 migrant teachers interviewed only 5 got their jobs after submitting their Curriculum vitae to the district offices, others they got their jobs through referrals and recommendations. One teacher stated that she had to move around looking for employment. Teacher M stated that: “I was just going from one school to another by that time they were allowing people to go from school to school looking for a job”.

5.9 Adjusting to the work environment

Investigating how migrant Zimbabwean teachers are adapting to their work places consideration is taken into their work adjustment, perception of the work environment and their interaction adjustment. This area is of much concern to the human resources department as it has to do with the well-being of teachers at work. How teachers are adapting to the work environment will impact negatively or positively on their performance hence it is of paramount importance to find out how they are coping. Below are findings on work and interaction adjustment.

Table 5.4. Issues affecting the work adjustment of migrant teachers.

THEMES	Frequency	Percentage
Differences in teaching methods	10	66.67%
Lack of basic foundational competence	15	100%
Ill-disciplined learners	15	100%

5.9.1 Work Adjustment

With regards to work adjustment an analysis of how teachers were adapting to their work environment considering differences in techniques and demands of the task in comparison to their country of origin was undertaken. The issues that arose are: differences in teaching methods, lack of basic foundational competence and ill-disciplined learners.

5.9.1.1 Differences in teaching methods

Ten Zimbabwean migrant teachers were of the view that Zimbabwean teaching methods are result orientated unlike in primary and secondary schools in SA. They stated that in Zimbabwe learners are taught until they master the important concepts before they move with the syllabus. Ten Zimbabwean teachers argued that in SA, they are forced to move with the syllabus before even considering whether the learners have understood or not. Teacher S stated that: *“I would say back home our methodologies are result oriented, as a teacher you were given the freedom to do whatever you can to produce results, here everything is prescriptive. A teacher has to move with the content and not the knowledge part, not considering whether the learners have understood or not.”*

This substantiates the fact that much attention is given to content and not in finding out whether the learners comprehend what they are learning. Teacher S explained that: *“.....there is a lot of paper work; you find out that they really value paper work too much better than the outputs in terms of results. You have so much paper work so many moderations that you do and so many things that you do that actually take you out of the class.....”* Much time is wasted when teachers run around doing paper work instead of teaching.

5.9.1.2 Lack of basic foundational competence

All fifteen teachers argued that learners lack basic foundational competences this is due to the shortfall in the education system as mentioned in the above. Teacher D had this to say: *“.....generally learners in South Africa lack basic foundational competences so when you are teaching them there are a lot of things that you do not have to assume that they know also their study habits they are generally shallow”*. From the onset in most primary public schools learners are taught in their vernacular language, evidence of this is found as most of the learners in high school of public schools fail to communicate well in English.

Teacher M stated that: *“.....You can see that some of them in grade 12 they cannot say “my name is John”, because they are not given enough background, teaching them is trying to build a house without a foundation”*. So this lack of basic foundational competences usually is also exacerbated by poor study habits. Teacher D stated that: *“..... also their study habits they are generally shallow so the teacher has to work much harder as compared to Zimbabwe where the*

study habits and the patterns of learners is that they seek in-depth knowledge learners are not happy in the shallow understanding of concepts.....”

5.9.1.3 Ill-disciplined learners

All fifteen teachers interviewed explained that the learners lack respect and do not have the zeal to learn. One of the teachers was of the view that learners in Zimbabwe were not that difficult to discipline; teachers were still able to instil discipline in learners. She was of the view that in S.A learners really observe their rights to the extent that as migrant teachers they are very cautious not to impede their rights. This actually affects their job performance because learners usually end up doing whatever they want. Teacher M stated that: “.....*in our country Zimbabwe there were now saying there is no corporal punishment, children are not supposed to be beaten but there was still room to rebuke the leaners and there were still manageable in terms of character and they listened to their teachers but it is different here if you beat a child then you are really in serious trouble”*. Teacher D also stated that learner discipline is very poor and sometimes it is very difficult to take control of the class and this reduces time dedicated to learning.

5.10 Perception of the work environment

In this section, the result of how migrant teachers view their work environment in comparison to their country of origin has been discussed. The following issues came up: unfriendly work environment, unfriendly colleagues, lack of respect by leaners and lack of parental involvement, overcrowded classrooms.

Table 5.5. Perception of the working environment by migrant teachers.

THEMES	Frequency	Percentage
Unfriendly work environment	15	100%
Unfriendly colleagues	13	86,67%
Lack of respect by learners and lack of parental involvement	10	66,67%
Overcrowded classrooms	5	33.33%

5.10.1 Unfriendly work environment

Teachers were of the view that generally the environment is xenophobic to foreigners. There is a certain stigma associated with being foreign and as a result they have to be cautious in everything they do. One of the teachers stated that the idea that one is a foreigner always sticks in the mind this feeling is always present. This affects how migrant teachers implement certain things, how they present themselves lest they offend their local colleagues. This is actually different to what they were used to their home country where they were surrounded with people of the same culture, who speak the same language as them; as a result they were free to present themselves. Teacher M stated that: *“When you are a foreigner you cannot run away from it, it affects the way you implement things, the way you present yourself you think twice before you do something .It is different from home because you are among people with the same culture as you and you are free to express yourself.”*

The issue of culture and language emerged as one of the factors that affect the work environment; as a result of this migrant teachers have to learn how to adapt to new cultures and new languages.

5.10.2 Unfriendly colleagues

Thirteen of the teachers pointed described how some of the colleagues at work were unfriendly to them whilst some are friendly and very helpful. Those who are not friendly to the migrant teachers were overt in their attitudes and would actually tell them that they came to take away their jobs and therefore they should go back to their countries. Teacher S articulated that: *“..... Depending on your personality the environment can be very hostilewhen they were the first xenophobic attacks I had some challenges the first few months of assuming my teaching post. The colleagues themselves some of them would stick it out in my face to show me that I was not welcome.....”* One of the migrant teachers stated that the local teachers are sometimes jealous of migrant teachers and this has a negative impact on the way they relate to each other.

Teacher S stated: *“My work environment here well I can say it is a bit hard compared to the one at home because as a foreigner they expect you to do miracles if I can say, they expect you to do*

more than the locals are doing so there is a burden that you have that you have to produce results”

In the same vein some of the teachers explained that local teachers are jealous of locals when they are being selected to do some special work for the Department of Education. This is due to the fact that they work hard and they try to prove that they are competent and have specialised expert knowledge.

Teacher M stated that: *“If you are close to those who are not objective sometimes it’s not friendly because some people they feel jealous especially if you are producing results and also if you are being called for certain programs. They also feel jealousy and they ask why I am being called and them not being called....”* This is an issue because as migrant teachers they are expected to outperform their local counterparts, but they are jealous when they get recognised for their hard work.

5.10.3 Lack of respect by learners and lack of parental involvement

Many teachers argued that learners lack respect towards them and commitment to their studies. One of the teachers expressed his experience with culture shock when he started teaching in South Africa. He was shocked with bad behaviour among learners. He narrated that at one time he gave home work only to find out that more than half of the class did not do their homework. To him this was unheard of but when he related what had happened to other teachers he found out that that was the norm among the learners. Teacher S stated that: *“adapting to the South African environment especially the classroom is a challenge to most Zimbabwean teachers.....learner discipline is difficult in S.A as compared to my country....., generally in our public schools leaner discipline is very poor and sometimes it’s challenging to take control of the class and because of poor discipline time dedicated to learning is highly compromised or reduced.*

Lack of parental involvement was one of the issues that were raised by one of the teachers; she noted that parents do not really know what is happening in the lives of their children. Teacher D stated that: *“parental involvement in the South African environment is a bit weak compared to my home. Most parents they are visible generally when the results come.....parental involvement is*

lacking and I realised that parents do not even know what is going on in the educational life of their children and I think this has a negative impact on learner performance and results.

5.10.4 Overcrowded classrooms

One of the issues that also came up was that of overcrowded classrooms in most public schools. Such classrooms are said to be difficult to control and also marking is also an issue since they are too many learners. Teacher M articulated that: *“The work environment is almost the same the only difference is that the learners are overcrowded in classrooms as compared to Zimbabwe”*.

5.11 Interaction adjustment

Regarding interaction adjustment issues relating to how the migrant teachers relate to their colleagues and learners at work. The arising issues were: difficulties in communication, lack of professionalism, xenophobia directed to migrant teachers. There is also interaction outside the work environment, looking at how migrant teachers relate to people outside their work environment. The issues that arose are almost the same that is lack of receptiveness by locals to communicate in English and fear by migrants to become victims of xenophobia.

Table 5.6. Interaction of migrant teachers with colleagues and learners

THEMES	Frequency	Percentage
Difficulties in communication	13	86,67%
Lack of professionalism	2	13,33%
Xenophobia directed towards migrant teachers	15	100%

5.11.1 Difficulties in communication

Migrant teachers explained that their interaction with learners is a challenge due to language barrier. In many public schools migrant teachers noted that the learners struggle to communicate in English. When they are communicating learners have a tendency of replying in their vernacular language, they are not fluent in English. The main concern was that sometimes migrant teachers find it difficult to explain some concepts as they cannot speak the vernacular language for the learners to understand. Teacher M stated that: *“In terms of interaction in the classroom in my home country I could only communicate in English with the learners but if you look at my learners here,*

you communicate in English but they reply in their home language and that gives them a great disadvantage because the exams are supposed to be written in English and when the exam come they fail to understand or they fail to communicate their ideas and they end up failing because of resistance to learn the language”.

Teachers S also stated that: Language being a barrier you do not really relate to the learners very well because most of them are not also good in English so you find that the majority may shy away from you because even if they have a question they are not able to put it across. This is evidence that many learners in public schools fail because they are not able to comprehend concepts when they are being taught. The other thing that contributes to this is that learners have been taught in vernacular language in public primary schools.

One of the teachers interviewed mentioned that many local teachers in primary schools themselves are not fluent in English. They struggle to communicate in English as they are used so much to speaking in their vernacular language. Teacher M articulated that: “.....*when I meet some of the colleagues in primary school I find them struggling to communicate in English as well so that gives me an indication that at primary school they are not teaching their learners in English at all”*

When asked what can be done to rectify the problem of teachers using IsiZulu in primary schools, teacher M commented that: “*The only way is to look at the curriculum and remove most of the subjects and give more time to Maths and English so that the learners may develop English literacy and numeracy from grade one to seven, they must concentrate on those subjects because that gives them enough background to be able to understand the subjects that they will give from grade eight onwards and also teachers must stick to using English as the medium of communication”.*

5.11.2 Lack of professionalism

A lack of professionalism among local teachers was cited as one of the issues that took migrant teachers by surprise. Two of the Zimbabwean teachers cited the fact that the relationship between learners and teachers is casual and that learners do whatever they want since they know they cannot

be punished. In their country they pointed out that teachers are like parents and the learners respect them and obey them. Teacher S stated that in Zimbabwe the parents of the learners would advise them to listen to their teachers and whenever called for bad behaviour they would reprimand bad behaviour in front of their teachers.

Teacher C elaborated further to say: “.....*where I come from a learner is my clients and it’s strict business relationship but I found out that here there is a tendency of a casual relationship between teachers and learners and sometimes it is to a point where you actually see that this is not professional at all*” This reveals that there is a lack of discipline on the side of teachers to instil proper behaviour in the learners. This is exacerbated by the fact that there is no corporal punishment and sometimes learners feel that there can do whatever they want without facing any consequences.

5.11.3 Xenophobia directed towards migrant teachers

All the teachers interviewed mentioned some form of prejudice directed towards them and were of the view that they are not really accepted both in the community and at work. They said some learners when they find out that their teachers are foreign they have a tendency to dislike them and have a negative attitude towards them. Only a few learners appreciate the knowledge and competence of migrant teachers and tend to have a good learning attitude. From the interviews ten teachers have the view that the perception of learners towards them emanate from the communities that they live in , Teacher S commented that: “.....*being foreign has got a stigma and a cloud that surrounds you but I have seen that some of the learners have a respect for foreign teachers in their good command in their subject areas that they teach so some learners they really value and treasure the wealth of knowledge and experience which foreign teachers have, so it works in both ways*” This also applies to colleagues some of them have a positive attitude whilst some are xenophobic.

Teacher V elaborated further to say: “ *when you cannot speak the same language with your colleagues they is always a problem because I have noticed that South Africans they will be having their own groups and foreign teachers also their own group, some teachers they don’t want to*

speak to you in English yet they know that you cannot speak their language the same applies to the students also, most of the students are rude especially there in high school, they can even talk back to you in their language yet knowing you cannot understand what they are saying and there is no respect”.

5.12 Interaction outside the work environment

Interaction outside the work environment focuses on how migrant teachers are relating to people in the communities they live in. These relations are also important as they can affect the lives of these migrant teachers. The issue that arose was lack of receptiveness by locals to speak in English.

Table 5.7. English as an impediment to interaction outside the work environment.

THEMES	Frequency	Percentage
Unreceptiveness to speak in English	15	100%

5.12.1 Lack of receptiveness to speak in English

All the teachers interviewed were of the notion that they had to look for accommodation where there is safety and in neighbourhoods which they feel the people do not really have a negative attitude towards them. However these locations are very expensive to stay but migrant teachers have no option since it is not safe for them to stay in the locations. Generally migrant teachers commented that black South Africans have an attitude when you communicate with them in English. Only a few of them are said to be very friendly and are willing to assist when help is needed but the majority are unfriendly. One of the teachers I interviewed had this to say: “.....wherever you are walking in South Africa you fear to be robbed and the society itself, the citizens where I stay they always stay indoors and lock their doors so you cannot like easily go to somebody’s place and let them unlock their doors for you to enter and socialise so socialisation is sort of limited” The locking of doors is evident to the fact that people are worried about their safety and to be a prey of criminals. Teacher N elaborated further to say: “Outside the school some people are nice and some are just hostile to foreigners.....in the community where we are staying as soon as they know that you are a foreigner they can be hostile they won’t like you”.

5.13 General adjustment

General adjustment is the adaptation of migrant teachers to the South African community, looking at how they are coping to the cost of living, diet, medical care and also issues of culture. These are outlined below.

Table 5.8. Frequency distribution on the general adjustment of migrant teachers

THEMES	Frequency	Percentage
Accommodation	15	100%
Cost of living	15	100%
Medical care	15	100%
Culture	5	33,33%

5.13.1 Accommodation

All the teachers fifteen teachers interviewed were of the notion that they have to choose to stay where they feel they are safe as migrants hence they would end up paying more for rent. Teacher M stated that :.....*back home in Zimbabwe we were provided with accommodation free of charge but here we have to look for our own accommodation and where we feel safe from whatever so here it is a bit expensive in terms of accommodation*” Teacher M elaborated further that: *“The housing environment is expensive because it’s not easy to stay in townships because townships are very harsh you need to be strong to stay there as a foreigner”* From these statements it is clear that accommodation is expensive because migrant teachers cannot stay in townships where there is cheap accommodation but have to live in flats and suburbs that have security.

5.13.2 Cost of living

The entire sample of migrant Zimbabwean teachers came into South Africa between 2005 and 2009 and their views were that the cost of living was better then than now, they are of the view that the economic situation is not getting better but becoming harder and harder each day. Teacher M elaborated further to say: *“Cost of living is expensive the rent, transport like really you have to pay for everything and in Zimbabwe most schools would provide accommodation at the school so you find out that we were really paying minimum amount just for maintaining the school it was not rent as such so you find out that it really affects cost of living ,you find out that by the time*

you cash out rent, the time you cash out transport , food and all other expenses you are really left with a small amount in your pocket”.

5.13.3 Medical care

Every migrant teacher interviewed was really impressed with the health sector in S.A; they commented that it is easily accessible as it is for free in the public sector though in the private sector they are of the view that it is expensive. However the overall impression is that it is available to everyone even foreign nationals. Teacher M stated that: “.....*concerning health I think the health system in S.A is good and it is not expensive and if you do not have money to go to these private doctors you can still go to hospital and get enough help and it’s something that you cannot really complain as compared to Zimbabwe ,the health facility is poor especially after the economic situation went down some of the medications were not found, some of the medical staff is going out of the country so we were rather becoming substandard”.*

5.13.4 Culture

The migrant teachers were of the view that culture affects their teaching practice to a lesser extent however they were cautious not to offend learners or colleagues. So as migrant teachers they pointed out that it is of utmost importance to learn the different cultures so as to be able to make the learners feel comfortable. One of the teachers mentioned that his kids come from different cultural backgrounds and have to make sure that the classroom environment is comfortable to everyone. Teacher S stated that: “*SA has over eleven cultures and you fully have to be in a position to understand these so that you can practice smoothly otherwise if you are not aware of these things you might end up causing havoc, you offend a certain group of people by acting in certain ways if you do not know, but if you are in a position to know especially cultures of the children who are in your care.* Teacher D elaborated further to say she had to acquaint herself with local cultures because they are some things which are normal in her culture but they are taboo in the local communities she work in, so she tried to get information around different cultures so that she may know what to do in different situations.

5.14 Conclusion

The study mainly concentrated on the migration and cross-cultural adjustment of migrant Zimbabwean teachers in eThekweni Municipality, KwaZulu-Natal. The study found out that migrant Zimbabwean teachers moved to S.A mainly due to economic and political reasons. Migrant teachers moved seeking economic and political stability in S.A, the Zimbabwean economy is crumbling down and these teachers before they migrated to S.A they were not able to take care of their families. They came with the notion that there were better job prospects in S.A and during the interviews all the teachers were stating however that foreign nationals are no longer welcome in S.A and that it is difficult to get a job.

Some of the teachers interviewed had already lost their jobs in the public education sector and were now working in the private sector where they are underpaid just to make ends meet. During the time of the interview many teachers were of the notion that they have no job security and that at any time they can be told that there is no longer work for them. The other issue that was of much concern was that it is difficult and tiresome for one to process a work permit as they is too much paper work involved and also renewing after taking was cited also to be a challenge as it might take long or be rejected.

When discussing cross-cultural adjustment teachers were of the notion that learner discipline and parental involvement is lacking in most schools, parents do not even know what is happening in the education lives of their children. Lack of learner discipline was noted to be a great concern and was a culture shock to most migrant teachers. This actually is said to be time wasteful as some migrant teachers might take precious time trying to maintain order in the classrooms. The other issue was that some of the colleagues and learners are xenophobic and do not respect migrant teachers at work, and even in the communities this was one of the challenges faced by migrant teachers and they stated that they were not free as they had to be cautious all the time on how they present themselves and talk to locals.

The next chapter analyses the findings of this study more critically using the existing body of literature.

CHAPTER 6

DISCUSSION OF FINDINGS

6.1 Introduction

This chapter presents an in-depth discussion on the reasons why Zimbabwean teachers moved to KwaZulu-Natal province in South Africa, their experiences with the migration process and their experiences in South African schools. The discussion is largely reliant on the literature review and theories on migration and cross-cultural adjustment. This section will be discussed as follows: The reasons or causes of teacher migration into South Africa followed by a discussion on the experiences of the teachers with the immigration process then a discussion on the challenges and opportunities encountered by migrant teachers is given. This is followed by a discussion on the recruitment and placement followed when migrant teachers are deployed to various schools and a discussion on how migrant teachers are adjusting to their work environment is given.

6.2 Pull factors for migration: Reasons for migration into South Africa

According to Piesse (2014) people move to developed countries for work and send money back to their home countries and this is called south-north migration. However over the years there has been an increasing level of south to south migration being seen, this is consistent with the findings of this study as there is quite a number of teachers moving from Zimbabwe to South Africa and these countries are both developing countries. The reason being that due to teacher shortages, the South African government made it easy for teachers to have access to work permits and be able to work in South Africa and this led to a large influx of Zimbabwean teachers moving into South Africa. However presently this has changed there are immigration restrictions that have been imposed to try and control the number of people entering South Africa.

6.2.1. Economic reasons

From the findings of this study one of the reasons Zimbabwean teachers moved to South Africa was because of the declining economic situation in Zimbabwe. The salary that teachers were

getting was not enough for them to fend for their families hence they decided to migrate to South Africa. The pull factors were prospects to get employment, better living conditions and better salaries. This is in line with what was noted by Piesse (2014) that there are economic migrants who move in order to find employment to improve their financial circumstances. He is also of the view that economic migrants are drawn towards global migration because of the expectations of higher wages, better employment opportunities and also the desire to escape the domestic, social and political situation in their home country.

Most Zimbabwean teachers had no option but to escape the misery that was in the country, many teachers attested that when they moved into South African they were actually relieved to be able to walk into a shop and purchase any food item they wanted. In Zimbabwe many shops had closed down and those who were open the shops were just empty. This was a problem since teachers struggled to get the merger salaries they had worked for because banks were also closing. After they get the money there was another problem of having buying power with nothing to purchase, the shops were empty.

The findings are also in consistence with Lee (1966)'s push and pull theory of migration that there are push factors in the country of origin that cause people to move, from my findings Zimbabwean teachers moved due to violence or political instability, merger salaries that made it difficult for Zimbabwean teachers to provide for their families, rampant inflation that made the value of their currency powerless. The pull factors in South Africa were political stability, attractive economy, better living conditions and better salaries. Lee (1966) noted that the socio-economic inequalities in the area of origin and the destination as the main driver of migration. The theory states that migrants move to regions that are perceived to be better for economic and non-economic reasons. This is also in line with Corry (1996) and Todaro (1970) who made the assumption that difference in remuneration between the sending and receiving country is the major driver of migration. However my findings contradicts with Stark and Boom (1985) who noted that salary or wage difference is not a necessary condition for making a decision about migration to another country. It argues that international migration does not necessarily cease when wage differentials disappear.

6.2.2 Political Reasons

Political instability is one of the push factors that led to the migration of Zimbabwean teachers into South Africa. One of the teachers noted that he was actually involved in activism and he no longer felt safe to continue living in Zimbabwe hence he decided to move to South Africa. This is consistent with the findings of Gebre (2007), Stanojoska and Petrevski (2015) that push factors are challenging situations that push people to leave a place in the quest of a more attractive place, and amongst the push factors is political instability. In Zimbabwe there has been reports of human rights violation, there is no freedom of speech and anyone who speaks against the ruling party is beaten and silenced. This political instability in Zimbabwe has led to the devaluation of the currency; a lot of investors have run away from Zimbabwe and also the repatriation of currency. This loss of value in money has made it difficult for teachers amongst other people to make ends meet, to provide for their families and to have better living conditions.

6.3 Experiences with the immigration process

Immigration is the movement of people from one country to another in which they are not native born. This movement requires one to possess the appropriate requirements that are needed for one to stay legally in a country. From the onset of entry into South Africa, Zimbabwean teachers faced a number of challenges such as difficulties in renewal of permits, settling in problems considering differences in culture and language.

6.3.1 Difficulties in renewal of permits

The results from the sample revealed that most teachers from the study moved into South Africa in 2007, and they revealed that at that time the migration process was not that difficult. Teachers could easily get access to work permits especially Maths and Science teachers. This is in line with Wetzal *et al.* (2006) who noted that to shield South African job-seekers, various restrictions are applied mainly through residence and work permits.

Most schools are terminating the contracts they have with migrant Zimbabwean teachers. To get rid of foreign nationals immigration restrictions have been imposed on those trying to access

permits. They are delays in the issuing of permits and also the requirements are too much and are always changing. This is consistent with what was cited by the Commonwealth Secretariat (2010) and SACE (2010) that to control foreign job seekers there is a requirement that teachers should be professionally registered before applying for a work permit. These are some of the requirements that have been put in place to try and make it difficult to acquire a work permit. As a result of this some of the teachers ended up using a refugee status permit. Most Zimbabwean teachers in public schools are being expelled. Those who have been expelled are now working in private schools where they are underpaid because they know that Zimbabwean teachers are vulnerable and cannot go back to their country since the Zimbabwean economy is not doing well. This has led also to migrant teachers seeking assistance from lawyers who excessively charge them in exchange of a promise to accelerate the renewal and acquisition of permits.

6.3.2 Difficulties in settling in

This is one of the challenges faced by most migrant Zimbabwean teachers as they moved into South Africa. Settling in or adjusting to a new environment is one of the challenges encountered by most migrant Zimbabwean teachers. Difficulties in communication is one of the challenges faced upon entry into South Africa and is caused by differences in languages and also the fact that most black South Africans do not want to use English as a mode of communication they always want to use their vernacular language. This has made settling in quite a challenge and some teachers had to resort to learning the vernacular language so as to make life easy for themselves. This is in line with Guo (2009) who after interviewing eight Japanese born teachers who were working in Australia, It was found out that there was communication difficulty caused by language barrier. This reveals that language barrier affects migrant teachers in both developed and developing countries. However if one is able to speak the vernacular language it is very easy to mingle and be accepted by the locals in South Africa. One of the teachers interviewed noted that he did not encounter any problems when he moved in South Africa since he is able to speak quite a number of vernacular languages in South Africa. This serves to say that black South Africans are xenophobic towards foreign nationals who are not able to speak their language; language plays an important role in the settling in of migrants. Strategies should be put in place to try and make life easy for migrant teachers working in foreign countries, for example offering Zulu lessons to

migrant Zimbabwean teachers teaching in KwaZulu-Natal and also teaching local stakeholders how to treat and mingle with migrants.

A difference in culture is also another aspect that will determine whether a migrant adapts well or not. General adjustment which is referred to by Black *et al.* (1991) refers to how individuals adapt to living in a new country with a new culture. In the case of migrant Zimbabwean teachers when they moved from Zimbabwe to South Africa they found out that the conditions of living were better than the conditions that were present in their country at that time. The cost of living, diet and medical care were far much better as compared to their country of origin. However Zimbabwean migrant teachers found out that the environment is generally not friendly to foreign nationals. Due to this unfriendly environment migrant Zimbabwean teachers are limited in whatever they do, they have to be cautious in how they contact themselves and interact with locals. Xenophobic attacks that were once experienced and witnessed by foreign nationals have made some of the migrant teachers to live in fear and not free even in their work places.

6.3.3 Challenges and opportunities encountered by migrant teachers in eThekweni municipality

The challenges that Zimbabwean migrant teachers experienced in eThekweni municipality outweigh the opportunities. From my findings, the opportunity that most migrant teachers cited is that of educational advancement. The challenges are discussed below:

6.3.3.1 Lack of job security

From the findings most migrant teachers attested that there is no job security, those who are working in the public sector can lose their jobs at any time and that it is no longer safe to work in the public education sector in South Africa. Some of the teachers had already been expelled and were now working in the private schools and they were complaining that they are underpaid. Teachers S who is working in the private sector actually noted that he does not have time to interact with people other than from his work environment. So those who are working in the private sector are always trying to do some extra work to supplement the merger salaries that they get.

Those who cannot get work in the private sector resort to work other jobs such as menial work that does not require any skill to try and make a living. This is in line with the findings of Keevy *et al.* (2014) that many migrant teachers take menial and low-skilled, low paid jobs in order to meet their qualification approval requirements and day to day survival need. This is also consistent with the findings of Lawrence (2013) who stated that migrant teachers face mistreatment and lack of job security in the work environment of the host country. However there is a contradiction with the fact that the Education sector initially had cited that there are teacher shortages in South Africa. Manik (2005) cited that South Africa is losing teachers to developed countries and that there is a void that needs to be filled by migrant teachers but presently the migrant teachers are being replaced by local teachers and it seems migrant teachers are no longer needed to fill the void.

Migrant teachers are being exploited in the private schools in South Africa. This is in consistent with what was found out by Singh (2013) that local teachers are of the idea that migrant teachers want to take their jobs and that local teachers and school managers abuse the vulnerability of Zimbabwean teachers. Manik (2013) also argued that teachers are in a marginalised position in the profession and this must be addressed, teachers teach scarce skills subjects and so they should be given permanent jobs instead of temporary jobs to provide job security. This is opposite of what the South African government is initiating as noted by Keevy, Green, & Manik (2014) that the South African government has taken initiatives to investigate and monitor the outward migration of South African teachers and also to protect the rights of such teachers when practicing in other countries. Yet this is not the same with migrant teachers, there has been a concerning lack of attention to the situation of inward migration of teachers to South Africa.

6.3.3.2 Lack of induction

Lack of induction on migrant teachers is actually a major shortfall in the education sector in South Africa. Teachers who are new in the education system, who are new with the ways and methods of teaching are not directed or given orientation on how they should manoeuvre on assuming their jobs. This will in a way impact negatively on their adjustment to the new work environment. This is line with Peeler (2002) who noted that it is difficult for migrant teachers to adjust to new ways of teaching and new practices and hence the need to introduce mentoring programs that will help them to cope with professional transition. Lack of orientation programs result in migrant teachers

feeling lost and will impact negatively on their emotional wellbeing. Sharplin (2009) reported that migrant teachers need information about school policies, roles and duties of support personnel. They also need to know the procedures for using equipment and acquiring resources, and non-teaching roles that were unfamiliar responsibilities in other cultures.

6.3.4 Recruitment and placement of migrant teachers

Most of the migrant Zimbabwean teachers interviewed got their jobs through referrals, some were head hunted, and some of them had to walk around to look for employment themselves. Only a few teachers had applied and submitted their CVs at the education offices. It shows that there is no fairness, there is discrimination in that foreigners are rarely stuffed after applying on their databases despite the fact that they are advised to do so. This needs to be addressed.

6.4 Adjustment to the work environment

On finding out whether migrant teachers are adjusting or adapting to living and working in South Africa, my analysis was based on Black *et al.* (1991)'s multifaceted approach to adaptation. This includes analysis on work adjustment, interaction adjustment and general adjustment

6.4.1 Work adjustment

From the results it shows that migrant teachers have to adjust to different teaching methods, ill-disciplined learners, learners who lack basic foundational competences. These are findings are discussed below:

6.4.1.1 Different teaching methods

Migrant teachers were of the view that the teaching methods in South Africa are different from teaching methods in Zimbabwe. They are of the view that here they concentrate much on covering the prescribed content without considering whether the learners have mastered what they have been taught. In Zimbabwe however they argued that they used to ground the learners in the knowledge part before moving with the syllabus. The problem is however exacerbated by the fact

that there are no orientations or induction programmes designed to assist migrant teachers to adapt to the new teaching environment.

This is unprofessional as migrant teachers are left alone to figure out how to adjust to new ways of teaching. Black *et al.* (1991) states that flawless work adjustment can be achieved if there are no differences in processes, procedures or the demands of the task between the old job and the new job in a foreign country. This means adjusting to the new work environment is not easy for migrant teachers as they are differences in curriculum, differences in how lessons are planned, different assessment methods. On assessment most of the teachers were against the continuous assessment programme in which students accumulate marks throughout the term which is added to the final mark after the final examination. The argument was that students tend to take it easy knowing that there are some marks that are going to cushion their results.

6.4.1.2 Lack of basic foundational competence

Lack of foundational competence is one of the concerns that were cited by most migrant Zimbabwean teachers. The notion is that most primary public schools teach their learners in vernacular and this will disadvantage them as exams are written in English. One of the teachers mentioned that it is like building a house without a foundation. This means that without a proper foundational competence learners will not achieve success or reach full potential in their studies. One of the teachers I interviewed stated that when he started to teach at a certain public primary school it was not easy. Learners could barely understand him as they were used to speak in their vernacular language. This teacher had a breakthrough when he found out that there was one learner who could understand English very well and therefore served as an interpreter to his classmates. This also assisted the teacher to learn the local language as well. This shows that there is a serious problem in the education sector especially in primary schools that needs to be addressed

One of the teachers cited that sometimes he feels as if he is wasting time because of the language barrier, there is communication breakdown between him and the children. He was of the view that much concentration should be on English and Maths so that the children grasp language and numeracy competence at a very young age. If there are competent in English then it is easy for

them to grasp whatever they are told and express themselves better in the examination. Most migrant teachers also complained that South African learners do not have good study habits and as a result this is revealed in their failure to perform in the examinations. This is consistent with Keevy *et al.*, (2014) who cited that migrant teachers argued that given their professional background in other countries, the nature of the South African curriculum and teaching particularly with regard to assessment what is considered to be passing grade in South Africa is seen as counterproductive.

Lack of parental involvement is one of the things that were cited by migrant Zimbabwean teachers as one of the things that also contribute to poor learner performance. One of the teachers noted that some of the parents do not even know what is happening in the educational lives of their children. Primary school teachers and the parents should instil study habits in the children at a very young age so that they do not struggle with their academic life.

6.4.1.3 Ill-disciplined learners

From my findings ill-disciplined learners is a major concern for most migrant Zimbabwean teachers. From the findings migrant teachers found out that learners are ill-disciplined, they do not show respect especially to migrant teachers. Most of the learners have an attitude towards migrant teachers and this is seen to be emanating from the community and fellow local teachers as well who show xenophobic attitudes towards foreigners. Only a few learners were said to be appreciative of the wealth of knowledge that the migrant teachers bring. This in line with Vandeyar (2014) who noted that the other perception that students have of migrant teachers is that they are foreign and therefore should not teach them, they should return to their countries, however others regarded them as hardworking and committed to their work. This implies that Zimbabwean migrant teachers face mixed reactions from the students they teach and this can have a positive or negative impact on their job performance.

6.4.2 Perception of the work environment

Under this section a discussion of how migrant teachers view their work environment is given. This information is of paramount importance since it will assist when trying to improve the work

environment for migrant teachers. Thirteen of the teachers interviewed stated that they have experienced unfriendly work environment. They are of the view that colleagues, learners whom they work close to sometimes make life difficult for them. One of the teachers had an incident with other colleagues where he was told he was not welcome. This will make migrant teachers to even fear for their lives and also they are not free to express their views even in meetings. They always have to be cautious on how they interact and talk with the local colleagues so as not to offend anyone. Anganoo (2014) stated that Zimbabwean teachers are prone to xenophobia attitudes by other teachers and learners in schools and this leads to them feeling dissatisfied in the schools where they teach. This problem needs rectification if the education system needs the full input of migrant teachers. In human resources there is need for employees to feel self-worthy and that they play an important role for the organisation to reach its objectives. They need to be appreciated in order to perform to the best of their abilities. In such an unfriendly environment migrant teachers cannot optimally perform their job. Learners are considered to be disrespectful and do not take their work seriously and this is evident in the results that they produce.

6.4.3 Interaction Adjustment

Interaction adjustment is the relations that migrant teachers have with learners, colleagues and also people outside the work environment. Findings identified were that of difficulties in communication, lack of professionalism and xenophobia directed towards migrant teachers. These findings are discussed below:

6.4.3.1 Difficulties in communication

The findings reveal that difficulties in communication emanates from the language barriers that exists between migrants and locals. Locals are so much used to speaking the vernacular language that they find it difficult to speak fluent English, this also manifests among learners who struggle to speak in English. This is a major concern since these learners write exams in English and sometimes they fail to express themselves and as a result fail. There is need for strict use of English as a means of communication in schools, one of the teachers was of the view that teachers in primary schools communicate to their learners in vernacular. This he says was revealed when they

met with primary school teachers who actually failed to communicate in English. This problem needs immediate attention as this deprives learners to perform to the best of their ability. This is in line with Matimba who stated that skilled migrants are required to know the official language of the host country. African teachers in Australia are assessed to find out their competency with the English language.

6.4.3.2. Lack of professionalism

Lack of professionalism manifests itself in casual interaction that teachers have with learners, learners do not listen and give respect to teachers. One of the migrant teachers noted that he was shocked the first time he gave home work to the learners; he found out that only a few learners had done the home work. He was later told that it was the norm with most learners and that they know that nothing can be done to them. One teacher also noted that in Zimbabwe teachers are considered to be like parents who offer guidance to the children.

6.4.3.3 Xenophobia directed towards migrant teachers

Xenophobia was cited by all the teachers as a major concern and it hinders their free interaction with their local colleagues. Migrant teachers are of the view that they are viewed as insignificant and they feel unwelcome. Teacher V articulated that at school where she taught she saw that there were two groups one for the migrants and one for the locals, this reveals that there are no good relations between the two groups. This is in line with Kostogriz & Peeler (2007) who noted that migrant teachers are considered as the peripheral ‘other’, the stranger and the ‘foreigner’ apparently for the reason that their cultural and linguistic difference from their ‘mainstream’ colleagues. One of the teachers interviewed stated that sometimes you feel out of place when you are talking to a group of colleagues at work and suddenly they start to speak in their vernacular language. She noted that she felt out of place and always reminded that she was not part of them.

Xenophobia robs the learners of competent migrant teachers because they cannot perform to the best of their ability while they experience work frustration at work. Strategies have to be put in place that address xenophobia, colleagues, learners and other stakeholders within a school setting have to be taught on how to treat and relate to migrant teachers.

6.4.4 General adjustment

In this section discussion is on how migrant teachers are adapting to life in South Africa looking at the cost of living, accommodation, diet and medical care. All the fifteen teachers interviewed were of the view that accommodation is expensive in eThekweni and the reason they cited was that they could not live in townships where accommodation is cheap. They were afraid of mingling with locals who are known to be xenophobic. They end up seeking accommodation which is expensive but safe and secure to stay.

They are however of the view that the medical care here in S.A is easily accessible and it is free in the public sector. This was regarded as impressive as most of the migrant teachers have never experienced such good health care systems in their countries. The cost of living is presently rising however it is considered by all the teachers to be better than in Zimbabwe. The diet however it was considered to be not wholegrain, food is said to be readily available to migrant teachers and their families are able to eat whatever they want. This is in consistency with Black *et al.* (1989) who stated that aspects of general adjustment include the housing environment, cost of living, diet and medical care. Though migrant teachers are experiencing problems in S.A most of the teachers would rather stay in S.A rather than going back to their country. Life in Zimbabwe has not yet improved for them to live a comfortable life with their families.

6.5 Conclusion

The above chapter discussed reasons for Zimbabwean teachers migrating into South Africa, their experiences and challenges with the migration process, challenges and opportunities encountered in eThekweni municipality, their recruitment and placement and how they are adjusting to living and working in eThekweni. Many of the migrant teachers complained of xenophobia in the work place and even in the communities they live. Ill-disciplined learners who are not committed to their studies was another concern and language barrier at work and also outside the work environment caused by unreceptiveness by locals to speak in English. In addition to these experiences their main concern was lack of job security in public schools and lack of induction for them to flawlessly adjust to working in South African schools.

The next chapter will give a conclusion of the main issues that arose from the research and recommendations.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter will look at the significant issues that arose from the study in order to understand the experiences and how migrant teachers are adjusting in teaching in eThekweni schools in South Africa. The chapter will begin by discussing the summary of the biographical profile, the reasons that motivated migrant teachers to move to South Africa, The experiences and challenges with the migration process, challenges and opportunities encountered by migrant teachers, recruitment and placement of migrant teachers, and the adjusting of migrant teachers living and working in South Africa.

7.1.1 Biographical Profile

The majority of the migrant teachers fell in the age group 40-45 and all 15 migrant teachers made entry into South Africa in the period 2005-2009 during the time of severe economic crisis in Zimbabwe. Among the 15 migrant teachers only 5 are permanently employed teachers and 10 are temporarily employed teachers. This is consistent with the findings that migrant teachers lack job security, they are employed on contractual basis which can be terminated at any time.

7.1.2 Reasons for migration

The main push factors for the migration of Zimbabwean teachers were economic and political instability in the country of origin. The other reason was also that the South African government was in need of Maths and Science teachers; hence teachers in Zimbabwe capitalised on this and migrated into South Africa.

7.1.3 Experiences with the immigration process

Migrant teachers interviewed attested that the time they migrated they did not face problems in acquiring work permits since teachers were on demand that time. However presently they stated that renewing a work permit is a struggle, the immigration offices are trying to control the number of migrants working in South Africa so as to safeguard jobs for locals. Difficulties in acquiring permits have left Zimbabwean teachers vulnerable, without a work permit they cannot teach and also at the same time they cannot go back to Zimbabwe since the living conditions are not good. Some of the teachers ended up falling in the hands of unscrupulous lawyers who excessively charge them in order to have their work permits renewed. Most of the time the lawyers are not able to do anything but they just take the money taking advantage of the vulnerability of these teachers.

Settling-in is another concern that arose under the immigration process. Language is one of the issues that made adjusting to a foreign environment not easy to most migrant teachers. Migrant teachers are not able to speak the vernacular language and hence they are not able to communicate well with locals who are unreceptive to speak in English.

7.1.4 Challenges and opportunities encountered by migrant teachers

Lack of job security is one of the major concerns of migrant teachers. Many migrant teachers are employed on a temporary basis and some teachers had their contracts terminated especially those working in public schools. After losing jobs in the public sector, some teachers have resorted to working in the private sector where there are underpaid.

Lack of induction is another challenge encountered by migrant teachers, in order for migrant teachers to flawlessly adjust to their new work environment they need to be familiarised with the new syllabus and new ways of teaching. However this is lacking in the education sector in South Africa and this needs immediate attention for migrant teachers to quickly adjust to their working environment. Without being attended to this might impact negatively on migrant teachers' work.

Xenophobia is another challenge cited by migrant teachers, they experience xenophobia in the schools they teach and the environments they stay. These have led to migrant Zimbabwean teachers live in fear and are not free to express themselves both at work and in neighbourhoods they stay.

Despite the challenges that they have faced migrant teachers are able to advance their education. They are able to work and study at the same time. The salaries they are getting are better than the salaries they used to get home.

7.1.5 Recruitment and placement of migrant teachers

Migrant teachers interviewed cited that it is not easy for migrant teachers to be employed this is because they experience different treatment compared to locals. Locals are staffed from the district offices whilst they are told to apply on the databases but however they are not staffed from there. The majority got their jobs through referrals, walking-in and also after being head hunted.

7.1.6 Adjusting to the work environment

Migrant teachers were of the view that there are differences in teaching methods. They stated that the main concern in South African schools is in covering the content rather than the learners understanding the concepts being taught. In Zimbabwe a teacher would move with the content after the learners have understood whatever they are learning.

Lack of basic foundation competence was a major concern that was cited by migrant teachers. The research found out that migrant teachers complained of high level of incompetence in some of the learners in both primary and secondary schools. This is thought to be emanating from the use of vernacular language in some public schools and poor study habits.

Ill-disciplined learners are also a major concern to migrant teachers in that they do not respect teachers and much time is spent trying to install order in the classroom. As a result this will affect the performance of migrant teachers and that of the learners.

7.1.7 Perception of the work environment

The environment is viewed by migrant teachers as xenophobic, migrant teachers feel unwelcome and unwanted. Migrant teachers also attested that some of the learners and colleagues had actually verbalised that they should return back to their country Zimbabwe. However some of the colleagues and learners were helpful but still the environment is not free for them to work and to verbalise their views even in meetings.

Lack of discipline and lack of parental involvement was perceived as one of the issues in the work environment. Migrant teachers argue that disrespect from learners emanates also from the xenophobic communities that learners come from which does not respect foreign nationals. Parents also are not involved in the educational lives of their children and this also affects their performance at school.

7.1.8 Interaction adjustment

Difficulties in communication caused by language barrier distract the interaction between learners and colleagues. Both learners and colleagues are not that willing to use English as a means of communication but choose to use the vernacular language. Some of the learners are not fluent in speaking in English and this makes teaching and explaining of concepts difficult. Xenophobia exacerbates disruptions in communication in that locals associate speaking in English among black people with migrants and are not willing to speak the English language but to use the vernacular language.

7.1.9 General adjustment

In terms of general adjustment migrant Zimbabwean teachers have adapted very well. The cost of living though it is considered to be going up is better compared to the Zimbabwean economy. The perception of migrant teachers is that diet and medical care is easily accessible and affordable. Culture is considered by migrant teachers to affect their teaching practice to a lesser extent.

7.2 Recommendations

There is an immediate need to devise solutions and strategies that will address the discussed findings on migrant Zimbabwean teachers these are outlined below:

7.2.1 Introduction of induction programmes

The department of Education should provide induction programmes that assist migrant teachers to manoeuvre their way and adjust to a new way of teaching. Both local teachers and learners should be involved in teaching migrant teachers to adjust to the new teaching environment. Everything should be laid out for example the intervals there are expected to give tests, and the quality and quantity of exercises to be given to learners.

7.2.2 Introduction of Zulu lessons to migrant teachers

The department of Education should be offering Zulu lessons to migrant teachers in eThekweni schools since it is the most used vernacular language. This will help migrant teachers to communicate with both the learners and colleagues at work. From the findings black South Africans in eThekweni are not receptive to the use of English as a medium of exchange. The lessons will assist migrants to have the basic knowledge of the vernacular language for them to be able to communicate.

7.2.3 Introduction of rules and regulations against Xenophobia

There is need also for the Education department to issue rules and regulations that hinder the practice of prejudice towards migrant teachers in schools. These rules and regulations should be adhered to when there is the placement of migrant teachers whether in public or private schools. These rules and regulations should be communicated well to migrant teachers and the local stakeholders so as to safeguard the rights of migrant teachers. The local stakeholders in schools should have guidance on how they should treat migrant teachers. Xenophobia should not be tolerated as it hinders migrant teachers to fully perform their work.

7.2.4 Issuing of Long Term Contacts

Those teachers who are not permanently employed should be offered a long term contract of at least two years. Lack of job security from a human resource point of view demoralises employees and this will result in shortfalls in terms of job performance. This will actually rob the learners of competent migrant teachers. Long contracts will boost the morale of migrant teachers and as a result will encourage them to work and produce favourable results.

7.2.5 Recruitment and placement of migrant teachers

The department of Education to ensure there is a clear stipulated procedure that is adhered to when migrant teachers are recruited and employed. From the research migrant teachers were complaining that they are not recruited as locals and are told to apply through the department of Education databases but none of them have been employed after submitting on those databases. This shows there is partiality, concern is not mainly on qualification or competence but whether you are a foreigner or not. Locals always have first preference even though foreigners might have more experience and higher qualifications.

7.3. Conclusion

This study was undertaken to explore the experiences, the adjustment of migrant teachers to teaching in a foreign land and also the reasons that made them to move into South Africa. The interviews revealed that migrant teachers are vulnerable, despite the challenges they are facing they cannot go back to Zimbabwe because of the economic crisis the country is facing. Economic crisis is one of the major driving factors that led to the migration of Zimbabwean teachers. Zimbabwean teachers have faced xenophobia in and outside the work environment, challenges with renewal of their work permits, lack of job security and underpayment of those working in private schools. These were some of the key findings that came from the research, it is hoped that this small scale study will assist in understanding the experiences of migrant teachers in schools and pave way for more research to be done in this area. Also the Department of education needs to educate local teachers and learners to appreciate the wealth of knowledge and competence that migrant teachers bring.

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APPENDICES

Appendix A: Interview Schedule

The interview questions will be designed to generate information on personal background and characteristics, departure, arrival, location and cause of flight, treatment in host country and future plan. Biographical information (gender, age, occupational tenure, tenure in SA, nature of work permit, country of graduation and department/unit of employment) and other information relating to the migration process, impact of individual culture, language and communication will also be collected.

The interview will begin after the consent letter has been signed and the interviewer will thank the participant for granting the interview. The questions or probes that will be used are as below:

BIOGRAPHICAL INFORMATION OF THE TEACHER

1. Questions will be posed that require the biographical information of the teacher:
Note: The gender of the participant will be noted without asking.
 - a) How old are you,
 - b) Are you employed as a part-time or on a permanent basis,
 - c) In which year did you come to SA?
 - d) When did you start to practice as a teacher in SA?
 - e) Where were you trained as a teacher?

PUSH FACTORS

1. What reasons made you to decide to migrate to KZN and provide your teaching services there?

PULL FACTORS

1. What made you to choose to work in the eThekweni Municipality schools?

RESTRICTIONS TO MIGRATION

1. Are you registered with the South African Council of Educators?
2. What kind of a work-permit do you have?
3. Can you please share your experiences and challenges with respect to the migration process?
 - a) Did the process of registration with SACE run smoothly or there were challenges?
Please explain?
 - b) Did the process of applying for a work-permit runs smoothly or there were challenges?
Please explain?
 - c) Did the process of applying for a job SACE run smoothly or there were challenges?
Please explain?
1. What do you think is the biggest challenge or hurdle for teachers wishing to migrate to SA?

ADAPTATION TO NEW ENVIRONMENT

- a) Are there any challenges in communication between you and your colleagues or students?
- b) Do you think language problems sometimes affect your practice? Please explain?
- c) Do you think issues of culture sometimes affect your practice? Please explain?
- d) What can you say is your overall perception of your work environment?

Appendix B: Written informed consent



Department of Human Resources Management
School of Management, Information Systems and Governance,
University of KwaZulu-Natal (Westville Campus)

Date:.....

Migration and adaptation to the work environment by migrant teachers in the eThekweni Municipality of KwaZulu-Natal Province, SA.

You are being requested to contribute in a research to better understand migration and work related issues affecting migrant teachers in the KwaZulu-Natal Province of SA. This study is being conducted by Mrs. Magaret Dzvuka, a Masters student in the Department of Human Resources Management at the University of KwaZulu-Natal.

There are no identified dangers to you if you choose to contribute in this study. There will be no costs to you for contributing in the research. The facts you make available will be handled confidentially. The information you give, including information from other participants, will provide insights into the experiences of migrant teachers in SA. The interview will take about 20 minutes to complete. The information gathered will not benefit you directly.

This interview is nameless so your name will not be demanded. After the research, no one will be able to recognize you or your responses, and no one will know if you contributed in this research. Your participation in this research is voluntary. If you answer questions from the interviewer, you are approving your participation in the study. You are allowed to refuse to answer any questions you may not want. You are also free to withdraw from the study at any time, at the beginning or during the course of the interview.

If you have any questions about the study, please contact Dr. A. Maharaj on the details given below:

Dr. A. Maharaj, School of Management, Information Systems and Governance,
University of KwaZulu-Natal (Westville Campus), Telephone: 031 260 8182
Email: maharajash@ukzn.ac.za

Your signature below means that you voluntarily agree to participate in this research study.

Interviewee: _____
Signature _____ Date _____

Interviewer: _____
Signature _____ Date _____

Appendix C: Ethical clearance approval letter.



01 July 2016

Mrs Magaret Dzvuka (215081481)
School of Management, IT & Governance
Westville Campus

Dear Mrs Dzvuka,

Protocol reference number: HSS/0856/016M

Project title: The migration experience and cross-cultural adjustment among Zimbabwean teachers in eThekweni Municipality in KwaZulu-Natal Province

Full Approval – Expedited Application

With regards to your application received on 09 June 2016. The documents submitted have been accepted by the Humanities & Social Sciences Research Ethics Committee and **FULL APPROVAL** for the protocol has been granted.

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

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Ashika Maharaj
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville