"THERE WAS NO REAL QUALITY OF LIFE OVER THERE WITHOUT FAMILY":

THE CASE OF SOUTH AFRICAN RETURN-MIGRANT TEACHERS AND THE STATUS OF THEIR RETURN

BY

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DECLARATION

I, Dianne-Estelle Anganoo, declare that this research study presents my original work and it has not been previously submitted for any degree or examination at any other University.

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Signature Date

_____ _____

Supervisor Date

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DEDICATION

This work is dedicated to the participants of this research study. This study would not be in existence without you. Generous amounts of your precious time were voluntarily invested into this study and you so amiably allowed me access into your thoughts and emotions towards your migration experiences. I humbly appreciate it. May God bless you abundantly!

I hope that this thesis positively influences the return migration experiences for South African migrant-teachers and other skilled migrant-professionals across the country.

LIST OF ACRONYMS

ANC	African National Congress
BA	Business Administration
BEd	Bachelor of Education
B. Paed Sc.	Baccalaureus Educationis Honours (Primary Education Science)
CPR	Cardiopulmonary Resuscitation
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
D.Ed	Doctor of Education
DHET	Department of Higher Education and Training
DRC	Democratic Republic of Congo
DoE	Department of Education
ELRC	Education Labour Relations Council
FGD	Focus Group Discussion
HEd	Honours in Education
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IELTS	International English Language Testing System
KZN	Kwa-Zulu Natal
MEd	Master of Education
NELM	New Economics of Labour Migration
NGO	Non-Governmental Organisation
OBE	Outcomes Based Education
OECD	Organisation of Economic Co-operation and Development

PGCE	Post Graduate Certificate in Education
QTS	Qualified Teacher Status
SA	South Africa
SACE	South African Council for Educators
SA SAMS	South African School Administration and Management System
SGB	School Governing Body
TEFL	Teaching English as a Foreign Language
UAE	United Arab Emirates
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNISA	University of South Africa
USA	United States of America
VSP	Voluntary Severance Packages

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ABSTRACT

The overall purpose of this qualitative study was to determine the demographic and professional profile of South African return-migrant teachers, explore the reasons for their return and examine the status of their return. It also examined their migratory experiences pre and post-return which held importance in their decision on whether or not to engage in remigration in the future. Thirty return-migrant teachers (teachers from both primary and secondary schools) of different teaching specialisations across South Africa participated in the study. A combination of research tools were used to draw thick data, such as questionnaires, interviews and focus group discussions. A major trend found in the study was that the majority of the South African return-migrant teachers returned to the teaching profession upon their re-entrance. The study also found that personal reasons for return, mainly related to family, outweighed professional reasons such as better working conditions. However, South Africa is at risk of losing the same teachers again, who emigrated previously and who have now returned. Majority of the South African return-migrant teachers indicated that remigration was still a possibility. Poor infrastructure, unsafe public transportation, alarmingly high crime stats and political instability in South Africa were some of the driving forces behind their intention to re-migrate.

Keywords: South African return-migrant teachers, teacher migration, education, reasons for return

CHAPTER 1
INTRODUCTION

1.1 Background

Many professionals, including teachers, have chosen to migrate internationally and this movement has gained momentum in the 21st century as a result of technological advances and the effects of globalisation, labelling teaching as "one of the most mobile professions" (Bense, 2016, p. 8). Therefore, due to this global phenomenon, it is not unusual to find South African teachers teaching abroad, nor is it uncommon to find foreign teachers in South Africa, dually categorising South Africa, along with some other countries (such as the United Kingdom and Australia), as a country of origin and a country of destination (Keevy, 2014; Luthi, 2018; and Lajcak, 2018). According to the South African Council for Educators (SACE) (2019), for any individual (irrespective of their nationality) to be recognised as a teacher in South Africa, it is compulsory to be registered with SACE where one of the prerequisites to teach in South Africa is possession of a teaching degree or diploma. For the purpose of this study, the term 'teacher' acknowledges those teachers who possess a South African teaching degree/diploma as well as those teachers who did not possess a South African teaching qualification, but who were allowed to teach in schools abroad with a qualification known as Teaching English as a Foreign Language (TEFL). This study includes South African teachers who returned after migrating to teach in schools abroad; this ranged from primary school teachers to secondary school teachers.

International migration, as defined by Bartram, Poros and Monforte (2014, p. 4), is the "movement of people to another country leading to temporary or permanent resettlement; collectively it commonly raises questions about national identities and social membership". The word 'migration' is often used in studies which declare a permanent move to a destination country with the intention of gaining citizenship, whereas, 'diaspora' studies focus on the consistent relationship maintained by the migrant in the host country and the home country which may constitute the process of return migration (Matimba, 2016).

Keevy (2014) stated that the return migration trend has slowly gained awareness over the years and is no longer deemed an unusual occurrence, irrespective of whether the return is voluntary or compulsory. Return migration holds many interpretations, which often creates

confusion around its actual meaning. However, the ambiguity surrounding the term is not the result of insufficient research by research scholars but it is, according to Cassarino (2004, p. 253), due to the "magnitude and configuration [that] are scarcely measurable and comparable, owing to the lack of large-scale reliable quantitative data." Return migration may thus be described as the re-entrance of citizens to their country of nationality with the intention of resettling for a minimum of 12 months (Dumont & Spielvogel, 2008).

Individuals may possess a wide array of reasons to exit their home country; likewise, reasons for return will vary according to individual circumstances. Return migration, as distinguished by de Haas (2016, p. 3) may include "involuntary", "voluntary" or "second-generation quasi-returnees". De Haas (2016) clarified that involuntary return fosters psychological and social problems for the returnee due to return being viewed as a downgrade. In other words, it is seen as a 'step back' (Van Houte & Davids, 2014, p. 79). One of the reasons for involuntary return may stem from the deportation of a migrant to the home country as a result of his/her inability to attain legal documents to remain in the host country. The returnee may find difficulty in adjusting to their return and may opt to re-migrate in the future. Involuntary return is briefly discussed in this paragraph, which is followed by voluntary return in the next paragraph. However, an in-depth evaluation into the post-return experiences of voluntary and involuntary return-migrants will be discussed in detail in the next chapter.

De Haas (2016), thereafter, expanded on voluntary return. Voluntary return is divided into two types based on the migrants' skills: low-skilled and high-skilled. Haase and Honerath (2016) clarified that low skilled return migration was voluntary but also unavoidable in the sense that the expiration date of the migrant's residence status will be reached at some point. Haase and Honerath (2016) further reported that high-skilled voluntary return is the outcome of the migrant achieving the set goals in the host country with the intention of applying the learnt skills and practices in the home country. Another batch of return-migrants is known as the "second (or third) generation" of members that moved abroad (Haase & Honerath, 2016, p. 7). These return-migrants are also classified as quasi-returnees. According to Haase and Honerath (2016, p.7), this group of migrants exit their home country and return to their parents' or grandparents' place of birth "to invest in the home country of their parents or grandparents." In other words, quasi-returnees are children of migrant-parent/s or grandchildren of migrant-grandparents (of which both parties belong to different home countries) who return to their parents' or grandparents' home country to help develop it and

offer support. However, not all quasi-returnees are deemed as successful since the culture and language of the people in the home country may be hard to identify with (Haase & Honerath, 2016).

1.2 Fixing the magnifying lens on the roots of return migration

Return migration has been in the limelight since the 1960's by scholars such as Appleyard (1962), Long and Hansen (1975) and Nelson (1976); however, since the 1980's, research and debates on the topic have spiralled. As a result, Cassarino (2004) asserts that greater insight into return migration has become available. Seminal scholar Gmelch (1980) commented that it was previously believed that once an individual exits the country of origin, there will be no return. The reason that prompted this belief was explained by King (2015). A lack of research on return migration was due to the inability of attaining "satisfactory data" on the subject and as a repercussion "studies on migration proceeded as if no returns ever took place" (King, 2015, p. 1).

That assumption has evidently subsided as more and more researchers have been focusing on the re-entrance, theorising multiple reasons (Stack, 2011; Cassarino, 2004; Dustmann and Gorlach, 2016). Dumont and Spielvogel (2008) noted that the longer a migrant settles in the host country, the slimmer the likelihood of return to the home country or engaging in a re-migration. In addition, Barrett and Mosca (2013) noted that the lack of data available pertaining to the experiences of return-migrants is due to the misunderstanding that once these migrants return to their familiar ground, a place regarded as home, the return-migrant finds their footing easily and experiences no difficulties in the readjustment process. There is a misperception that migrants return to the home country without a change in their mindset or having learned new practices and that their experiences abroad are similar to that of the non-emigrants; hence, return-migrants are expected to readjust effortlessly.

Although there are research findings available theorising the migrants' reasons for return, the phenomenon of return migration was acknowledged rather late by some researchers. It has neither received sufficient attention nor has it not been explored in detail. Many research studies (Van Rooyen, 2000; Claymore, 2016; Geldenhuys, 2016; and Laurence, 2015) have dwelt on the factors that pushed South African professionals including teachers to migrate internationally to different countries and continents around the world. Advantages of such a

move were motivated in detail as well (Romualdez, 2017; Manik, 2005; and Appleton, Morgan & Sives, 2006). Evidently, research has confirmed that South Africa is losing highly skilled professionals such as teachers to host countries, but simultaneously, research has also confirmed that some of the South African migrants, including teachers are returning (Manik, 2005). However, there is no database that exists to account for the South African teachers and other professionals who emigrated or returned since the entry and exit of these South African professionals have not been tracked. There is no interest displayed on the part of the South African government[1] to construct a database on South African teachers who are emigrating because they have batches of new teachers constantly entering the education system awaiting placement as exclaimed by the Department of Education's spokesperson Elijah Mhlaga (Somduth, 2018). Later, this is discussed in greater detail in section 2.2.2.

Evidently, there is limited data that is currently available pertaining to teacher migration undertaken in the South African context. Keevy, Green and Manik (2014) summarised statistics provided by the South African education department in 2010, revealing that South Africa is home to a small percentage of migrant teachers (0.4%), the majority belonging to one of South Africa's neighbouring countries, Zimbabwe. Furthermore, the study indicated that the majority of the foreign teachers were level one educators (i.e. entry level ranking) employed in secondary schools. Makina (2007, as cited by SACE, 2011) confirmed that the majority of Zimbabwean professionals seeking employment in South Africa are qualified to teach in secondary schools. One of the shortcomings in their study was that they did not survey private schools so they stated that the data collected was not an accurate reflection. Just as Zimbabwe is South Africa's largest supplier of foreign teachers, likewise, South Africa is the biggest supplier of foreign teachers to the UK (SACE, 2011). According to SACE (2011), certain countries such as the United States (US), Canada and the United Kingdom (UK), among other countries, are subjected to a scarcity of local teachers since their attempts to "attract young people into the (teaching) profession" (SACE, 2011, p. 5) have been ineffective. As a result, teachers from other countries are pursued to meet the demand. South Africa loses more than 30 skilled professionals, which also includes teachers, per day to more alluring host countries (SACE, 2011).

[1] The word 'government' is used since the government is overall responsible for the citizens of the country and the smooth running of the country.

An imbalance of information is available regarding the reasons for South African migrant teachers returning to their home country and these reasons are worthy of being explored in order to better understand the phenomenon of teacher migration in the South African context. This study explored the professional and demographic profile of a sample of return-migrants, as well as identifying the motives that prompted the return of these South African teachers to their home country. Additionally, this study simultaneously gauged their post-return experiences and established their migration intentions upon their return to their home country.

Return migration is an occurrence that permeates life twofold; firstly it was pointed out that migrants do return to the country of origin and secondly it was emphasised that all migrants share the feeling that return is a possibility (Carling, Bolognani, Erdal, Ezzati, Oeppen, Paasche, Pettersen & Sagmo, 2015). Migrants may choose to engage in "circular migration" (aka serial migration) whereby they move frequently between two or more countries due to economic motivation (Bartram, Poros & Monforte, 2014, p. 30). It is important to distinguish between migrants who return for short periods of time (such as a few weeks or a few months) visiting family and friends to those who return with the intention of permanently resettling in the home country (Gmelch, 1980). King (2015) drew on Bovenkerk's (1974) illustration which clearly differentiates between migration terminologies which are often misconstrued.

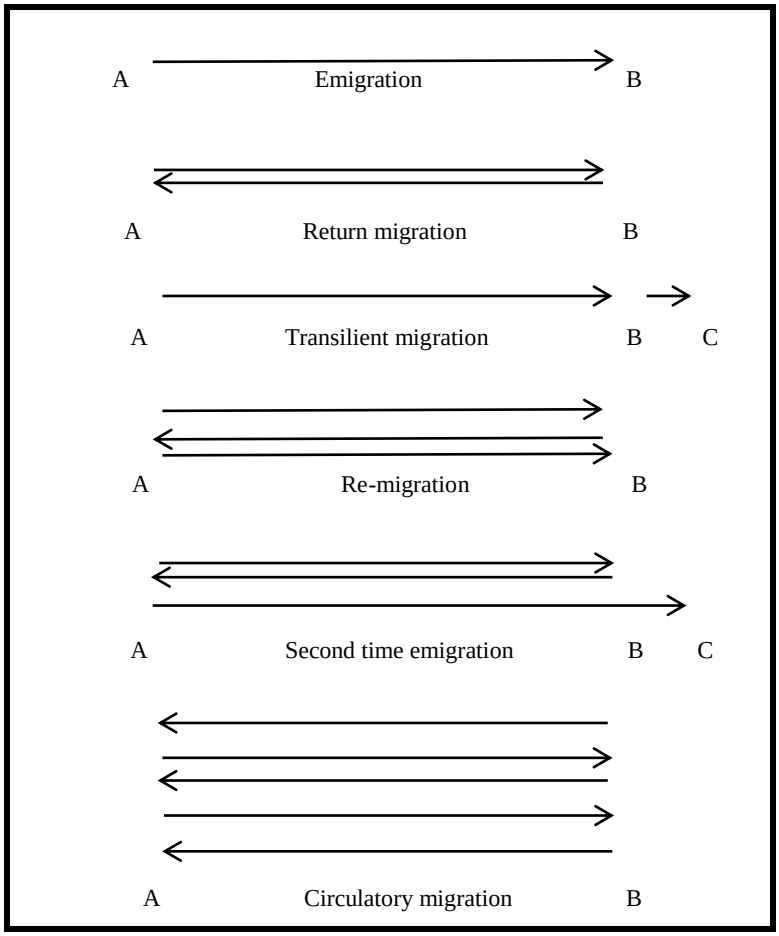


Figure 1: Migration terminology clarification

Adapted from King (2015, p. 4) and based on Bovenkerk's (1974) illustration.

According to Figure 1, "emigration" may be defined as the act of exiting the home country to settle in another country. If the migrant then chooses to reside in a different host country without returning home, this is termed "transilient migration". However, the act of returning to the home country with the intention of resettling is classified as "return migration". Nevertheless, should the migrant exit the home country once again and return to the same destination country, this type of migration is known as "re-migration". "Second time emigration", on the other hand, is when the migrant returns home and then exits again but this time settles in a different receiving country. Evidently, constant migratory flows between the home country and host country is categorised as "circulatory migration" (King, 2015, p. 4).

It must be noted that the permanency of return migration is dependent on various factors experienced by the return-migrant and these factors will be explained in the next chapter. It is also important to note that there is a plethora of generalised experiences on return professionals; however, there are inadequate studies that have been undertaken on return-

migrant teachers specifically. From the limited research available pertaining to return-migrant teachers, Keevy, Green and Manik's (2014) study on transnational teacher migration from South Africa revealed that insolent learner behaviour in the host schools abroad was the most prevalent reason that pushed South African migrant teachers out of the United Kingdom (UK) back to their home country. Climatic conditions and isolation from loved ones were also factors that's they struggled to successfully adapt to abroad. However, post-return, a few return-migrant teachers were disappointed with the professional opportunities presented to them as some were unable to secure stable, permanent employment (Keevy, Green & Manik, 2014). Based on the articulations of the above researchers, it is evident that return to the home country does not guarantee the conclusion of the sequence of migration.

1.3 Rationale and significance of the study

The rationale for conducting this study as well as its importance will be discussed below. The rationale is explained from a personal, professional and contextual viewpoint, which is then followed by the significance of this study.

Personal rationale

I have noticed from articles in the local newspapers and online sites as well as conversations with family and friends that an increasing number of South African teachers who initially chose to teach abroad for various reasons have now returned to their home country. Staffroom chatter, pertaining to the return of emigrant teachers, over the past five years of being in the teaching profession coincided with the articles and articulations mentioned above reiterating that although some teachers are opting to exit the South African education system, there are some who are keen to return to it.

Third parties, however, such as colleagues (non-emigrants) were informed by return-migrant teachers that their experiences were not pleasant abroad. As a result my non-emigrant colleagues have warned other non-emigrant teachers to do thorough research before taking that step to emigrate. I found it interesting to explore the reasons behind their decision to return whilst other teachers are determined to leave. I wanted to find out if the return migrant teachers had any intentions to exit the home country once again in the future. Furthermore, it is not guaranteed that all return-migrant teachers will return to the teaching profession as they may opt to become entrepreneurs upon return (Van Meeteren, Engbersen, Snel & Faber,

2014; and Pirvu & Axinte, 2012). I was interested to establish if they do in fact return to the teaching profession and to gauge the reasons for this trend which could prove to have valuable insights for teacher migration in South Africa.

Professional rationale

Due to the English speaking teachers being in demand overseas, South Africa is constantly facing a departure of teachers, including teachers qualified to teach English. I am an English teacher in a primary school with a recent change in my teaching load, i.e. a full English load, as opposed to other years where my load was mixed: English and other subjects. I began wondering whether this change was the result of an insufficient supply of English teachers. Hence, I am curious to establish if the return migrants are in fact English teachers and if their return in time could close some gaps in critical skills subjects, such as English in the education system that currently exists.

Contextual rationale

Manik's (2005) research more than a decade ago focused on determining the reasons for emigration, teachers' experiences abroad and return teacher migration to South Africa. Since then this topic of return migration has fallen through the cracks and has not received much attention locally. There is a lack of research that focuses primarily on return-migrant teachers, the reasons for their return, the occupations they have currently settled into (if not in the teaching profession) and the permanency of their return. It was envisaged that the findings of this research study would offer valuable insights into migrant teachers' mobility and the global developments which may have contributed to the migrants' return. It is valuable to establish if these reasons for return, proffered by teachers, may have changed in any way over the years since Manik's (2005) study and if new determinants for return, may have emerged in the past few years.

Significance of study

The substantial rise in demand for English speaking teachers in foreign lands (Davies, 2009) is leaving developing countries to bear the brunt as the gap between demand and supply of teachers (Manik, 2005). However, teachers are opting to return to their home country for numerous reasons which are explained in this research study. Their return, however, is

significant because it may not automatically close the gap that exists between the demand and supply of teachers locally since return migrant teachers may not necessarily return to the profession but to other professions that are eager to accept them.

It was felt that the findings of this research study will hold great significance for the South African Education Department and the Economic Development Department by shedding light into the reasons why South African teachers are returning after choosing to depart from their country of birth and it will also determine if their return is permanent or if re-migration fits into their future plans. This study is valuable for the local education department in terms of planning: to understand why teachers are returning to public/ private schools or other careers and to gauge the local teacher supply in terms of the status of return of migrant teachers who initially exited to teach abroad.

This study also gives insight into the experiences of the return-migrants pre and post-return which can assist the department in attracting and retaining South African teachers by tailoring incentives and implementing policies based on the needs of a skilled labour force, such as teachers, and assisting them by providing support measures for the reintegration process back into the teaching profession. This in turn will create a positive return experience for the return migrants which as a result may influence the status of their return. A skilled labour force can help refine, build and strengthen the South African economy (Engelbrecht, 2017). South Africa has failed to successfully boost return migration due to the dearth of research available concerning the exit and re-entrance of its citizens and their post-return experiences. This study can offer valuable information to the education department in respect of the experiences of the return-migrant teachers post-return and reasons for their decision to re-migrate in the future which can assist in identifying areas where changes need to be made in order to mend the gap between the supply and demand of teachers in schools across the country.

1.4 Aims & Objectives and Critical Questions

The aims, objectives and critical questions are stated below. Detailed explanations into these are presented in Chapter 3.

Aim: To explore the nature of return teacher migration to South Africa.

The objectives of this study are:

- To determine the demographic and professional profile of South African return-migrant teachers.
- To explore the reasons why South African teachers who have been teaching abroad have then chosen to return to their home country.
- To examine the status of return of South African migrant teachers.

Research questions would be:

- What is the demographic and professional profile of South African return-migrant teachers?
- Why are South African teachers returning to their home country after teaching abroad?
- What is their status upon return to South Africa?

1.5 Outline of chapters

This dissertation comprises six chapters which are outlined below:

Chapter 1:

This chapter provides the background of the study and explains the logic behind conducting this research. It introduces the concept of return migration and also includes discussions pertaining to the contributing factors that have played a role in the South African teachers' decision to emigrate as well as contributing factors that initiated their return.

Chapter 2:

This chapter begins with a discussion on globalisation and the influence it has on human migration. The South African education system along with its future prospects is examined

since the phenomenon is teacher migration. This is followed by a discussion into the theoretical frameworks presented by Cassarino (2004) which provide insight into the five distinct reasons for migrants' return and their experiences abroad. The economic, social and political factors together with other contextual factors which have relevance for migration are also covered in this chapter. Furthermore, the experiences endured by the return-migrants are discussed under the Gullahorn and Gullahorn theoretical framework: W-curve theory, which explains the effects of reverse culture shock on the return-migrant in the home country (Kunuroglu, Vijver & Yagmur, 2016). The readiness of migrants' return later accompanies the W-curve theory as it has a great impact on how well a migrant copes upon their return to their home country (Cassarino, 2004).

Chapter 3:

This chapter focuses on the methodological approach that was taken in the study towards attaining data that is rich in information on teacher migration. The chapter explains in detail why the study is qualitative in nature and the reasons behind the choice of a case study approach as the most appropriate method for this research study, are discussed. Trustworthiness of the data as well as ethical concerns are explained. This chapter also comprises of the steps involved in the data analysis process.

Chapter 4:

The findings from the research study are presented in this chapter. It details the reasons for the migrants' return to the home country, the demographic and professional background of the participants as well as their return intentions: to remain in the home country or relocate in the future.

Chapter 5:

This chapter consists of an in-depth analysis of the findings. The results from the findings are compared to the available literature, i.e. the findings of other researchers who are referenced in the literature review in Chapter 2. The analysis is presented using the framework of the critical questions of the study.

Chapter 6:

Significant ideas and theoretical aspects from the findings are discussed here and new developments in return migration are noted. Recommendations to the Department of Education are advanced towards the latter part of this chapter drawing from this sample of return migrant teachers.

Conclusion

This chapter introduced the research study and explained the rationale for conducting the research. It briefly clarified the meaning of return-migration and discussed how the phenomenon slowly gained momentum since the 1960s. Furthermore, initial reasons for the migrants exiting their home country are discussed. This chapter ends with a brief structural overview of the study.

The following chapter focuses on the different factors that encourage return-migration, drawing on available research findings and interpretations. Key theories which have been developed by researchers and which ultimately shaped this present study on return-migrant teachers in South Africa are also discussed.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

There are many influential factors that initiate the idea of migration which quickly modifies itself into a plan and action. However, when migrants return to their country of nationality, it is important to determine the reason for their return and gauge the permanency of their decision in order to better understand the phenomenon of migration. This research study focuses primarily on the return of South African migrant teachers and the reasons that have led to their return including the status of their return. The literature review comprises four sections: The impact of globalisation on the migration of teachers; factors that pushed South African teachers into international jobs and teachers' experiences in the destination countries; the reasons for return migration; and return experiences together with new prospects in South Africa which may influence the return of South African teachers.

2.2 A repelling education system to alluring prospects

This section takes a look into the factors that pushed South African citizens, particularly South African teachers, out of their home country and into another country. Furthermore, it delves into the transformation of the South African education system from something that was deemed unappealing to something that is more attractive, pulling the once 'lost' professionals back home. It is important to understand why South African teachers exited their home country so it can be established if their reasons for return have any correlation with the factors that pushed them to leave, i.e. did the factors in the home country change, hence their return?

2.2.1 Deterrents

There are underlying factors involved in the choices made and decisions reached by individuals. There may be singular or multiple elements that push people away from an individual or group or in this case, a country, before they reach a decision to leave.

SACE (2011, p. 5) pointed out that a misperception created by government, during the 1990's, regarding the imbalance of teaching vacancies and overflow of qualified teachers inadvertently, led to the proposal of "voluntary severance packages (VSP's)". This triggered a chain reaction involving the emigration of South African teachers which in turn created a shortage of teachers in the education system, categorising South Africa as a sending and eventually also a receiving country (SACE, 2011). Numerous factors have bombarded teachers with reasons to leave the education system. Common reasons, according to Laurence (2015) and other scholars (Manik, 2005; de Villers, 2017), include several variations in education policies, a lack of management, an overload of administrative and extramural responsibilities, unsatisfying salary, less room to work up the ladder, and so forth. Furthermore, Laurence (2015) also touched upon the infrequent factors, which encompassed the lack of parental involvement, the imposition of roles (e.g. see the norms and standards for teachers document produced by government outlining teachers' several roles in school) in order to fulfil their role as an educator and the ill-discipline they have experienced by learners in schools; all of these factors activated thoughts of migration to escape the local education system with the hope of better working conditions abroad accompanied by higher pay.

In a paper focussing on Indian teachers by Manik (2010), on the migration of South Africans to the UK, she drew attention to the following 'push factor': the School Governing Body's (SGB) power over school appointments. According to a participant in Manik's study, she explained that "nepotism" was rife, boiling down to 'who you know' and not 'what you know' or 'how hard you've worked to earn the position' (Manik, 2010, p. 4). She argued that this type of corruption can be debilitating for teachers who realise that there is no room for progression, resulting in them becoming less intrinsically motivated each day. Consequently, the school suffers should the teacher remain in the school or the country will incur a loss, should the teacher migrate.

Migration is taken into consideration when individuals feel like their well-being in the home country is stagnant or declining and they view migration as a step towards improving their quality of life. Bivand and Oeppen (2017) drew on Wright's (2012) differentiation of the term 'well-being' whereby it was segmented into functional and psychosocial; both segments being interrelated and interdependent. Revenue, lodging and occupation are factors that mould functional well-being and may also influence an individual's standard of living; whereas psychosocial well-being is influenced by single factors including ethics, views and

mental health as well as relationships with family and friends (Bivand and Oeppen, 2017). Thus migration is about pursuing the need to achieve well-being.

In an article published in the *Post* newspaper, Somduth (2018) drew on the findings of Master's graduate, Tatum Niemack, whose thesis was based on the reasons why teachers are exiting South Africa for the Middle East. "Religious intolerance and race-based policies" were also some the push factors that led to an exodus of South African teachers as they were not granted the same opportunities as their fellow citizens (Somduth, 2018, p. 3). The study also concurred with the findings of other researchers mentioned above, emphasising that while teachers were looking for improved salaries, they also want to be able to lead more fruitful lives as well as provide additionally for their families, which to them can only be accomplished by teaching abroad. Salaries are linked to economies thus underperforming economies tend to prompt migration to the more flourishing economies, highlighting economic disproportion between countries (Mandalenakis, 2011).

2.2.2 Enticements: Metamorphosis of the South African education system

There were countless factors, as discussed above, which led South African teachers to exit the home country and practice their craft in a foreign land. However, South Africa has long been in the process of improving its education system. This section looks into the ways in which the South African government and the Department of Higher Education and Training (DHET) have received recommendations to transform the profession.

Bernstein (2011) suggested that incentives should be used to attract and retain teachers in South Africa as this practice has proven to work internationally. Six recommendations were supplied to the Education Labour Relations Council (ELRC) offering insight into areas where change needs to be implemented in order to improve the education system and offer support to educators (Peltzer, Shisana, Udjo, Wilson & Rehle, 2005). These recommendations were based on research carried out as to why South African teachers are leaving the profession. These recommendations encouraged the Department of Education to offer an improved support structure for teachers, decrease the undue administrative load so that quality teaching can be the focal point, join forces with NGOs to conduct health workshops as a proactive approach towards HIV/AIDS amongst teachers, amend policies to create a desirability towards the teaching profession, provide incentives for teachers who teach in rural areas and

lastly establish a database that includes statistics on different aspects of the education system such as the needs of the learners and insufficient supply of teachers in areas around the country as well as the availability of teaching posts. For example, research carried out by Fourie (2006, p. iii) indicated that although some of the highly skilled South Africans working in the United Arab Emirate (UAE) have returned home, the rest which make up the majority of these migrants are only keen to return on condition that "specific socio-economic conditions are addressed in South Africa". These research findings lay emphasis on the importance of prioritising and effectively implementing the above mentioned recommendations to entice South African migrants to return home.

Seven years ago, it was argued that South Africa is facing the brunt of a scarcity of qualified teachers and it is predicted to reach perilous heights in the next decade (Sinyolo, 2012). It was estimated that over the duration of 12 years South Africa would be in need of 30 000 new teachers to cater for the increased expected pupil enrolment in 2015 so returning teachers could fill the demand (Louw, 2015). An interview with a returnee teacher carried out by Appleton and other researchers (SACE, 2011) revealed that the experience of teaching abroad is recommendable. In an article by Ryan (2015), job instability was cited as a factor that made South African emigrants return to their homeland after learning about the economic trough that hit hard in 2008; pushing them out of the host country and pulling them back home. The article also mentioned the benefits of return migration as the skilled labour force will come home and bringing advanced skills and valuable experience from first world countries. Wahba (2015) also highlighted the importance of return migration in the developmental process of the home country as the citizens who previously emigrated have returned with refined skills and additional qualifications acquired in the host country; all of which can be tremendously beneficial to the home country.

However, Somduth (2018) revealed contradictions in the findings of Sinyolo (2012), Louw (2015) and SACE (2011). Somduth (2018) referred to the articulations of the Department of Education's spokesperson Elijah Mhlaga, reiterating that statistics released by the South African Department of Education (DoE) which revealed that there are 410 000 teachers on the database with an influx of 33 000 graduates annually; however, many of these graduates remain idle due to a disproportion of teaching posts available to the number of newly qualified educators. Somduth's article was grounded on Tatum Niemack's master's research on migrant teachers which pertained to the reasons that influence skilled professionals,

particularly teachers, to engage in the migration trend. In response to Niemack's study, the DoE acknowledged the exodus of its teachers and stated that it is "not a problem" due to the number of educators they currently employ. This statement was voiced despite the department being unable to establish the number of teachers leaving the system and hence, they are also unable to establish the number of return-migrant teachers.

South Africa, being a developing country, is characterised by incompetent record keeping and illegal migratory movements into and out of the South Africa which as a result eliminates the ability to calculate the precise number of migrant teachers entering and leaving the country (Azose & Raftery, 2019). Whilst there are statistics reflecting South African teachers on the government database, there are no available statistics specifying the number of return-migrant teachers currently employed in the private South African schools nor are there statistics indicating the total number of return-migrant teachers who have opted to enter into a different profession upon their return. Basically, there is no indication of the number of return-migrants entering South Africa regardless of their profession. There is a major gap in teacher migration studies which is evident from the evaluation of literature on teacher migration. Research studies by Sinyolo (2012), Amran and Urso (2016), Anganoo (2014) and Debnath (2016) have called for more studies on teacher migration to be undertaken.

2.3 Globalisation: Altering the perception of migration from a giant leap to a small step

This section is centred on the impact of globalisation. It commences with various definitions supplied by multiple researchers and concludes with how technology has worked 'hand in hand' to compliment the effects of globalisation: creating a link between globalisation and return migration. Globalisation is a broad expression. Several definitions will be discussed in this literature review and the impact of globalisation will be sought which, in turn, will be linked to migration holistically as well as return migration.

2.3.1 An archive of definitions

As the world becomes more globalised, the common ground lies in the mutual reliance of "development, security and mobility" (van Houte & Davids, 2014, p. 71). Ciarniene and Kumpikaite (2008, p. 42) view the crux of globalisation as the process in which the distinct, well-known geographical borders between countries are lightened dramatically so as to

encourage trade, improve technology and promote networking amongst diverse people across the globe. This universal amalgamation, as explicated by Shuey (2001), affords individuals the chance to liaise, invest and also travel abroad whilst concurrently giving businesses the chance to gather capital and other resources more efficiently over a wider spectrum. Giddens' (1990), cited by Block (2004, p. 1), defines globalisation as "the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa". Bouare (2001, p. 21) characterises globalisation along similar ideas as the "intensification of profit seeking abroad by states or businesses through the widening of the world markets, the fast processing of information, the reduction in transport costs and time, the improvement and relocation of production units worldwide, and the voluntary participation of countries in the world trading system".

Although globalisation gives birth to beneficial results, it simultaneously produces major risks for countries or continents in general as explained by other researchers. Stalker (2000, p. 2) emphasises the negative side of globalisation describing it as the "death of geography" and the "demise of the nation-state". These words clearly indicate concern for the lack of boundaries that exist in the present times which could ultimately affect countries negatively. Legrain (2007) stated that when skilled individuals exit the country of origin, especially in the case of developing countries, their input towards building the economy and creating jobs for others as a by-product descends drastically. On the other side of the coin, their exit allows the home country to earn remittances. Sinyolo (2012) explained that when skilled professionals, such as teachers and doctors, leave the home country it is an added cost to the government to train more individuals to the fill the space with the risk of them potentially exiting as well. The loss of skilled citizens incurred by the country is called brain drain. However, if these skilled citizens return and permanently settle in the home country, this movement is termed "brain circulation" (Fourie, 2006, p. 7).

Globalisation impacts return migration a great deal, which adds another dimension to the reasoning behind return. It has changed the way in which the world functions and consequentially mindsets have transformed. It is human tendency to search for better opportunities that would increase net return. With the widening of global markets, individuals need not confine their search to their hometown; however, now with cheaper travel costs and easy communication methods using social media, opportunities around world are now within reach. The idea of the world seeming smaller and easier to get around leaves a comforting

feeling that lingers in one's mind that home is also just a flight away if they ever wish to return irrespective of the reason.

2.3.2 Tech savvy world: Connecting the dots to one another

Czaika and De Haas' (2014) research offered insightful information sifted from numerous researchers pertaining to the link between globalisation and technology as well political processes. Their research revealed that technology and political processes have impacted the movement of people in three ways: traveling and communication expenses have diminished; contact between people across the globe has been amplified with new and improved communication methods, banking applications and systems which can be utilised within the comfort of the home as well as ease of travel to and from host and origin countries; and lastly, together with improved communication methods, educational enhancements have been escalating as a result of a broader access to information worldwide which resultantly has a domino effect on the knowledge and awareness gained about the prospects in other countries, that the country of origin is unable to offer.

All three segments indicate places that were previously viewed as "far away" is now within reach through the internet, email, viewing of photographs, videos, Skype, taking the next affordable flight to the destination country in a matter of hours and so forth. Popkewitz and Rizvi's (2009) articulations concur with the statements referenced above, stating that in more traditional times, the exchanging of concepts and philosophies was tedious in nature with regards to transmission. However, electronic messages can be sent immediately and effortlessly. In addition, with the improved quality of goods and services, competition works in the favour of all consumers making it more affordable for consumers (Chitamba, 2018) to acquire goods or get from one point to the next within a shorter timeframe. In other words, the "lower cost of handsets and internet access, along with the proliferation of mobile networks and phone apps, have enabled even poor people (migrants and others) to use the technology" (Gelb & Krishnan, 2018, p. 9). As people become more cognisant of greener pastures in a foreign land, they become more determined to take the plunge towards a more beneficial and rewarding future leading to their relocation. Potential return-migrants depend on their family, friends and other return-migrants for updates about political and economic issues to which the home country is exposed.

Taking the above into consideration in respect of teacher migration, it can be concluded that technological methods, such as online advertising for teaching posts, can be used to pull foreign surplus teachers into countries that are experiencing a deficit of local teachers. This encourages them to cross international boundaries as opposed to being subjected to the lack of teaching posts available in the home country. Carling et al. (2015) also acknowledged that constant communication via social media allows the emigrant the chance to weigh the pros and cons of returning to the home country when the need arises. A large social network is valuable to ensure all information disseminated to the emigrant is reliable.

2.4 South Africa's education system: A labour manufacturing machine

Countries are sometimes guilty of producing batches of skilled labour (for example, professionals in the same field such as teachers) only to lose them to other countries due to a lack of jobs in the home country. The sending country then earns the title of a labour-supplying country. O'Hara (2006) held the effects of neo-liberalism responsible for the consequence of outmigration. Neo-liberalism, defined by Harvey (2005, p. 2), is a "theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework, characterised by strong private property rights, free markets, and free trade." Harvey further alluded that government involvement was restricted. This approach could be likened to the laisse-faire approach. According to Harvey (2005), after South Africa became a democratic country, neoliberalism was adopted. Habib and Padayachee (2000) as cited by Cornish-Jenkins (2016) indicated that neoliberalism was being practiced internationally and was recognised worldwide when the African National Congress (ANC) began to reign in South Africa which may have been the reason why South Africa adopted the neoliberal approach.

O'Hara (2006) and Sebake (2017, p. 2) however, acknowledged that the advantages of neo-liberal globalisation can lead to disadvantages in the sense that "unemployment and economic inequalities" are dominant characteristics, pushing "even more of South Africa's population into the poverty trap." Cornish-Jenkins' (2016) research revealed that the South African Africans are confronted with the poverty trap more so than the Whites due to the Whites being financially more sound as a result of the apartheid era. Cornish-Jenkins (2016, p. 6) offered a better understanding behind the background of neoliberalism in South Africa, likening the system to that of a pack of cards. He stated, "In the neoliberal game, as the cards

are dealt randomly, the player's success is down to hard work and luck, importantly the game promotes freedom of choice. However, if prior to the game the cards have been rigged so that a few players benefit, the game will be unfair and will fail to provide true freedom." Hence, neo-liberalism post-apartheid still resulted in majority of the Whites being better-off than other racial groups due to their previous financial standing.

Neoliberalism promotes the development of skills and encourages innovativeness, however, a batch of skills in the same field may be developed resulting in a mismatch in the number of jobs available. As a result, these citizens are forced to leave the home country in search of work. Furthermore, it eventually plays out as a 'survival of the fittest' type of scenario (O'Hara, 2006). Neoliberalism favours migration as a key feature in worldwide development and capitalism and centres on the "development impact of migration in both labor (sic) sending and receiving countries" (Canterbury, 2010, p. 6).

Akello's (2013) research concurred with Sebake (2017) indicating that South Africa, along with other developing countries, is losing a bulky proportion of the skilled labour force to the first world countries. Akello (2013) also acknowledges a silver lining stating that the opportunities in South Africa are not as bleak as they are made out to be due to the concurrent large number of inbound international scholars who are registered in South African universities which manifestly indicates that South African educational standards can be likened to that first world countries. This indicates that South African professionals are possibly being sought after because of their sound educational background attained at the local institutions. The transnational migration of professionals including teachers, according to Matimba (2016), has become a huge attribute of globalisation. Matimba (2016) further stated that the receiving country stands to benefit from their new entrants whilst the source country is placed at a disadvantage. Matimba further explains that the host country benefits culturally as well as economically whilst the source country's quality of education and development is adversely affected due to the loss of highly skilled professionals to other countries. Despite the source country benefiting from remittances from emigrants, the country is also at a disadvantage when the skilled labour force exits with their set of skills, which could have been instrumental in developing the home country (Skeldon, 2008). Skeldon also argues that blame in this case is placed on the migrants as opposed to economic structures and implementation of policies in the home country.

Remittances

Bollard, McKenzie, Morten, and Rapoport (2011) tested the theory that low-skilled migrants remit more due to majority of their family members still residing in the home country. However, the research conducted by Bollard et al. established quite the contrary, concluding a positive relationship between remittances and education as many skilled professionals tend to remit more than migrants who are not graduates. Bollard et al (2011, p. 155) substantiated their findings stating, "High skilled migrants work in better jobs and earn more money than low skilled migrants and in turn send more money back home in remittance flows." Their research did not support the theory that low-skilled migrants remit more, indicating that smaller earnings result in smaller remittances whereas higher earnings allows for higher remittances.

Manik's (2005) study on teacher migration between South Africa and the United Kingdom revealed that 26.7% of the pre-migrant teachers (teachers who were interviewed before their migration) who participated in the study intended to seek employment in the UK since higher earnings would allow them to remit and assist their families financially. Manik (2005) also revealed that remittances are not always presented in the form of money. Investment in prime property in the home country is another form of remittance. Manik (2005) found South African teachers who emigrated to the UK were purchasing real estate in South Africa while they were abroad.

2.5 Experiences in the host country

There are various overlapping elements that mould a migrant's experience in the destination country. These elements may influence their decision to remain in the host country for a longer duration or return to their country of origin. Simultaneously, their experiences in the host country may also influence the successfulness of the reintegration process in the home country which may in one way or another influence their decision to move back to the destination country.

2.5.1 Language

Bense (2016) drew on findings from several researchers to highlight that excelling in a language proficiency test in a host country does not guarantee success in the language since

different aspects in language can still create further hurdles for the migrant. For example, the migrant's accent can alter the interpretation of citizens, or unfamiliarity with common local phrases and an inability to comprehend cultural connotations makes it difficult to work in a profession that heavily relies on language. However, the way in which the migrant pronounces words or misuses phrases is an example of overall language barrier in host countries. For instance, the lack of proficiency in a language on the part of the migrant can erupt a feeling of uneasiness and slowly pushes the migrant to make assumptions about the topic being discussed by those around them. Furthermore, research conducted in an international Malaysian school, as reflected by Bailey (2015a), revealed that migrant teachers have an issue with students in the host country conversing with friends in other languages mainly because the teachers believed that they (the teachers) were the topic under discussion.

Learning a new language to converse with locals in the host country can be challenging for expats. Piller (2016) pointed out that fluency in our home language is achieved over a period of twelve years with the first half of those years being focused on gaining verbal eloquence from birth and the latter half being focused on perfecting reading and writing skills. Hence, it is understandable when migrant professionals, including migrant teachers, find difficulty in performing day-to-day activities in the host country due a language barrier. It is also important to note that a lack of proficiency in the host language is not due to their unwillingness to learn, but due to the pace of the human mind to absorb a whole new speech and how often the migrant is exposed to the language.

2.5.2 Qualification Recognition

Schuster, Desiderio and Urso (2013) pointed out that host countries may follow procedures tailored to their needs when determining if the qualification of numerous immigrants will suffice. Sometimes, qualifications are credited based on its "quantitative" nature, whilst others times it may be based on its "qualitative" nature (Schuster et al., 2013, p. 22). In other words, recognition of qualifications may be grounded on the number of hours/weeks invested to complete the qualification or it could be grounded on the syllabus learnt. They added that in instances where the qualification falls short, the host country may offer courses to bridge the gap as a prerequisite for eligibility. For example, Voigt-Graf, Iredale and Khoo (2007) revealed that migrant teachers of the South Pacific area have difficulty in attaining teaching posts in other countries without being given an ultimatum to either further their studies or

seek employment in another field which illustrates the absence of faith in their existing qualifications by the host country. Lack of recognition and lack of transferability of qualifications is an issue not unique to the South Pacific area. This is also true in the UK as revealed by Manik (2005). Manik (2005, p. 124) reported that the South African standard of education is not accepted in the UK as all migrant teachers are expected to complete "Qualified Teacher Status" (QTS) in order to be eligible to remain in their teaching posts. Furthermore, this fact was only learnt by the migrant teachers upon arrival in the UK. Understandably, the views shared among those affected by this policy were tempestuous as they felt like their hard work to attain their South African teaching degrees went in vain. Should the migrant teacher decide not to complete the QTS, they would have to return back to their home country.

Some South African teachers are subjected to the same fate in other countries as well. For example, Nair (2016) alarmingly noted that the high number of South African educators teaching in Qatar is unfortunately predicted to lessen considerably due to a new policy being implemented in Qatar whereby it discredits all South African educators (possibly majority of international educators) who have obtained their teaching degree by means of distance learning, for example, from University of South Africa (UNISA). This could mean that the education department in Qatar is under the impression that the standard of education is mediocre through distance learning institutions as opposed to full-time universities. Immigrant teachers also incur the same challenge with regards to the acceptance of their qualifications in the USA, Australia, Germany, Israel, New Zealand and the UK (Bense, 2016).

According to Batalova, Fix and Mittelstadt, (2016, p. 6), situations whereby immigrant "college graduates cannot fully utilize (sic) their skills and education in the workplace despite their high professional qualifications" is considered as "brain waste". Sumption (2013, p. 1-4) summarised the reasons why immigrant professionals encounter difficulty in securing job posts abroad and fall victim to brain waste. Sumption clarified that employers in the host countries are sometimes sceptical of qualifications or in instances where the migrant has no "local work experience", they are reluctant to bare the expensive brunt of an erroneous hire. Secondly, if the migrant is not proficient in the local language should the job require this skill, the odds of successfully landing the post is highly unlikely. Thirdly, international teaching may differ from that of the home country (for example: availability and accessibility

of resources may influence teaching); hence, upon entrance of the host country, migrants are required to complete a course to compensate for the imbalance of knowledge and/or skills. Lastly, certain professions require "licensing or registration" which then producing obstructions pertaining to "examinations, application fees, or supervised training requirements" (Sumption, 2013, p. 1-4).

"Failure to recognize (sic) another country's education and professional credentials is a common problem across the globe…" admits Collins (2017, p. 1), adding that immigrant professionals such as doctors and teachers are every so often subjected to accepting a job as a taxi driver in the host country while attempting to seek and secure a job within their field. The process of becoming eligible to work abroad within the field in which a migrant is qualified, sometimes cannot take place before exiting the home country as some assessments can only be complete by the migrant's physical presence in the host country (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2019). However, Batalova et al. (2016) acknowledged the conscious decision made by some states to revise their recognition protocol while still maintaining a respectable quality workforce.

2.5.3 Socio-Cultural and professional adaptations

Adaptation to a new environment for migrant teachers is key to them acclimatising. According to Manik (2011), South African teachers that taught in the UK for some time described the appalling discipline issues experienced abroad that far exceeded anything experienced in the South African schools to which they were exposed. However, the migrant teachers did acknowledge that they had received frequent assistance from management to settle into the culture of the school; assistance that is otherwise lacked in South African schools. This gesture received from the host country is termed "host receptivity" (Kim, 2017, p. 7). Host receptivity refers to "the degree to which the receiving environment welcomes and accepts strangers into its interpersonal networks and offers them various forms of informational, technical, material, and emotional support" (Kim, 2017, p. 7).

However, according to Kim (2017), the personality trait of the migrant also plays a role in how well the migrant settles into a new environment. The migrant needs to be open, tolerant and flexible through the new experience to withstand challenges that may arise. On the other hand, according to Doki, Sasahara and Matsuzaki (2018, p. 767), it must be acknowledged

that the "occupational stress" endured by immigrants are far greater than that of the locals as the immigrant has to make several adjustments in the host country. As a result, the stressors confronted by the foreigner can influence their mental health and well-being negatively. In respect of teachers specifically, Ansley, Meyers, McPhee and Varjas (2018), described the extent to which a teacher's health may be affected as a result of different factors within the classroom and the work space as a whole. Ansley et al. (2018) stated that continued pressure and strain may not only affect the physical health of the teacher but mental endurance as well. The most well-known warning indicators of stress comprise "irritability, mood swings and exhaustion", which may intensify into "depression, anxiety and lower quality of life" (Ansley et al., 2018, p. 1).

2.5.4 Discrimination

Immigrant teachers face numerous challenges in host schools. Research conducted by Manik (2005, p. 131) exposed the lack of receptivity experienced by South African migrant teachers from learners in the UK schools. The migrant teachers were subjected to abusive acts, discrimination and racism along with other inappropriate behaviour from the learners. The hostile reaction received from the learners towards the South African migrant teachers is illustrative of 'xenophobia'. This term is defined as "the discrimination and intolerance to which migrants are exposed on a daily basis" (Crush, Tawodzera, Chikanda & Tevera, 2017, p. 1). Simply phrased by Hagensen (2014, p. 1), xenophobia is the "fear of strangers". However, media has publicised the perception that this unreceptive conduct may be the reaction of aggrieved, unemployed nationals in the host country (Hagensen, 2014). However, Vandeyar (2014) also added that xenophobia is a learnt behaviour from society as South African students in Vandeyar's study were wary of immigrant teachers, particularly black immigrant teachers and paid attention to the differences that existed between them as opposed to finding similarities because that was the most natural reaction to them. Evidently, there is no "social tolerance" which is "the acknowledgement and acceptance of difference" (Prats, Deusdad & Cabre, 2017, p. 1).

Crush, et al. (2017) proceeded to emphasise that these attacks can heighten in severity and may involve bodily harm and insolent, derogatory use of language. Alarming findings by Hagensen (2014) revealed that immigrants were also killed by disgruntled nationals in South Africa. At a commonwealth gathering of teacher migration specialists, Manik commented

that Australian citizens were also guilty of engaging in xenophobic attacks towards South African Indian migrants, much like the attacks South Africans were against foreigners on their home soil (Ochs, Degazon-Johnson & Keevy, 2011). "Emotional violence" however, according to Kruger and Osman's (2010, p. 58) study on immigrant learners in South Africa, was found to have a more potent lingering effect on immigrants than "physical violence" since the emotional trauma was felt in the "hearts, heads, stomachs, chests and even eyes." It has been reported that if migrants and their family start to fear for their safety and if their peace of mind becomes a non-existent factor in the host country, they may opt to return to their country of origin earlier than intended, similar to the case of the Malawian nationals in South Africa despite being encouraged by the South African government to remain (Maromo, 2019).

2.5.5 Climate susceptibility and living space

Individuals choose to exit a place or country, whether in the home country or destination, for several reasons, including seasonal reasons and inadaptable living spaces. According to Jennings and Gray (2014), there is a strong link between climate and migration which tends to influence individuals above the age of 25-years-old. Patil (2017) explained that harsh climatic fluctuations within an area that are triggered by litter and other forms of contamination produced by people. Consequently, natural disasters and extreme weather conditions occur due to the pollution and its severity varies from place to place. As a result, according to Patil (2017, p.1), "this causes the people of the adversely affected regions to migrate to the regions that are considerably unaffected, thereby resulting in massive large-scale migration of humans." Brown (2008) pointed out that a change in climate will inevitably initiate migration, making certain places appear more attractive areas to reside than others. When individuals indulge in migration as a result of escaping the climatic conditions, they are known as "climate migrants" (Parker, 2018, p. 1). Climate change may also be experienced in host countries, resulting in the migrant returning home.

2.6 Five theories on return migration identified by Cassarino (2004)

Below are theories and explanations which account for return migration. Interestingly, success or failure in the host country can lead to return migration. Return migration can thus be voluntary or involuntary.

2.6.1 Neoclassical economics theory of migration

According to Grieve (2016, p. 1-2), the neoclassical economics theory was created by Alfred Marshall in 1890 together with William Stanley Jevons, Carl Menger and Leon Walraswas which replaced the "old classical political economy" theory. Based on the neoclassical viewpoint, according to Boerger (2016, para. 2), "the central economic problem is the organization (sic) and allocation of scarce resources." Tomanek (2011) specified that the neoclassical theory assumes that higher wages in the host country is the root cause of labour migration. According to Kurekova (2011, p. 5), this theory of migration is "driven by geographic differences in labour supply and demand and the resulting differentials in wages between labour-rich versus capital-rich countries". For example, migration becomes an option to teachers when they become cognisant of salary inconsistencies that exist between the home country compared to that in destination countries (Anganoo, 2014). They begin to experience 'relative deprivation' (Stark, 1984 as cited by Kafle, Benfica & Winters, 2018), which involves individuals becoming cognisant of their inadequacies based on the possessions of others and as a result they opt to emigrate not solely to earn more but are driven by the idea that the increased income may afford them the things that they and their families currently lack. Formulation of a budget with all relevant costing and benefits are taken into account before comparing it to the net earnings in the home country. The ultimate conclusion places the host country as the winning destination with a greater net return. Anganoo (2014) also pointed out that economic reasons for migration took precedence over their concerns about their emotional and social well-being.

Ratha (2010) expounded that the cost of emotional sacrifice is not only incurred by the migrant but also by the migrant's family. An influential determinant of migration lies in that individuals wish to receive higher net earnings, commonly to financially assist their families who still reside in the home country (Tomanek, 2011; Ratha, 2010). Ratha (2010) noted that during a financial crisis, it is common practice for migrants to send an increased an amount of remittances to their families. However, during the global crisis in 2009, migrants were unable

to maintain this practice. With the above being considered, return migration can be viewed as the product of a futile migration experience, underestimated costs and inability of profiting from greater salaries; all of which the returnee did not anticipate prior to relocating (Cassarino, 2004).

Neoclassical theory has been scrutinised and richly tested due to discrepancies that exist in the theory (Kurekova, 2011). Kurekova (2011, p. 7) further alluded that "it generally ignores the effects of home and host states and leaves out the importance of politics and policies, which are only considered as distortion factors or additional migration costs." The "human capital theory" is viewed as offering an inappropriate outlook on migration as it dwells on the positive aspects of migration and fails to take into account that migrants may have left involuntarily before they could benefit from the move. Noticeably the theory has automatically condensed the causes of migration, disregarded market inadequacies, standardized migrants and migrant societies and is noted to be inert (Kurekova, 2011).

2.6.2 New Economics of Labour Migration (NELM)

With contrasting interpretations when compared to neoclassical theory, the new economics of labour migration theory views return migration as an intentional outcome after successfully accomplishing the set goals in the host country (Cassarino, 2004). According to Hagen-Zanker (2008), NELM is a theory that was devised in the 1980's by Oded Stark who was assisted by David Bloom, Eliakim Katz, David Levhari, Robert Lucas, Mark Rosenzweig, and J. Edward Taylor. This theory is construed as a planned effort on the part of the migrant to achieve success by their own definition before returning to their home ground (Cassarino, 2004).

Professor Jackline Wahba, a specialist in Economics at the University of Southampton situated in the United Kingdom, leads the Migration Research at the ESRC Centre for Population Change at the university. Her research interest focuses on labour markets in developing countries and international migration. To draw from Wahba's (2015) work, she reiterated the above theory discussed by Cassarino (2004) stating that failure may not be the only deciding factor to return to the home country. Wahba (2015) stated that irrespective of a migrant being located in the host country on a temporary visa or a permanent one; they may decide to return to their country of origin at any given stage for various reasons. Wahba

expanded on her point by listing numerous other determinants that play a role in the return-migrants' decision-making process. These factors included the choice of living near family or returning to set up a business with their savings due to the higher rate of return on commercial activities in their home country. However others may relocate momentarily with the intention of accumulating funds and attaining expertise to increase productivity. This expertise may be highly valued in the home country as opposed to the host country.

The above theories offer two perspectives on return migration: one that views return as failure abroad and the other as having achieved success abroad. The neoclassical theory on return migration evokes a feeling of disappointment and regret due to unreached expectations. However, the NELM holds a more optimistic outlook as it brings attention to the success story of the migrant having achieved their goals, attaining invaluable chiselled skills or returning as a result of a predetermined plan. The structural approach of return migration, mentioned below, takes into account contextual factors that can play in role in a migrant's return.

2.6.3 Structuralism

Jean-Pierre Cassarino (2004) as cited by Achenbach (2015) alluded that structuralism emphasises the attachment to family that motivates migrants to return home because of strained relationships or emptiness experienced away from the home environment. Cassarino's statement on the reasons for return coincided with Gmelch's (cited by Yue, Li and Feldman, 2016) work maintaining that the driving force behind their return will be the product of close family bonds, responsibility towards the elderly or ill parents or spousal commitment as opposed to monetary motives. Kovacs, Boros, Hegedus and Lados (2014) acknowledged another factor whereby return-migrants and potential return-migrants' prior motivations behind settling in the host country are replaced by the social stimulus to return to the home country due to the deficiency of social security in the host country. Furthermore, Piotrowski and Tong (2010) concurred with the above reasons and added to the non-economic influences for return which included parenthood. Migrant parents from developing countries are sometimes unable to relocate to the destination country with their children in search of better job opportunities. In this instance, return may be motivated due to strained relationships between the parent and child. A feeling of inadequacy lingers when the migrant is unable to physically uphold family responsibilities.

However, Battistella (2018) pointed out that in cases where the children are born in the host country, they are immersed in their own "migratory experience" as their migrant parents return home along with them to expose them to the value systems in the home country. Understandably, the emotions experienced by migrant children can be overwhelming due to being forced to leave the language, routines, friends and all other things that was regarded 'normal' to them to adapt to a new 'normal'. Parents also have to work twice as hard to ensure that the move is not detrimental to the development of their child. Returning home is accompanied by its fair share of difficulties such as language barriers and discordancy of schooling systems, with extreme consequences such as a year delay in their schooling life, the need to receive counselling to make a smooth transition, and they often need to abolish all remembrance of past teachings to accommodate local teachings in their parents' home country.

Manik (2005) made reference to Dustmann's research (1999) which stated that individuals return to their home country after their contract in the host country has expired. Battistella's (2004, p. 214) findings on return migration also revealed that termination of contracts was the "overwhelming reason for return." Five other reasons (Dumont & Spielvogel, 2008; Cerase, 1974) for migrants returning to their home soil were their inability to adapt in the host country; individuals' displayed loyalty to the country of nationality; planned return after targeting and achieving set objectives with the intention of using the learnt skills and knowledge at home; return for retirement purposes to settle in a comfortable environment permanently; and finally, the attractiveness of new prospects in the home country that ceased to exist prior to exiting.

Achenbach's (2015) research on trans-nationalists pointed out the vast difference between trans-nationalism and structural theory. Foner (2001, p. 60) defines trans-national migration as "a process of movement and settlement across international borders in which individuals maintain or build multiple networks of connection to their country of origin while at the same time settling in a new country." Achenbach noted that some migrants (transnationals) keep in regular contact with their loved ones to avoid the feeling of displacement in the destination country (Transnationalism is discussed later on in section 2.6.4). Bailey (2015b) stated that emigrants who have stable employment abroad often send a portion of their earnings to their family back home which in turn is beneficial to the sending country. In this instance, return

was due to having acquired the skills, capital and social networks that will empower them to function successfully in the homeland.

2.6.3.1 Categories of Return Migrants

Taking the above into consideration, the reasons for return migration are endless and still surfacing. Gmelch (1980, p. 138) divides return-migrants into three categories: "returnees who intended temporary migration; returnees who intended permanent migration but were forced to return; and returnees who intended permanent migration but chose to return." However, permanency of return may not be guaranteed due to the after-effects experienced since returning home. Battistella (2018) also summarised the types of return into four categories: two falling within voluntary return with the remaining two reasons leaning towards involuntary return. Battistella (2018, p. 3) stated that in cases where return is triggered by "achievement" or a "setback", return is voluntary. However, in cases where return is founded on "completion" of a contract or "crisis" in the host country, return in involuntary. The former two are the results of successfully completing goals set abroad or political/environmental disarray in the host country. The latter two are the results of contract dates coming to an end and "unhappiness at working conditions, family reasons, experience of abuse, or trafficking".

2.6.4 The effects of transnationalism on return migration

A term that is closely linked with the word diaspora is 'transnationalism' (Skeldon, 2008). Transnationalism or transnational migration, described by Coe (2015, p. 543), is the "maintenance of cross-border social and emotional networks and identifications when people migrate across international borders." Coe (2015) added that these networks encompass a mutual flow of concepts and experiences as well as funds and merchandise between the home and host countries. A migrant finds the label of a trans-migrant when repeated movement occurs between the host country or countries and the country of origin, forming a link between the countries through various methods as a way of social capital (SIHMA, 2015). Carling and Erdal (2014) noted that home visits are one of the practices of transnationalism which may sometimes influence the migrant's permanent return. The limited time in the home country during visits magnifies the feeling of attachment to the memory-filled environment and highlights family bonds that are missed upon departure. However, according to Riedel (2017), this trend is not cast in stone whereby migrants solely move

between the home country and the receiving society but also involves the movement between different host countries without returning home. A transnational practice not only facilitates the return process but also shapes the experiences of migrants post-return.

2.6.4.1 Reasons for Return Migration

Manik's research (2005) more than 10 years ago shed some light on some of the factors that play a role in pulling teachers back to South Africa, to their home country. One of the chief contributing factors was understood to be relationships as the migrant teachers felt they played an insufficient role as parents or partners which was emphasised by their choice of words, i.e. a "phantom parent" or "phantom spouse" (Ochs, Degazon-Johnson & Keevy, 2011, p. 21). The research study also revealed that from the 30 return-migrants interviewed, 20 of those participants returned to their home country within the first year of their emigration.

Other reasons for their return included, however not restricted to, an increase in strenuous and pressurising circumstances stemming from ill-discipline in the classroom, contracts/permits reaching its termination date, goals reached pertaining to finances, and the feeling of being homesick (Manik, 2005). These factors played a crucial role in pushing the migrant teachers out of the host country and pulling them back home.

De Bree, Davids and De Haas (2010) explained that despite migrants maintaining family bonds whilst abroad, the feeling of belongingness is renegotiated through various ways upon return. The return of emigrants will benefit the home country only if the idea of return was anticipated and planned. Regular contact with loved ones back home and sporadically transferring funds to their household can assist in preparing them for their return. The sturdier the personal bonds of a migrant with their home country, the higher the likelihood of return (Gashi & Adnett, 2015). Laan (2015, p. 24) noted that when it comes to transnationalism there is a vast difference between "way of being" and "belonging". Respectively, a migrant may have consistent correspondence with family and friends in their country of roots; however, they lack the sense of belonging. In contrast, migrants may engage in sporadic communication with the home country yet identify with those still living there, evoking a sense of belonging. Building social capital mainly with family can be instrumental in

assisting the migrant's decision-making process to return to the home country (Reynolds, 2010).

2.6.5 Social network theory

The social network theory is often compared to transnationalism in respect of its similarities. "Social network" is a term that was coined by a social anthropologist, John Barnes in 1954 (Martino & Spoto, 2006, p. 55). Much like transnationalism, return-migrants[2] are viewed to hold tendencies that involve the maintenance of good relationships with friends and family in the home country through recurring communication whilst abroad (Cassarino, 2004). However, social network theory stands out by the fact that relationships are maintained due to commonality of interests; whereas transnational relationships are maintained due to commonality of attributes. Cassarino (2004) stated that cross-border social network theory goes beyond transnationalism, in respect of structural patterns, objectives and configuration.

Hazan (2014, p. 9) postulated that this approach reflects that the individual has the ability to "mobilise resources that go beyond the ethnic and kinship networks". Hazan also added that migrants prepare themselves for their return as they develop other types of social relationships which provide resources that exceed tangible and financial resources. These include "access to information, family support, and support from other social networks including associations in both host and home country" together with "skill, knowledge and experiences" learnt in the host country (Hazan, 2014, p. 9). These resources heighten the human capital as well as the social capital of the individual which can be mobilised to ensure a successful reintegration process.

Martinez-Brawley and Zorita (2014) stated that the probability of success in the destination country is much stronger when migrants create and maintain solid social networks. They added that a possible reason for failure is when the bread winner of the family gets employed in the receiving country without the option of taking along their social network, i.e. family. As a result, the migrant is subjected to poorer living conditions due to sending a bulky portion of their earnings in the form of remittances to support their families back home.

[2] 'Return-migrants' is used interchangeably with 'returnees'

However, poorer living conditions may not increase the likelihood of the migrant returning home. Karooma (2014) explained the impact of social networks in the repatriation decision-making process. Migrants with deeper attachments to the host country or those who find minimal hassles in the reintegration process in the country of destination are unlikely to return to the home country. In addition, progressions in the home country or lack thereof are conveyed to the migrant through social networking channels which impacts the decision-making process. Karooma (2014) added that updates supplied to migrants are classified as trustworthy information and is crucial when deciding whether or not return will be the best possible outcome. Social networks are also not restricted to relationships and contact between the countries of destination and origin. Networking can also occur with other social actors such as citizens in the host country as well as other migrants who may provide other pertinent information about the home country. Pirvu and Anxinte (2012, p. 194) pointed out that migrants' "decisions to migrate or to return permanently to their home country are not taken at the individual level but at the level of domestic groups or families, although the reasons for those members may be diverse, sometimes conflicting". This means that the migrant takes the bigger picture into account and not just their individual needs when considering on whether to migrate or not, and more often than not, the decision is not an easy one as the migrant has to weigh the pros and cons of such a move.

2.7 Chain migration

Return may also be the outcome of strict regulations in the host country which hindered the initial intention of chain migration. Bartram, Poros and Monforte (2014, p. 26) define chain migration as the "process by which migrants encourage and facilitate the subsequent migration of family members and friends – sometimes resulting in the migration of all (or almost all) individuals from locality to a single destination". In other words, this type of migration is initiated when family members wish to follow another immigrant to the host country. However, there are conditions in place which family members need to adhere to before becoming eligible to enter the host country. Birchall (2016, p. 36) stated that "countries have introduced policies to tighten requirements for reunification, for example, by requiring that migrants earn over a certain amount or have suitable housing in place".

Bier (2018) strongly asserts that there are fables that exist regarding chain migration. Despite contrary beliefs, the term 'chain migration' is not a derogatory term and holds the same description as "family reunification" (Bier, 2018, p. 1). In addition, engaging in chain

migration does not automatically mean that the chain migrant will be a security risk nor does it mean that the chain migrant lacks the ability to be prosperous. Furthermore, it is not easy for immigrants to bring their family members across the borders in just a few years as many misperceived; this fact is reiterated by Birchall (2016).

Based on the above research, it can be interpreted that in cases where family members fail in accomplishing chain migration, the main migrant member may be prompted to return to the home country should they prioritise being around family more than building a life a abroad.

2.8 Returning: The Gullahorn and Gullahorn theoretical framework: W-Curve theory

The reverse culture shock theory, more commonly referred to as the "W-Curve" theory was conceived by Gullahorn and Gullahorn in 1963 which is an extension of the 'U-Curve' theorised by Sverra Lysgaard 1955 (Kunuroglu, Vijver & Yagmur 2016, p. 11-12). The culture shock theory suggests that the initial excitement of entering the receiving country is short-lived as this emotion is replaced by confusion and it makes the migrant uncertain on how conduct themselves while still become acquainted with numerous rules (Koerner, 2016). However the reverse culture shock theory, according to Leavey and Eliacin (2013) inimitably painted a mental picture that returning home can have the same unsettling effects similar to the feelings experienced by the migrant when adjusting to a completely new location as demonstrated in Figure 2.

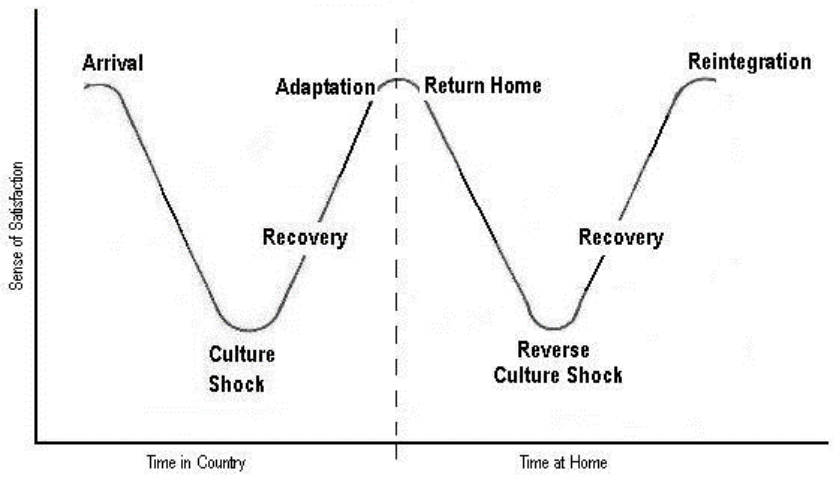


Figure 2: W-Curve Stages of Transition Shock

Adapted from Capella (2015, p. 6) and based on Gullahorn and Gullahorn's (1963) reverse culture shock theory.

The stages involved in the readjustment process to one's home culture after adjusting to another culture abroad for a certain amount of time is known as "re-acculturation" (Kunuroglu, 2015, p. 9). Skyes' (2016) article on the return of expats cited that as a result of "outbound" culture shock, migrants get accustomed to the lifestyles in their host country and learn to adapt to their new environment as well as they possibly can, building a new home for themselves; creating it the new normal. The re-entry shock kicks in when they return home after a while and soon realise that not only did they change as individuals but changes also occurred in their absence, be it in the home environment or friends and family or the way in which they expected their return to feel. The tough reality may force the returnee to exit the home country once again, disregarding their initial decision to settle in home country. The level of attachment to the destination country is now seen as a safety net when return to the home country turns unpleasant. This pattern of going between home and host multiple times may be referred to as the "yo-yo effect" (Margolis, 1995 as cited by Manik, Maharaj & Sookrajh, 2006, p. 18; Mortensen, 2014).

Adding to Gullahorn and Gulahorn's theory, Nan Sussman, a professor at the University of Kansas in the USA developed the cultural identity model which takes into account migrants' experiences and emotions post-return. Sussman's (2000, p. 394) cultural identity model postulates four types of post-adaption identities that may be experienced upon return to the home country; namely "subtractive, additive, affirmative and global". Cross-cultural adaptions may change migrants on the surface or have much deeper effects on their perceptions, values and beliefs to the point whereby they question their choices and in some cases even their identity (Boza, 2016). Cultural identity, defined by Chen (2014, p. 1), is the "identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion". Chen further explained that cultural identity is built and upheld through the practice of sharing mutual knowledge such as "traditions, heritage, language, aesthetics, norms and customs". According to Kunuroglu (2015, p. 9), identity shifts is the outcome of "cross-cultural transitions" whereby individuals become more relatable to or different from the host culture and become more noticeable upon returning home. These identity shifts will be discussed in detail below:

a) Subtractive Identity

Return migrants who possess subtractive identities tend to grasp opportunities that involve interacting with other return-migrants. The subtractive identity is "characterised by high stress levels" (Kunuroglu, 2015, p. 80). According to Sussman (2010), subtractive identity shift is regarded as an evolution in one's identity absent from the norms of the home culture which becomes prominent upon return. This causes return-migrants to view themselves in a different way from nationals in the home country which ultimately makes them feel isolated from others.

b) Additive Identity

Sampaio (2017) explained that the additive identity in a migrant reveals itself when the migrant experiences feelings of displacement and loneliness in the home country because of their attachment to the host country; even in cases whereby the migrant is still in touch with his/her former self. Additionally, these return-migrants feel as though they possess more similarities to the host culture than the home culture, and therefore seek opportunities to engage with previous members from the destination culture (Kunuroglu et al., 2016). McNair (2014) stated that the Sussman model has one apparent drawback since it cannot ruminate various factors of migrants' experiences concurrently. McNair (2014) clarified that additive and subtractive types are not essentially commonly exclusive as suggested in the model because return-migrants may experience both identity gain and identity loss, not exclusively either/or. Furthermore, outside factors can have a significant impact on the return-migrant's experiences.

c) Affirmative Identity

Affirmative sojourners, according to McNair (2014), have minimal attachment to the destination country and therefore have a positive return experience due an absence of identity alteration abroad. According to the respondents in Van Meeteren, Engbersen, Snel & Faber's (2014) study, return was planned and they had no intention of permanently residing in the host country; hence their positive return experience. Due to their preparedness to return and their lack of desire to remain in the host country, they effortlessly resettle in the home country.

d) Global/Intercultural Identity

Kunuroglu et al. (2016) described these groups of migrants as those that are able to embrace a variety of cultural identities at once and as a result are more prone to a smoother transition post-return with minimal distress incurred. Intercultural identity shifters are in the pursuit for diverse interactions with individuals from other cultures and choose to engage in international entertainment post-return (such as celebrate international holidays or dine at restaurants that serve international cuisine, and so forth).

According to the Sussman Cultural Identity Model, migrants that are most likely to have a pleasant reintegration experience are those with affirmative and intercultural identities; whilst migrants who possess additive and subtractive identities tend to have a negative return experience.

2.9 Theoretical framework on return preparedness

A theoretical framework on return preparation which ultimately affects post-return experiences will be discussed for its relevance to this study: viz. Cassarino's (2004) theory on return preparedness. Cassarino's work indicated that evidence of preparation to return is displayed in the migrants' experiences post-return. Cassarino's study comprised return-migrants who were forced to return to the home country and those who returned as a predetermined strategy. It must be noted that this study wishes to establish the return longevity of South African return-migrant teachers: hence, identification of influencers that affect post-return experiences of migrants is essential in understanding the decision to remain in the home country post-return or to re-migrate.

2.9.1 Return preparedness encompasses two elements: Willingness and Readiness

Cassarino (2004, p. 271) constructed a model that assumes that the post-return experiences are dependent on the migrant's level of preparedness which comprises "willingness" and "readiness". To ensure smoothness in transition post-return, the migrant should not only be willing to return but should be ready for return. Cassarino further explained that proof of the migrant's readiness lies in the gathering of ample information and resources that would prepare them for conditions back home upon their return. These resources include tangible and intangible resources as well as social capital (Cassarino, 2004). Although the conceptual framework was created more than a decade ago, it is often referenced in numerous return

migration studies. The model below simplifies the manner in which these concepts interrelate with each other, whilst simultaneously reflecting on the conditions in host and home countries.

Cassarino's (2004) theory on return-migrants' preparedness

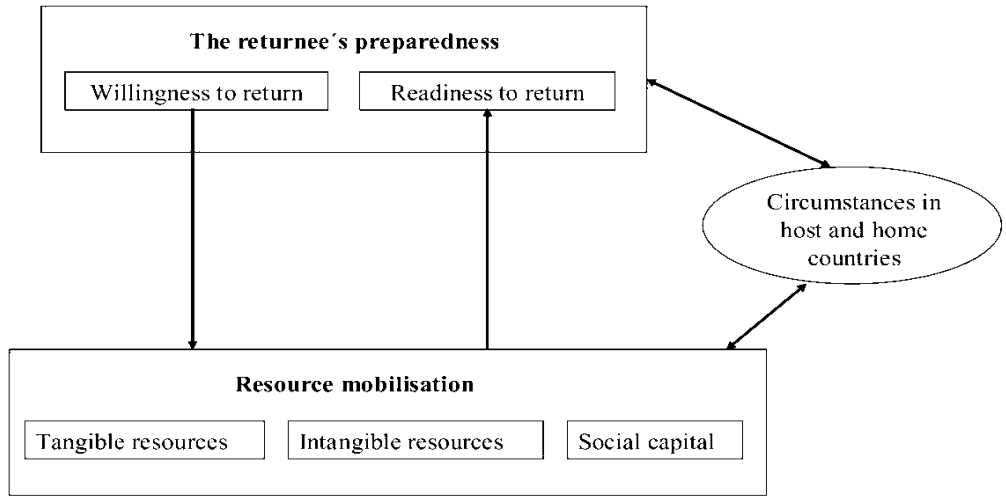


Figure 3: Cassarino's Return Preparation

Adapted from Cassarino (2004, p. 271)

2.9.2 Categories of post-return experiences

Van Meeteren, Engbersen, Snel and Faber (2014, p. 339) used Cassarino's (2004) model to categorise post-return experiences into three groups; namely: "positive", "negative" and "mixed". Their analysis of Moroccan respondents' experiences post-return from the UK revealed that migrants who had achieved their set goals in the destination country had more positive feedback about their return experiences whilst those who returned as a result of family obligation and/or unforeseen push factors made their return experience undesirable. However, some migrants were on the fence and had mixed emotions regarding their return and could not be placed in the prior two groups. The positive and negative experiences post-return may be dependent on whether departure from the host country was voluntary or involuntary which is in line with the de Haas' (2016) findings that were previously mentioned in this literature review.

2.9.2.1 Positive experiences post-return

Van Meeteren, Engbersen, Snel and Faber (2014) categorised migrants into three groups who possessed positive feelings about their return which are discussed below.

a) Satisfaction with accomplishments

The first group comprised the migrants who achieved their goals abroad and always had the intention of returning to their home country after meeting their goals (Van Meeteren, Engbersen, Snel & Faber, 2014). However, it was pointed out that these migrants are not be mistaken for the term identified by Massey, Alarcón, Durand and González (1987, as cited by Van Meeteren, Engbersen, Snel & Faber, 2014, p. 344): "target-earners" since no one in their sample was driven by money but rather by completing their degrees and gaining valuable experience. Hence, a positive relationship exists between educational improvements and return migration (Gashi & Adnett, 2015).These migrants' lives have been elevated upon their return and they have not experienced any difficulties with reintegration. The conclusions made about this group of return migrants are consistent with the NELM theory which was discussed earlier.

b) Retirement

The second group that had a positive experience since their resettlement in the home country, according to Van Meeteren, Engbersen, Snel and Faber (2014), were those that chose to return upon retirement. Much like the first group, these individuals also had the intention of returning to their home country. Some returned before retirement age but classified themselves as 'retired' because they were no longer able to perform hard labour in the host country due to their age and therefore used that as an opportunity to return. These individuals belonged to the inactive workforce upon return. However, the retired returnees also acknowledged problems that existed post-return such as lack of attention from family and friends which included no phone calls or visits as opposed to when the migrant previously visited the home country.

c) Business-minded

The last group were the return-migrants who planned their return to the home country driven by a business venture (Van Meeteren, Engbersen, Snel & Faber, 2014). Some of these return-migrants are successfully running lucrative businesses whilst others have achieved adequate

success and living average lives. Highly skilled migrants who have worked in the host country have richer and diversified experiences as they have accumulated financial and human capital compared to those who have just settled abroad for shorter periods to study (Ammassari, 2012).

The common denominator evident in the above findings is that return was voluntary and the migrants were prepared. Dziva and Kusena (2013) elucidated that voluntary return is seen as a brain gain to the home country as the returnee has purposefully achieved the goals he/she had set for him/herself abroad; bringing home valuable skills and capital that is beneficial to the home country. Teachers in particular who settled in the destination country for professional reasons or as part of a working holiday and have voluntarily returned are classified as "tourist teachers" (Arber, 2014, p. 64). On the other hand, return can also be voluntary when the transition is assisted. Van Houte and Davids (2014) explained that assisted voluntary return programs are designed to encourage development upon return. Despite the primary goal of the program, these efforts are forfeited due to constrained migration laws. The aftermath of such hinders the returnees' ability to contribute to development and instead is viewed as a burden not so much on families but rather to the home country where jobs are scarce. Bayisa (2017, p. 36) described how preparedness ultimately affects the reintegration process for the returnee which constitutes three variables: "time", "resources" and "willingness". Firstly, the duration of experience in the host country can affect a returnee's post-return experience. Secondly, the efficient and effective use of resources that were made available in the country of destination will also have a major influence on the preparedness of a migrant to return home. Lastly, the desire to return home versus the resentment to return will affect how well a migrant resettles in the home country.

2.9.2.2 Negative experiences post-return

Pirvu and Axinte (2012) acknowledge that the reintegration process within the home country is sometimes as bumpy as a rollercoaster ride. The factors that instigate an unpleasant reintegration process in return-migrants are discussed below.

a) Negative mindset abroad spilled over at home

The above paragraphs dwelled on the blissful connotations of returning to the country of one's roots. However, for some migrants, return is not associated with enthusiasm or excitement to be back on home soil. In fact, return was not anticipated. Dziva and Kusena

(2013) explained that when the migrant's hand is forced to return due to their inability of attaining legal documents to remain in the destination country, they leave with unrefined skills and insufficient capital as result of inadequate time in the destination country. The negative mindset with which the migrant leaves the destination country and re-enters the home country can be detrimental to the community.

b) Professional challenges and family expectations

Akesson and Baaz (2015) pointed out that an influx of returnees can also be disadvantageous to the home country as the income from abroad will diminish whilst simultaneously increasing competition for jobs in the presently overwrought labour market in the home country. The return of qualified professionals is prompted by the home country as opposed to random returns. Despite this fact, professional (qualified) migrants are not guaranteed a smooth job hunt upon return. In fact, they too can be in the same boat as those low-skilled return-migrants.

For example, a study based on the return of skilled professionals carried out in India found that in one particular highly skilled respondent's situation, after losing his job abroad and returning to the home country, he assumed that he would be able to secure a suitable employment in relation to his qualifications; however, he was subjected to jobs that mismatched skills. In this instance, this home country did not have room for employment even for the professional return-migrants. This evoked strong emotions of defeat which was further amplified by his family's anticipations (Kumar, Bhattacharya & Nayek, 2016). Setrana and Tonah (2014) explained that family expectations can overwhelm a return-migrant. Sometimes families and friends expect support in terms of finances for different needs that may have, or they expect gifts or n they make misguided assumptions that the migrant is wealthy. Return migrants not only have to find their feet upon return but are also subjected to the expectations of family to 'take care' of them. Apart from difficulty in attaining a suitable job and wading through the expectations of loved ones, return-migrants experience difficulty with their identities as 'returnees'.

Findings in a study by Setrana and Tonah (2014) noted that return-migrants also face challenges in introducing and implementing change in their work environment. These challenges emerge as a result of "poor local work ethics, poor working conditions, lack of adequate and modern infrastructure as well as a slow bureaucracy characterized (sic) by

corruption". Changes initiated by the return-migrant can sometimes foster tautness amongst colleagues triggering "local jealousies and returnees' superiority complex and consequent deterioration of the relationship between return migrants and non-migrants" (Setrana & Tonah, 2014, p. 25). Jealousy may reveal itself by the locals in different ways such as by the feeling of not being impressed by anything, blaming luck for a person's achievements, trying to attempt everything someone else does, no major reason stirs up the feeling loathing, dwelling on the negatives, avoidance, petty fights, making someone feel inferior, refusing suggestions from someone and being secretly happy when someone fails (Vamos, 2017).

c) Social challenges

In some cases, a return-migrant's attitude may be positive until the feeling of alienation manifests from the non-migrants (Kunuroglu et al., 2016). Gu and Schweisfurth (2015, p. 965) acknowledged that '"identity transformation" was inescapable amongst return-migrants. The return-migrants in the study validated an automatic mindfulness of their transformation, being conscious of the fact that they were different from their non-migrant colleagues and social circles. Gu and Schweisfurth (2015, p. 965) added that "returnees were virtually unanimous in noting the changes in themselves, which came in many guises."

A study conducted by Barrett and Mosco (2013, p. 1674) comprised Irish return-migrants from the nursing profession who returned from England. The study revealed that "social isolation" was rife amongst both male and female migrants who exited the home country for a longer time frame and those whose return was still fresh. However, the study also emphasised that despite these migrants being socially detached, the older return-migrants did not experience "loneliness" which may due to "coping mechanisms" adapted whilst abroad or their learned skill of being "self-sufficient". The study also maintained that the term loneliness is perceived differently amongst different cultures.

d) Tardiness

Tardiness is one of the factors that impede a smooth reintegration process for return-migrants, including return migrant teachers. For example, Setrana and Tonah (2014) conducted a study in Ghana which revealed that return-migrants become accustomed to a positive work ethic in the destination country and upon return they reawaken to the delayed work ethics displayed by almost every working-age individual. In other words, colleagues lack punctuality, state administrative employees work with no urgency in completing their task, events such as

family jamborees or even funeral undertakings dearth promptness hence, return-migrants experience a hard time readjusting because they now have to take a few steps backwards.

e) Adjustment to infrastructure

Setrana and Tonah (2014, p. 17) described the disappointment of Ghanaian returnees when they realise that they have to lower their way of living in the home country in terms of "the erratic supply of water, the frequent disruptions in power supply and the poor state of the health and educational facilities…" Despite progressions occurring in their absence, it still did not the meet the standard of the host country, a standard they grew accustomed to. Communal transport, dismal hygiene facilities, pollution and a lack of schools within close proximity to their homes were some of the added issues return-migrants had to adjust to.

2.9.2.3 Mixed emotions post-return

a) Questioning the location of 'home'

Return-migrants may sometimes feel overwhelmed by different factors upon their return to the country of origin and may be unable to clearly distinguish if their experiences post-return are positive or negative. Laan (2015, p. 18) explained that "the processes of living 'here' and 'there' challenge traditional understanding of home and belonging which is not tied to the country of origin." Laan added that return-migrants may experience a sense of in-decisiveness regarding the actual place where their home is situated and what it means to them now.

A study by Lee (2018) concurred that these mixed emotions could possibly stem from the returnee's inability to attach the feeling of 'home' neither to the destination country nor the home country. Reversely, these mixed emotions may also be the result of migrants viewing 'home' as the place where they were raised and the place that they have now become more accustomed to such as the host country. Some of the return-migrants examined in Lee's study were unable to tie their understanding of home solely to a specific place for complex reasons ranging from residing over an equal timeframe between both countries while gaining crucial skills to feelings of instability experienced in both countries.

b) Undesirable experiences abroad

According to Van Meeteren, Engbersen and Faber (2014), another reason as to why return-migrants may find themselves indecisive about their return experience is if their experiences

abroad pushed them back home. For example, losing their job abroad, or xenophobia experienced in the host country, or any other private dilemma faced abroad. Van Meeteren et al. (2014) pointed out that xenophobia can be the deciding factor in a migrant's return as revealed in their study. In cases like this, the migrant returns earlier than anticipated and less financially prepared. Hence, possessing mixed emotions about their return, i.e. they are happy about being in a peaceful, familiar environment whilst simultaneously regretting not prolonging their stay abroad to be more financially secure at home. When return is unexpected and involuntary, return-migrant are more likely to compose mixed emotions about their return.

2.10 Demographic and professional background of return-migrants

The previous subsection discussed the experiences of return migrants post-return which included positive and negative emotions as well as emotions that were on the fence, neither here nor there. It is valuable to understand their reintegration experiences in order to determine their future intentions in the home country. This section is not exclusive to teachers or South Africa and covers the demographic and professional background of return migrants globally ranging from race, age and gender to their educational and professional credentials since there is limited information on return migration within the South African context.

2.10.1 Race & Age

An individual's race and/or age can influence their decision to emigrate and also possibly return. Jennings and Gray's (2014) research concluded that fledgling and single migrants are inclined to engage in different sorts of relocation except relocating beyond national borders. However, in the same breath, Jennings and Gray pointed out that migrants who are keen to migrate abroad fall within the age group 20–39 years, concluding that age and matrimonial standing played a significant role in migration.

Ryan (2015) drew on the research findings of Loane Sharpe, a Free Market Foundation economist. Based on a widespread examination of job contenders recorded by the biggest and most popular recruitment agency Adcorp, 400 000 white South African emigrants returned to their home country since the peak of the financial predicament in 2009 (Ryan, 2015, p. 1). The international finesse and knowledge brought back by these return-migrants offered many

opportunities for them in getting lucrative jobs which were sought after by recruitment agencies. Ryan (2015, p. 1) continued that this was a significant "brain gain" for South Africa. The article also indicated that the working population ranging between 15-65 years during the early 1970's consistently dropped by two million to 3.9 million in 2009.

However, despite the re-entrance of the 400 000 white South Africans, according to Hunter (2016) the number of the South African White youth population has decreased considerably. The article mentioned that the drop in population may be the outcome of low fertility rates or emigration. Mapumulo and Eybers (2017) referred to statistics made available by StatsSA (2017) which confirmed that in the next half a decade, South Africa will lose over 100 000 white South Africans for reasons unknown at this point. However, speculation points to insecurity, political upheavals and uncertainty of their future in their homeland. In addition to these findings, many of these white prospective emigrants are relatively young and will exit the country without their parents.

2.10.2 Gender

Return migration research conducted in Sweden (Klinthall, 2010) revealed that men are more susceptible to returning to the home country rather than women. In fact, return rates for men were higher. The research concluded that women in their senior years (fifty-five-years-old and older) are more motivated to remain in the host country because they have their family with them and also a crucial factor is the independence that they possess in the host that is lacked in the country of origin. However, the research also revealed that married couples are less likely to return to the home country as well as widowed or divorced women.

Dudley's (2013) research, based on Ecuadorian women who have emigrated to Spain, identified another factor that may be instrumental in urging migrant women to remain in the host country rather than returning home. Ecuadorian female emigrants were motivated to hold onto their breadwinner status and power roles possessed in the host country, which is sometimes lost the second migrant women return to the source country. Hence, women may opt to remain in the host country in order to maintain their independence and remain empowered as opposed to falling back into traditional practices and views whereby women are confined to inferior and less dominating roles. Dudley (2013, p. 3) stated that these women have to "constantly construct and reconstruct their identity throughout the entire

migration and return process". In another study conducted in Albania (Hausmann & Nedelkoska, 2017), the research findings showed similarities with the findings of Klinthall (2010). The Albanian study explained that men are more active in the labour market and return home as they are "breadwinner" of their families. The study also displayed a trend that exists in the employment patterns of returnees in their crucial years of returning to the home country. The trend indicated that returnees are most likely to be self-employed and/or create jobs for the non-migrants while a smaller percentage may choose the option of seeking employment. When return migrants were compared to the non-migrant workforce, the data indicated that 70% of return-migrants were employed upon resettling in the home country whereas only 45% of non-migrants were employed (Hausmann & Nedelkoska, 2017, p. 13). However, the inactive percentage for the non-migrant population of 48% far exceeded that of returnees which was 15% (Hausmann & Nedelkoska, 2017, p. 13).

A study based on Moroccan returnees indicated that transnational processes are different for men and women (de Bree, Davids & de Haas, 2010). According to this study, women's idea of 'home' and feeling of belonging is dependent on their spouse and children and shares no relation to national boundaries. Their core function is to be a mother and/or spouse. Women feel displaced upon return if they return without their children or spouse and also if they are of the opinion that there are more educational benefits and business opportunities in the host country. As mentioned in the former study, men return to invest (Hausmann & Nedelkoska, 2017). Additionally, they also return to retire and be amongst families and old friends. Similarly, information absorbed by a study in Bulgaria, also confirmed that men dominated the number of return migrants (Mintchev & Boshnakov, 2006). The study revealed that two out of every three returning migrants in Bulgaria were in fact men. Sixty percent of the return migrants were married; however, the return-migrant females in this category outweighed the males. Another study conducted by Preston and Grimes (2017) revealed that the likelihood of women migrating to follow their partners is much higher than men following their partners. Furthermore, this type of pattern whereby the spouse moves to follow the other is known as "tied-mover" (Preston & Grimes, 2017, p. 17).

2.11 Migration laws and educational prerequisites

Sometimes, despite the migrant having their minds set on settling in a host country or returning to the home country, there are certain laws that make the process challenging. For example, qualifications achieved in the home country may not suffice or the immigrant is not given the opportunity enter the host country with his/her entire family. Furthermore, there are also laws that may affect return-migration experiences. These laws are discussed below.

2.11.1 Migration laws affecting immigrants

Antoine-Smith (2017) revealed that personal sacrifice of being away from loved ones to work abroad is often only experienced by single applicants. Reason is, in relation to migration laws in certain countries such as the UK, visas are usually granted to the applicant's spouse together with their children; ultimately forcing unmarried individuals to go about discovering life abroad on their own. In some countries such as Qatar, visas are not granted to families of South African educators who have obtained their teaching degree through distance-learning institutes such as UNISA (Nair, 2016). These degrees carry no weight in Qatar and hence, employment is for a shorter duration or terminated as opposed to those educators who have attained their educational degrees through traditional universities, which is regarded as being of higher standard.

Finland, on the other hand, has a scarcity of immigrant teachers as a result of implementing stringent employment protocols. Firstly, being fluent in the Finnish language is a prerequisite. Secondly, two entrance examinations need to be completed by the potential migrant teacher; the first being a theoretical test and the second being an aptitude test followed by an interview which can only be attempted based on the results of the first test (Hahl & Paavola, 2015). Hence, the odds of teachers from foreign countries being eligible for teaching posts in Finland are slim.

2.11.2 Migration laws and placement protocols affecting return-migrants

In some countries such as Jamaica, Philippines, Argentina, Tunisia and China, assisting in the reintegration process upon return takes precedence in the home country (Dumont & Spielvogel, 2008). Dumont and Spielvogel (2008) further described the lengths that government go to attract the lost population and help with a smooth transition ranging from

laying out as much information at their disposal and expediting their return to promising them placements in job vacancies upon return. However, in South Africa, the D.o.E. specifically, has made the re-entrance process a difficult one. According to the *Independent Daily News*, a local newspaper, the South African D.o.E. has implemented a policy whereby returning teachers are pushed to the bottom of the list in placements as they have disrupted their service, giving first preference to newly qualified and surplus teachers (Masuku, 2018).

The teacher unions, according to Masuku (2018, p. 1), are in agreement with this policy and listed the order of preference to be followed:

1. "Teachers declared additional in terms of post establishment"
2. "Bursary holders"
3. "Qualified Grade R teachers that have served for more than 12 months"
4. "Qualified substitute teachers that have served for 12 months or more"
5. "First time appointees"
6. "Teachers returning after a break in service of 12 months"
7. Graduates without a professional qualification, but with a minimum of two teaching subjects"

South Africa's policy differs from other countries, whereby instead of attracting the emigrants to return, they are instilling fear in them that there may be a scarcity of jobs should they return. Masuku (2018) interviewed a South African return-migrant teacher who articulated her disappointment in the South African education system and she strongly believes that the D.o.E. is intentionally "discriminating" those teachers that have a break in service, particularly those who have taught abroad and returned. The interviewee described her emotions, articulating that she feels return-migrant teachers are being "punished" for exiting not only the system but the country. She also pointed out that the Durban-based Department of Education were not receptive to her enquiries regarding her application and were insolent towards her. The D.o.E. spokesperson denied allegations of "victimisation" of return-migrant teachers and encouraged all return-migrant teachers who feel "discriminated against is free to lodge a formal complaint" (Masuku, 2018, p. 1).

Somduth (2018), a journalist for a local newspaper, revealed that the Department of Basic Education (DBE) is not concerned about the exodus of teachers despite South Africa losing

seasoned, well-versed teachers as they believe that they have enough new teachers entering the system each year. They are also of the belief that there are still enough seasoned teachers still a part of the South African education system to mentor the novice teachers. Somduth also stated that the spokesperson for the DBE, Elijah Mhlanga, indicated that the exodus of teachers is beneficial to South Africa as there are not enough teaching posts available for the new graduates and by teachers exiting the system, this opens doors for employment for others. It is evident from the articulations of the DBE spokesperson that maintaining seasoned, experienced teachers was of no relevance hence, no effort was invested by the South African Department of Education to attract migrant teachers back to the home country; encouraging 'brain drain' and foregoing the suggestions for 'brain circulation' made by numerous researchers. The spokesperson also acknowledged that the South African level of education and training is of high standard as more and more South African teachers are being employed abroad.

2.12 Migration patterns over the past decade

SACE (2011, p. 5) identified the reason behind first world countries seeking teachers from other parts of the world. SACE explained that countries such as the UK, US, Netherlands, Australia and Canada are experiencing great difficulty attracting youth to the teaching profession. If this challenge could be overcome, developing countries would no longer be the prime target of teacher recruitment to schools abroad.

2.12.1 Movement out of South Africa

Magubane (2016) indicated that South Africa is still facing the exodus of teachers to other countries such as Australia, Canada and the United Kingdom amongst others of which the United Kingdom is the most popular destination. Furthermore, the article drew on findings exposed by the Organisation of Economic Co-operation and Development (OECD) countries during the year 2015. It revealed that over 17 000 South African teachers were teaching in the countries mentioned above, including Portugal. Based on these findings, South Africans have been heading north, north-west and south-east upon their exit from the home country, moving from a developing country to a developed country for better job opportunities. However, Nair (2016) revealed that approximately 500 South African educators are employed in the Middle East including Qatar. This figure may decline due to the educators being discredited if qualifications were acquired through distance learning as explained in section 2.3.2.

In Australia, on the other hand, migrant teachers signify a prized resource to rectify their problem of a shortage of teachers in the education system with 18% of their teaching force comprising migrant teachers (Australian Government Department of Employment, 2013 as cited by Bense, 2016). Bense confirmed that it was not unusual to find South African teachers teaching in Australian schools due to South Africa winning a spot on the Australian top 10 list of sending countries.

In an article written by de Villiers (2017), a sample size of 134 South African student teachers participated in a survey aimed at establishing their future career plans with regards to seeking local or international teaching posts. The majority of the participants, precisely 79%, intended to seek employment in South African schools in the year post-graduation (de Villiers, 2017). However, an astounding 38% were set on seeking greener pastures abroad within the first five years post-graduation with complementary reasons such as the experience of travel, financial gain and professional development in countries where the quality of education is top-notch (de Villiers, 2017). Nevertheless, the majority of the participants within the 38% mentioned above, also intended on returning home at some point, possibly after accomplishing their goals. The survey determined the ranking of preference of the destination countries which partially concurred with Magubane's (2016) findings mentioned above. Australia was the most preferred country of destination which coincides with Bense's (2016) findings, followed by a tie between the UK and South Korea, with the USA closely competing behind. These countries were believed to have pleasant, welcoming citizens, which was one of the influential factors in the decision-making process. Other countries listed as potential hosts, accounted for a relatively small percentage, included "Canada, New Zealand, Japan, Taiwan, Saudi Arabia, The Nederland, Switzerland and Scotland" (de Villiers, 2017, p. 1). Making it on the list of destination points for South African emigrants are also Panama and Mauritius.

The manager of an international removal company, Moira, identified that the age group currently exiting South Africa is within the 30-55 year bracket, majority of who are whites (85%), followed by 10% of Indians and Africans (5%). Despite the loss of 2500 South African emigrants to other countries during 2018, this figure is expected to heighten by 20% (Peter, 2019). Peter (2019) made reference to another study which was conducted by Stats SA whereby was revealed that just under 100 000 South Africans exited South Africa since 2006 and majority of these emigrants were between the ages of 25-44 years who headed off to

Australia, UK, US and New Zealand. Peter also drew on findings from an interview with the Director of a Pan-African company, Faye Tessendorf, who stated that the main aim of the company is to motivate Africans to return back to their country of origin. She also acknowledged that the reasons why more of White South Africans are exiting as they have admittance to two nationalities: the place they were born and the place where their forefathers were born.

A recent study examined the unemployment rates across 34 countries across the globe including South Africa (South Africa's growth predictions compared to World growth, 2018). From the list of countries, the majority belonged to first world countries (developed) whilst a tiny minority to third world countries (developing). Shockingly, the unemployment rate was most severe in South Africa with two first world countries, Spain and Greece respectively, falling closely behind. In addition, whilst other countries effectively reduced their high unemployment rates, South Africa was the only country in which the unemployment rate steadily increased. Hence, the movement out of South Africa in search of survival and improving one's lifestyle may be the reason why South Africa is facing the exodus of citizens, teachers included, who are forced to search for peace of mind and employment elsewhere.

2.12.2 Movement into South Africa traced back to countries of origin

Meny-Gibert and Chiumia (2016, p. 1) researched the geographical patterns of migration into South Africa, which covered international migrants who sought refuge in South Africa as well as those who sought economic empowerment. The research findings concluded that South Africa is a popular host country to migrants originally belonging to the same continent, making up 75% of the total population of "foreign-born migrants" settled in South Africa (Meny-Gibert & Chiumia, 2016, p. 1). Europe and Asia also made it on the list of source continents with 8.2% and 4.7% respectively of their locals settling on South African soil. Other places such as Oceania, Latin America and The Caribbean including North America accounted for less than 1% collectively (Meny-Gibert & Chiumia, 2016, p. 1). However, 11% of the foreign population's home country was unspecified. In contrast to the above, recent findings by Head (2019) placed South Africa not on the top 10 or even the top 20 list of destination countries, but as the 29th most favourable position amongst 31 countries that were surveyed like Singapore, China, Australia, France, among others. Head (2019, p. 1) supplied

four reasons for South Africa being the third least attractive host country. "Safety" was the number one issue as South Africa was deemed the "worst" in this category, with "work-life balance" and "economic confidence" notoriously claiming the 30th position and "political situation" earning the 29th position.

Those immigrants that still choose South Africa as their country of destination belong to home countries such as "Zimbabwe, Nigeria, India, China and Pakistan… [comprising] the top five sending countries for temporary residence visas for 2011, 2012, 2013 and 2014" (Meny-Gibert & Chiumia, 2016, p. 1). This indicates that that it not a fact that migrants will move from a developing country to a developed one. The above findings point out that migrants are willing to relocate from a developing country to a more advanced developing country. Meny-Gibert and Chiumia's (2016, p. 1) research also found that during the year 2014, "4136 permanent residence permits were issued" with the bulk of these permits being distributed to individuals from "Zimbabwe (36.2%), followed by India (9.6%), China (8.1%), DRC (6.7%), Nigeria (4.2%), UK (3.9%), Lesotho (2.9%), Pakistan (2.1%), Germany (1.8%) and Zambia (1.7%)".

2.12.3 Movement between other developing countries to developed countries

Rudder (2011) drew on interviews with Barbadian return-migrant teachers which revealed that most of the teachers engaged in the services of recruitment agencies before teaching abroad. Highly experienced teachers made up the majority of the interviewees with more than a quarter of a century service in the education profession. Some interviewees indicated that they were driven to migrate because they needed a fresh start away from their present situations at the time; others wanted to compare the education system between their home country and the US; whilst the remaining few seized the opportunity to accomplish their career ambitions.

Manik (2005) noted that developed countries are searching for migrant professionals from developing countries in order to close the gap that exists within the developed country, despite the fact that the same gap exists in the developing country, creating a larger gap in the developing countries. However, migration also occurs from one developed country to another developed country. Migration between developed countries is not a recent manifestation. The

assumption that underprivileged countries are solely impacted by the effects of migration has been increasingly refuted (Fourie, 2006).

2.13 Benefits of returning

Living abroad allows migrants to develop skills, gain knowledge, earn money, learn about new cultures and adopt practices otherwise not practiced in the home country. Hence, when migrants decide to return to their home country, they do not solely return with a luggage of clothes but also a luggage full of new knowledge, skills, cultural practices and so forth that will be unpacked in the home country. The way in which return will prove to be beneficial in the home country is discussed below.

2.13.1 Educational benefits

Caravatti, Lederer, Lupico and van Meter's (2014) research comprising Australian migrant teachers revealed that teaching abroad was most beneficial in influencing their teaching pedagogies, approaches to the workplace and a wider knowledge of different cultures. However, adversely, these new changes and enhancements are not necessarily received well in the home country and return-migrant teachers are forced to shelf their newly acquired knowledge and skills.

2.13.2 Economic prospects

Klagge, Klein-Hitpab, Fihel, Kindler, Matejko and Okolski (2007) noted that there have been numerous debates on return migration and its impact on economic development. Klagge et al (2007) added that the effective use of the accumulated capital (financial capital and human capital) is fully dependent on the return-migrant's social associations with role players in and out the receiving country, which is more commonly known as social capital as previously discussed. Remittances, according to Wahba (2015), is a vital part of foreign income for developing countries with the most concrete connection concerning migration and progression. However, Amuedo-Dorantes (2014) acknowledged a risk that accompanies remittances raising concern in other literature as well. Amuedo-Dorantes stated that remittances allow the receiving families to become reliant on the income and as a result they may also become complacent and opt not to work or work less because of this easy flow of finances.

Birchall (2016, p. 29) drew on conclusions from other researchers, reiterating that "women are the majority of remitters in many migratory flows" (i.e. women are more prone to remitting a greater fraction of their earnings to family back home). There is also a sturdy link between "migration and education" as migration circuitously affects education in the home country when the remittances received are partly used to finance the studies of loved ones (Tani, 2017, p. ii). However, Pirvu and Axinte (2012) placed greater importance on return migration, which has greater power over local development than remittances. Pirvu and Axinte (2012, p. 196) explained that the money sent to family in the home country is mainly used for "consumption" whereas the money saved by the migrant prepares them for return and is used for engaging in "productive activities" upon return. It is this saving that allows the home country to benefit enormously as the return-migrant invests their saved earnings into business ventures upon their return, playing a role in decreasing unemployment and also offering valuable skills and knowledge to the home country. In other words, return migration is sometimes understood to be a more powerful method of giving back to the home country by investing in it the capital and knowledge acquired from the destination countries (Baaz, 2015).

Ammassari (2015) confirmed that accumulated foreign capital allowed return migrants to enjoy successful careers. Furthermore, human capital in the form of work experience and/or completion of degrees was beneficial to the return migrant when searching for employment in the home country, whilst social capital in the form of connections abroad together with accumulated savings gives way for successful entrepreneurial business ventures. Peter (2019) once again referred to the articulations of the director of the Pan-African company mentioned earlier, whereby she stated that business ventures driven by return-migrants are encouraged by the home country as it opens doors of employment in both the informal as well as formal sector. It was also revealed that the result for employment opportunities is 12 times greater. Bertoli and Marchetta (2013, p. 1) stated that "for the occupational choices of returnees to create new employment opportunities in the domestic labour market, they must keep their enterprises alive over time." Return-migrants may choose to use their savings to assist in their reintegration upon their return; however, they are also at an advantage compared to the non-migrants as they have acquired certain skills and knowledge abroad, affording them the opportunity to re-evaluate the profession they wish to get into. Wahba (2015) also noted that economic prospects are dependent on whether or not the return-migrants fall within 'working age'. Wahba explained: "The return of a retiree, for example, is likely to be associated with

no contribution to productive capacity if he or she does not participate in the [labour] market compared with the return of a working-age individual" (Wahba, 2015, p. 7).

2.13.3 Social benefits

Wahba (2015) acknowledged that migrants do not return to the home country empty-handed. They bring with them the social and behavioural norms, political principles and cultures that they learnt in the host country. For example, Pirvu and Axinte (2012, p. 195) mentioned that one of the optimistic properties of migration is that migrants develop "new values and social cultural practices that promote openness, equal opportunities and a new understanding of the relationship between the sexes"; hence when they return they bring along these positive habits and mindsets. Wahba also noticed that returnees have greater direct influence over citizens in the home country as opposed to the emigrants. Pirvu and Axiente (2012, p. 195) stated that "the modest social status abroad opens opportunities for social ascent in the community of origin, where they spend/invest the savings from migration and remittances." Return-migrants, in general, are viewed as icons and people look up to them because of their accomplishments. The positivity and good practices of the return-migrant observed by the citizens in the home country will naturally be adopted by them.

2.14 Conclusion

The current literature details the reasons for South African teachers exiting the education system to offer their skills abroad. However, there is limited data quantifying the re-entrance of South African teachers and the duration of their return in the home country. It is evident that the inability to track the re-entrance of South African teachers is largely because South Africa is not managing the number of teachers leaving the local fraternity and neither is South Africa tracking the re-entry of South African teachers into the country. There is an obvious gap in the literature on the re-entry of South African teachers to the home country. Hence, this study addresses this gap in the literature by exploring the reasons motivating South African teachers to return to their home country in the past 10 years. The study also explores if they have chosen to return to teaching as a career in South Africa or if they have deviated from this career path as a result of the valuable skills gained in the host countries. The current study also attempts to establish the status of their return which was also an aspect that was not emphasized in many return migration studies.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter firstly discusses the context of the study and it proceeds to the selection of the research methodology that was most suitable for this study. Included in this chapter is the discussion of the research tools that were used to bring to the forefront responses to the critical questions with the aim of satisfying the objectives of the research study, all of which fall within the qualitative realm of research. The research instruments used were chosen to encourage the generation of data with the South African return-migrant teachers regarding their experiences abroad, the reasons for their return and the permanency of their return. The chapter concludes with specifying the restrictions to the study.

3.2 Context of the study

The study was conducted in South Africa with information being retrieved from participants across three of the nine provinces. Initially, data collection was anticipated from all nine provinces; however I, the researcher, had no control over which South African return-migrant teachers would respond to participating in my study's call nor was I able to guarantee who would be willing to participate from the different provinces. Of the return-migrant teachers who opted to participate, the majority resided in Kwa-Zulu Natal, whilst the remainder resided in Gauteng and the Eastern Cape.

The map on the next page distinguishes between all nine provinces (Figure 4) located within the South African borders. For clarification purposes, Lesotho is a landlocked country that is situated within South Africa and it does not form part of any of the nine provinces. The participants involved in this study are qualified South African teachers, including those who are TEFL (Teaching English as a Foreign Language) certified, who have returned to their country of birth but not necessarily to the same profession. It is also important to note, that the return-migrant teachers may not have exited as a teacher, but due to their TEFL qualification they may have returned as teachers. So for the purpose of this study, South African return-migrant teachers are South Africans who returned after teaching abroad.

Figure 4: The 9 provinces of South Africa (not drawn to scale).
(Taken from: https://eezefindsa.com/)

The participants for this research study were chosen according to certain criteria; hence, purposively chosen. "Purposive sampling allows us to choose a case because it illustrates some features or processes in which we are interested," explains Silverman (2013, p. 148). Silverman continues that it "demands that we think critically about the parameters of the population we are studying and choose our sample case carefully on this basis". The sampling method will be discussed further in section 3.5.3.

3.3 An interpretive, qualitative case study approach

This study is made up of complementary approaches. A description of each approach is provided and the reasons why these approaches have been chosen for this study is discussed below.

3.3.1 The Interpretive Approach

With reference to Hesse-Biber and Leavy (2011, p. 15), "interpretive approaches focuses on subjective experiences, small-scale interactions and understanding (seeking meaning)." The interpretive approach proved to be most suitable for this study due to this study involving small-scale interaction with individuals whereby data on their personal experiences and perceptions were collected. The total number of South African return-migrant teachers was incalculable and this study extracted information from 30 participants. The aim was to gain

in-depth insight into participants' personal experiences abroad and post their return (mental, social, emotional, professional experiences) as well as to establish how these experiences abroad have impacted on their decision to return to their home soil and potentially influence their decision to uproot once again.

3.3.2 A Qualitative Approach

Qualitative research, according to McGuirk and O'Neill (2016), seeks to understand the ways people experience events, places, and processes differently as part of a fluid reality, a reality constructed through multiple interpretations and filtered through multiple frames of reference and systems of meaning making." Creswell and Poth (2018, p. 49) acknowledged that the "structure for how to design a qualitative study" is not cast in stone and may be moulded in accordance to the approach espoused by the researcher. The demanding nature of the qualitative approach requires large investments of time and making use of a variety of resources. The inability to sometimes attract a large sample forces the researcher to conduct the research on a small-scale. Hence, "findings from qualitative research cannot be generalized (sic) to the whole population" (Rhodes, 2014, p. 1). The information gathered by means of open-ended questions in semi-structured interviews, according to Hammarberg, Kirkman and de Lacey (2016, para. 7), is "most often from the standpoint of the participant." The researcher portrays the information learned through observation and interaction in way that gives the reader a holistic view of the multifaceted nature of the study's phenomenon (Leedy & Ormrod, 2010). The qualitative case study approach allows the researcher to explore phenomena from different angles while engaging in a variety data collection tools to draw rich data (Baxter and Jack, 2008).

3.3.3 Case study approach

Ponelis (2015) stated that the case study method is a common research technique that is predominantly attractive for practical disciplines. Zainal (2007, p. 1) advised that a case study method is suitable for researching phenomena, a single individual or a small group of individuals within a specific geographical area, which resonates with the return migration of teachers.

Baxter and Jack (2008, p. 4) referenced Yin (2003) who gave a more precise indication of when a case study design is most appropriate, explaining that a case study design should be

considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. Simply conveyed by Creswell and Poth (2018, p. 97), generally "case study researchers study current, real-life cases that are in progress so that they can gather accurate information not lost by time".

The case study method was most appropriate for this study as the unit of analysis was return-migrant teachers who were purposively chosen within a geographic parameter, South Africa, to satisfy the objectives of this research study. In addition, this qualitative case study identified the contextual factors, such as high crime rates in the home country, better infrastructure abroad, better salaries and better schooling facilities for their children that have played a role in the participant's decision-making process to exit the home country and factors such as family obligation and spousal ties that eventually initiated their return. These factors proved relevant in their final decision on whether they should remain in the home country or exit once again. Multiple research tools were used to extract thick data.

3.4 Aims and Objectives

Aim: To explore the nature of return teacher migration to South Africa.

The objectives of this study are:

1. To determine the demographic and professional profile of South African return-migrant teachers.

   South African migrant teachers have been returning back to their home country. However, there is lack of data available that gives a clear indication of the demographic and professional background of the returnees or from which destination country they have returned. It is also unclear if teachers are returning back to the profession or since return, based in another career field.

2. To explore the reasons why South African teachers who have been teaching abroad have chosen to return to their home country.

Research on this topic, in the South African context, was conducted more than 10 years ago and the reasoning behind return teacher migration may differ in recent times. The study was valuable to do as it would be interesting to establish if there was any correlation in reasoning existing in present times and to also to identify any other possible patterns to return that may have emerged. Furthermore, it is also important to understand why some teachers may return whilst others still see the need to exit again after their return.

3. To examine the status their return to South Africa.

   Experiences post-return was examined to establish the longevity of the migrant's return. Return-migrants may not have intentions to leave the home country again, but their experiences post-return can alter their mindset and trigger remigration. Therefore, it was important to establish how well they readjusted upon their return.

<u>Research questions were:</u>

- What is the demographic and professional profile of South African return-migrant teachers?
  South African return-migrant teachers are the source of data in this study. They include returning teachers from any destination country that have re-settled in any part of South Africa.

- Why are South African teachers returning to their home country after teaching abroad?
  Questions focused on uncovering the experiences of return-migrant teachers' pre and post their return. These experiences are essential in establishing common themes that may exist amongst other returning teachers.

- What is the status of their return to South Africa?
  The above question sought to identify the permanency of the migrant teachers' return. Manik (2005) utilises the word 'status' to refer to whether teachers intended on remaining in their home country or re-migrating. The understanding of this concept is also utilised for the present study to refer to whether the South African return-migrant teachers intended on permanently settling in the home country or going abroad again.

3.5 Research tools

A wide range of interconnected research tools were deployed to explore the behaviour patterns, viewpoints and experiences of participants with the hope of obtaining information-rich data that would satisfy the aim of this study. Different research tools are explained accompanied by the reasons for choosing that specific research tool for the benefit of this study. From the outset, the research process commenced upon the signed consent from all participants. Research was conducted and recorded in a systematic way and all participants were assigned pseudonyms to protect their identity.

3.5.1 Data collection tools

The following data collection tools which were used in the study are discussed: questionnaires, interviews (face-to-face and telephonic) and focus group discussions.

a) Questionnaires

Sharp (2012) differentiated between three types of questionnaires: structured, unstructured and semi-structured. Sharp explained that structured questionnaires consist of closed-ended questions. This form of questioning is usually used when a huge sample size is chosen. In contrast to structured questioning, unstructured questionnaires consist of open-ended questions which draw information from the participant without providing predetermined options for the participant to choose from. Reja, Manfreda, Hlebec and Vehovar (2003) stated that open-ended questions gather a broader range and depth of information. Fittingly, semi-structured questionnaires are the product of combining both types of questioning (structured and unstructured) into one questionnaire (Sharp, 2012). According to Carey (2017), qualitative questionnaires, although not made up entirely of unstructured questions, lean more towards that line of questioning in an effort to better understand the views and experiences of the respondents. However, in order for the questionnaire to stimulate accessing thick data, the questionnaire must be constructed thoughtfully and the researcher must be well-versed on the previous findings of other researchers (McGuirk & O'Neill, 2016). Carey (2017) also added that the advantages of adopting this technique of data collection in qualitative research is largely due to the fact that questionnaires are inexpensive, quick and distribution is not restricted to geographic parameters.

Sharp (2012, p. 63) listed three ways that questionnaires can be distributed to participants:

- "By clipboard" – This method entails the researcher being physically present through completion of the questionnaire.
- "By telephone" – This method requires the researcher to question the participant via the telephone.
- "By self-completion – This method involves distribution of the questionnaire by the researcher via more traditional methods such as post or hand delivery, as well as modern methods such as email or social media, and allows the participant to complete the questionnaire in their personal time before submission.

For this research study, a semi-structured questionnaire was used due to the qualitative nature of the study which required specific information that was drawn from closed ended questions and more in-depth information that was drawn from the open-ended questions. The first section of the questionnaire which covers the demographic and professional profile of participants was closed-ended as no explanations were necessary whilst the questions based on the participants' experiences were open-ended in order to attain information-rich data. The questionnaires were distributed to a statistical minimum number of 50 return-migrant teachers all over South Africa by email and/or hand distribution after they were initially identified for the study. The return-migrant teachers, all of whom were unknown prior to the study, were notified of my study through broadcasts on Facebook, WhatsApp (both of which are social networking sites), email and by means of snowball sampling as stated in the previous section. These methods will be discussed in detail in section 3.6.3.1.

The methods of questionnaire distribution chosen depended on what the participant deemed to be most convenient. For example, of the 30 participants from whom I received responses, one participant experienced difficulty retrieving the email containing the questionnaire and the consent form, and also was unable to gain easy access to a printer. Furthermore, the post office was on strike during that specific period which eliminated the option of posting the questionnaire. She was also not comfortable with the questionnaire being sent with anyone else and desired to maintain her privacy; hence, she opted to do her questionnaire verbally (telephonically), which I filled in with her responses. Twenty-nine of the thirty return-migrant teachers that participated in the study answered the questionnaire by self-completion. WhatsApp, hand-delivery and email were the facilities utilised to send the questionnaires to the participants.

The responses from the closed-ended questions in the questionnaires established the demographic and professional profile of the return-migrant teachers; whilst the open-ended questions provided more details into the reasons for their return as well as determining if re-migration is a future intention. There were some aspects that I needed clarified which I followed up via email correspondence[3] with the participants to ensure that the correct interpretations were deduced. Responses were grouped into broad thematic categories and common themes were sifted. The sampling element included both males and females; it was also not restricted to a particular age group.

After perusing the questionnaires, I requested seven participants to participate in interview discussions based on their responses indicated on the consent form as to whether or not they would be interested in participating in a recorded interview as well as their responses towards the questions in the questionnaires.

b) Face-to-face & telephonic interviews:

Interviews traditionally consist of the interviewer conducting one interview at a time whereby the focus is on a single interviewee for that interview session, irrespective if the interview is telephonic or face-to-face (Hobson and Townsend, 2010, p. 224). Much like questionnaires, interview questions may also take the following shape: structured, unstructured or semi-structured (Anganoo, 2014). Semi-structured interviews are popular, allowing the researcher to form questions amid the course of the interview (Keller & Conradin, 2018). Kvale (2003) compared the effectiveness of questionnaires and interviews placing more importance on interviews because it allows the researcher more room to explore participants' experiences thoroughly. Hobson and Townsend (2010, p. 227) also discussed the effectiveness of interviews adding that through the interview process, provided that the interview is conducted in person, the interviewer has the opportunity to observe the participants as well, feeding off their expressions and gestures, stirring up deeper levels of questioning. Edwards and Holland (2013, p. 3) characterised qualitative interviews as also being flexible in nature with a lack of structure to prompt further discussion as opposed to the characteristics of questionnaires.

[3] The consent forms were attached to each questionnaire so I was able to easily track aspects that I needed further depth via email correspondence.

Telephonic interviews have gained popularity over the last 30 years (Oltmann, 2016) as it allows the researcher to omit unnecessary costs given the fact that participants may be spread across the province or country, sometimes even across the continent/s, making it an impractical endeavour to conduct face-to-face physical interviews (Drabble, Trocki, Salcedo, Walker, & Korcha, 2016). Telephonic interviews are also flexible in the sense that the interviewee and interviewer can reschedule the interview with ease, without inconveniencing each other, especially since unforeseeable circumstances such traffic or family commitments can cause a delay or postponement of the interview. Drabble et al (2016) also offered an example indicating how telephonic interviews assist the interviewee to maintain their privacy. Drabble et al. stated that during a telephonic interview for their research study, a participant chose to avoid a question that related to a past event as she was in the presence of her partner; however, upon being alone in the room, she was more receptive to responding to the question.

Recording and transcribing of the interviews is suggested by Silverman (2013, p. 253) as it is "public record, available to the scientific community, in a way that field notes are not." He adds that the tapes can be "replayed" and the "transcription can be improved", giving the researcher room to analyse the data without restrictions. Handwritten notes in the interview, on the other hand, are not advised by Jamshed (2014) as they steal the attention of the researcher causing the researcher to miss key points that may have been mentioned in the interview. I found that I got easily distracted during the first interview when writing short notes while simultaneously listening to the interviewee's response. Hence, I opted to refrain from writing short sentences during the interviews and focus group discussions (FGD) that followed and instead jotted down key words so that I could remain more focused on the responses. All interviews and focus group discussions were audio recorded.

I interviewed seven interested participants, from four different destination countries (two who returned from South Korea, one from the UK, one from USA, one from Bahrain and the remaining two migrant teachers who returned from Abu Dhabi), sifting common themes from the questionnaires which were expanded on in Chapter four. I notified each of the participants one week in advance during the school holidays (via Whatsapp and email), settling on a date and time at their convenience. Interviews were initially intended to be conducted face-to-face, by means of meeting with individual participants at a convenient, quiet location; however, I was only able to conduct one face-to-face interview (viz. I:2). WhatApp calls were used to

conduct three of the interviews whilst the other three participants preferred to use an alternate method due to connectivity; hence, I did a normal phone call. The reasons for altering the way in which the interviews were conducted is as follows: Of the six remaining participants, one of which is a new mother (I:7) and was unable to detach herself from this commitment to meet away from her home, the other is a committed father and a secondary school educator who was only available from 8.00pm every day to participate in the interview, hence I conducted the interview telephonically; whilst interviewee one (I:6) resides in Pietermaritzburg, 78km away from Durban, interviewee four (I:4) resides in another province, Gauteng and interviewee five (I;5) now resides in another country, Abu Dhabi; hence based on location, it lacked feasibility to conduct face-to-face physical interviews. The 6th participant (I:6) was scheduled to meet with me at my place of residence while she was in KZN visiting her family; however, she rescheduled and opted to do a telephonic interview due to a burst water wipe at her family's home that took precedence during her visit. A telephonic interview was thus the most convenient method for the participants.

The interviews were semi-structured in the sense that some questions were predetermined whilst others were formulated based on the reactions and answers supplied by the participants. Observations and the tone of voice of the participants during the interview also prompted further questioning as aspects such as body language, facial expressions and tone can evoke significant information. Each interview was allocated a maximum time frame of 1 hour, all of which were completed within 35 minutes on average. Data were collected pertaining to return migrants' experiences overseas, in-depth reasoning for their return, their professional life at present, and the length of time which they plan on remaining in the home country. To guarantee complete focus on the interviews, responses were recorded using the voice recorder application on my cell phone as well as the application on my iPad which served as a back-up. Transcription of the interview was completed after the interview session had ended and the participants had the prerogative to peruse it at any time.

c) Focus group discussion (FGD):

The FGD method is a highly favoured tool in qualitative research to accumulate data since it is easier to interpret and derive conclusions from the findings (Majumder, 2018) and it often used in conjunction with other methods. Van Eeuwijk and Angehrn (2017, p. 1) also concurred that this is a "qualitative method and data collection technique" whereby a cluster

of individuals, nominated by the researcher, deliberate upon a particular subject matter. In addition, research findings indicate that the minimum number of participants for a focus group to be valid is three and should not exceeding twenty-one (Nyumba, Wilson, Derrick & Mukherjee, 2018). Hennink (2014) focused attention on the distinctiveness of group interviews as it encourages interactive dialogue between participants. Hennink further stated that focus group discussions open the door to new meaningful information that may not have been exposed during the one-on-one interviews. Group discussions initiate queries and clarifications amongst the participants as they share their experiences with each other which may generate further underlying issues or build on common experiences. I chose to conduct the two FGDs for the same reason mentioned by Hennink (2014), which was to gain more information that may not have been revealed during the individual interviews. I found that the group discussions were instrumental in establishing similarities and differences in experiences in the host countries as well as post-return and new information was retrieved from their memory as a result of participants listening to each other's responses which triggered their memory.

The opinions and responses of the participants drawn from the discussion are recorded by means of audio and hardcopy (Doody, Slevin, & Taggart, 2013). Krueger and Casey (2015) specified that the role of the interviewer is to create a positive atmosphere and to prompt discussion by asking questions; at no point should the interviewer show approval or disapproval. Firstly, I explained how the FGD is conducted and allowed the participants to introduce themselves before commencing with the discussion. The discussions were less formal to make the participants feel comfortable indulging in a conversation about their experiences and opinions. I abstained from offering my opinion toward the participants' responses in an effort to make them feel free to divulge as much information as possible. I directed questions to each participant so that the discussion remained organised and so I could determine who was responding since it was a normal conference call and not a video call. Each participant was given equal chances to answer the questions to avoid the discussion from being one-sided.

It is important that the interviewer should remain objective throughout the discussion. Concurring with Krueger and Casey, Writing (2019) explained that if the researcher fails in cautiously conducting the FGD by offering their personal opinions, this act may stimulate fear within the participant and prevent him/her from providing honest responses that may

contradict the views of the researcher. Writing also warned that another shortcoming in the retrieval of rich, truthful data is the possibility that participants may also not feel comfortable with expressing their perspective on the topic/issue in fear of going against the views of the other participants. Van Eeuwijk and Angehrn (2017, p. 1) similarly blamed "power relations", such as ranking and gender, for the imbalance in a "group's social dynamics"; however this type of bias is unique to 'natural groups'. There are two types of FGDs, namely: 'natural groups" and "expert groups". There are no rules to abide by in respect of natural groups whereas expert groups adhere to certain protocols and comprise a formally formed, highly knowledgeable group of participants to divulge particular information (Reddy, 2018; Van Eeuwijk & Angehrn, 2017). Expert groups on the hand, according to Van Eeuwijk and Angehrn (2017, p. 2), "consist of several people who have particularly good and broad expert knowledge and experience of the research topic(s)." This study consisted of expert groups since they were not known to each other prior to the study. The focus groups were small in size consisting of three participants each to gather rich data for the purpose of the study.

Focus groups can also be conducted online, by means of a conference call, Skype or via other methods feeding off the internet. However, each participant is required to have access to the internet and appropriate technology. Online focus groups are accompanied by their own unique setbacks which include poor connectivity that may hamper the quality of the FGD; the fact that data to use the internet is more expensive in South Africa and participants may not be willing to incur the costs, and also the fact that the researcher is unable to interpret physical body language and facial expressions should the call not be a video call (Clark, 2017; Van Zyl, 2016; Collard & van Teijlingen, 2016). However, according to Rupert, Poehlman, Hayes, Ray, and Moultrie (2017, p. 1), "the advantages of online focus groups (aka virtual focus groups) is that it offers lower costs, faster recruitment, greater geographic diversity, enrollment (sic) of hard-to-reach populations, and reduced participant burden". I conducted an online conference call FGD as well as a normal conference phone call FGD because it proved to be the most convenient method for the participants and myself since the participants and I did not incur traveling expenses and we participated in the comfort of our homes. The participants who had a poor internet connection or were not keen to use their data opted for a normal conference phone call, which was still one of the most convenient methods incurring the least expense for the researcher and no financial expense for the participants. Furthermore, the participants were spread across provinces and also living

abroad, hence, it was physically impossible to get everyone together in the same room at the same time.

One of the challenges faced by many researchers, according to El Khoury and Al-Hroub (2018), is trying to get the participants together at a convenient venue and time that suits each participant. This can prove to be a mammoth task as participants may not reside near each other or their schedules may clash, resulting in the scheduled dates and times being postponed. The researcher must also be aware of his/her role in the FGD since their role directs the course of the FGD. Reddy (2018) indicated that the researcher's experience in the field is also relevant in successfully conducting a FGD. A lack of experience on the part of the researcher may result in the participants dictating the course of discussion. The level of control displayed by the researcher is evidence of the aptitude of knowledge possessed in the field. I controlled the course of discussion as I was aware of what information I needed to attain during the group discussions that was relevant to the study and steered the conversation back to the topic if it diverted. However, being a fairly new researcher, I underestimated the amount of time it would take to conduct the discussion.

The FGD was chosen to mine deeper into the thoughts and experiences of the participants in order to gain as much valuable information as possible to benefit the study. The FGD was aimed at prompting discussions that may bring to surface supplementary pertinent information regarding participants' personal and group feelings, perceptions and opinions in respect of their return to the home country that may not have been obtained from the questionnaires and interview process. I scheduled two FGDs which was conducted by means of a conference call; the first being a WhatsApp conference call and the second being a normal conference call. This was not the intended outcome since I had originally planned for the first FGD to be held face-to-face in Johannesburg and the second to be held in Durban.

However, I was unable to bring this plan to fruition due to financial constraints, as conducting the FGD in Johannesburg proved to be an unfeasible choice for me due to flight expenses as I live in Durban. Furthermore, only two participants that were interviewed resided in Johannesburg and the remaining participant had already re-migrated to Oman. A WhatsApp conference call proved to be the most convenient method for the participants as they could participate in the discussion in the comfort of their own homes. It was fairly easy scheduling a convenient date and time for the group interview after deciding on the method.

The second FGD was arranged to be held face-to-face in Durban; however, the participants were unable to meet face-to-face due to helplessness in acquiring transport, impracticality of driving the distance for a 90 minute discussion as well as work commitments, resulting in the altering of plans the day before the scheduled meeting. I experienced the challenge that El Khoury and Al-Hroub (2018) identified as I encountered difficulty in scheduling the FGD at a time that suited each participant. As a result the FGD was rescheduled until each participant could participate. The date, time and method of FGD was only finalised less than 24 hours preceding the FGD. During the second FGD, I experienced complications in successfully concluding the FGD due to poor reception. The conference call was terminated on the day as a result of the mentioned defect and I, the researcher, could not reconnect to enable us to continue the conference call discussion. The data was then collected by means of individual calls made to each participant to round up the last five minutes of the discussion.

Each FGD comprised three participants, which satisfies the statistical minimum number of participants for a FGD. The criteria for the Focus Group Discussions were based on each participant's willingness to participate in a FGD (which would be after the interview were transcribed) which would further probe key themes that emanated from their interview but in a group setting. Six out of the seven participants were willing to participate in the FGD. The criteria were not dependent on whether they were primary or secondary school teachers. The six participants were divided into two groups based on the host countries from which they returned (each group consisted of participants who returned from different a different host country). Once again, responses were recorded using the voice recording application on my mobile phone as well as on the iPad (back up) so that I could concentrate solely on the interview. Transcription of the group interviews was done after the termination of the interview session. Participants were notified that they could peruse the transcripts in an effort to ensure that all information reflected was not altered by the researcher. As per the participants' requests, soft copies of the transcripts were emailed to each one of them.

Table 1

Summary of Research Approaches used in the Study

Critical questions	Reasons for data collection	Research Approach	Data Source	No. of sources	Location of data source
What is the demographic and professional profile of return migrant teachers?	To determine the demographic and professional profile of South African return-migrant teachers.	Questionnaire	South African return migrant teachers	30 – questionnaires	South Africa
Why are South African teachers returning to their home country after teaching abroad?	To explore the reasons why South African teachers who have been teaching abroad have then chosen to return to their home country.	Questionnaire Semi-structure interviews FGD	South African return migrant teachers	30 – questionnaires 7 interviews 2 FGDs	South Africa
What is the status of their return to South Africa?	To examine the status of return of South African migrant teachers.	Questionnaire Semi-structured questionnaire FGD	South African return migrant teachers	30 – questionnaires 7 interviews 2 FGDs	South Africa

3.6 Sampling

Surbhi (2016) defines sampling as the process whereby a certain group or sample are carefully chosen to represent a larger group. There are various types of sampling techniques which can be divided into two major types, i.e. probability sampling (aka random sampling) and non-probability sampling (aka non-random sampling).

3.6.1 Probability sampling

Leedy and Ormrod (2010, p. 205) explained that in probability sampling, "the researcher can specify in advance that each segment of the population will be represented in the sample". This means that generalisations can be established to precisely reflect an entire population based on information supplied by the sample. According to Surbhi (2016), random sampling allows each member of the population to stand a fair chance to be chosen as a representative sample. This unique trait of probability sampling differentiates itself from nonprobability sampling. Probability sampling does not rely on human verdict therefore eradicates any room for biasness (Devkota, 2015b). Anganoo (2014, p. 64) clarified that probability sampling falls within the objectives of quantitative research; hence, cannot be used in qualitative research. The sampling technique most appropriate in conducting qualitative research is non-probability sampling which will be discussed below especially for its relevance.

3.6.2 Non-probability sampling

Non-probability sampling can be described as the omission of a random sample selection and a sole dependency on the subjective judgement of the researcher. The odds of being selected are slimmer due to a set of criteria that needs to be met to as a prerequisite for selection (Devkota, 2015a). Alvi (2016, p. 14) stated that non-probability sampling is appropriate for "exploratory research" which plans to "generate new ideas that will be systematically tested later". Hence, non-probability sampling best suits the qualitative nature of this research study and it will be examined closely in the paragraph below. Leedy and Ormrod (2010, p. 212) acknowledged that the most common non-probability sampling techniques include: "convenience sampling", "quota sampling" and "purposive sampling".

Convenience samples, described by Etikan, Musa, and Alkassim (2016, p. 2), are also considered as "accidental samples" due to the sample units being selected as a result of their

coincidental presence within the geographic area that the researcher is conducting the data collection. "The main objective of convenience sampling is to collect information from participants who are easily accessible to the researcher," hence data is usually collected in areas that are densely populated (Etikan et. al, 2016, p. 2). Convenience sampling may conclude generalisations but the information retrieved could nonetheless be of value (Crossman, 2018a). However, Cohen, Manion and Morrison (2018) stated that despite coming into contact with information-rich samples, access to a sample may be a difficult endeavour in cases where the research topic is sensitive or for other practical reasons such as time constraints as a result of busy schedules that may not allow participants sufficient time to be a part of the research study. Another method on the other hand, Ali (2014, p. 29) and Chaturvedi (2016, p. 41) note, is quota sampling (also known as "haphazard sampling") which is a revised method of convenience sampling although it possesses similarities to stratified sampling. Lastly, purposive sampling defined by Devkota (2015b, para. 4), "focuses on the theoretical aspects of the data, explores the characteristics of the items selected to form an opinion on them." It involves selecting information rich samples that fulfil a certain criteria. Devkota (2019) explained that snowball sampling, a non-probability, purposive sampling technique, is a common method of attaining other information rich participants through the referrals of current participants. One sample can connect the researcher to a chain of samples. Snowball sampling, according to Naderifar, Ghaljaei and Goli (2017), is used when the researcher incurs difficulty in gaining access to a specific characteristic of individuals and as a result, the researcher may request existing participants to recruit people they may know who fit the criteria for the study.

For this study, the purposive, convenience sampling methods, which included snowball sampling, were most appropriate since I, the researcher, was aware of the information (knowledge and experiences) that needed to be acquired from participants and I acquired the necessary information from participants who were easily accessible and available to participate. I also searched for a specific target population (South African return-migrant teachers) that met a certain criteria (returned to South Africa in the past 8-10 years) and who were willing to participate in this study. I also engaged in snowball sampling, amongst other methods, to search for additional participants for the reason that there was a strong likelihood that the migrant teachers who returned, returned in groups or knew of others in their profession that may have returned in the recent years. Another reason for using this method

was due to South Africa not possessing a database from which I could retrieve contact details of the South African return-migrant teachers.

3.6.3 Sampling tools

Snowball sampling as well as new, innovative platforms, such as Facebook and WhatsApp (social networking sites), were used to raise awareness about this research study with the intention of attracting participants who met the set criteria. The effectiveness of each sampling tool is discussed below.

3.6.3.1 Sampling through social media

I was unable to acquire a sampling frame which led me to search for innovative methods to locate participants for my study. In other words, I did not know how to identify participants who met the criteria (South African return-migrant teachers who returned to the home country in the past decade between the years 2008 to 2018) because there is no database or public record of immigrants or emigrants made available by Department of Home Affairs. The internet can be a very useful commodity in research especially in instances where the sample is difficult to access, according to James and Busher (2009, as cited by Creswell & Poth, 2018). Frequently used layouts of computer-facilitated data gathering for qualitative research comprise "virtual focus groups and web-based interviews via e-mail or text-based chat rooms, weblogs and life journals (such as open-ended diaries online), Internet message boards, and social media" (Creswell & Poth, 2018, p. 160). Similarly, Willis (2017, p. 1) acknowledged that social networking sites have taken the forefront in terms of communication, pointing out that "…over a third of the world's population is using some form of social media to communicate, making social media marketing an imperative tactic for boosting leads for higher education programs." Due to social media being most prevalent amongst today's society, including migrants, I found that it was an avenue worth trying to locate South African return-migrant teachers and inform a greater population about the study.

a) Facebook

I joined Facebook for the sole purpose of calling return-migrant teachers to participate in my study. Facebook allowed me to gain access to a wide range of people otherwise not known to me since I did not personally know of any return-migrant teachers prior to the study. I

searched for several Facebook pages/groups that related specifically to the phenomenon of South African return migration and pages related to South African teachers. I was successful in locating three related groups[4] which were closed to the public (In other words, permission to join had to be requested). I requested to join each group and completed mandatory short questionnaires regarding my profession, religion, age, gender and intentions for requesting to join the group. The administrative clerk of each page accepted my request upon reading that my request was based on conducting a study related to migration and teachers. Thereafter, I published a status that called all interested South African return-migrant teachers to participate in my study. I briefly stipulated the terms and conditions of the study along with my contact details as seen in the research study advertisement in Appendix F.

I received interest from six return-migrant teachers (20%) and one referral (receiving no acknowledgment from the referral). Four of the six return-migrant teachers opted to participate in the study. The remaining two could not participate for the following reasons despite initially intending to do so: one lacked sufficient time to engage in the research process whilst the other prospect did not have a computer and her mobile phone did not possess the Word facility to edit the questionnaire. Another social networking site was used to obtain more participants for my study which is discussed next.

b) WhatsApp

WhatsApp, similar to Facebook, is a social networking site which is linked to the contact listing on the mobile phone's phonebook. According to Steele (2014, p. 1), WhatsApp "lets users text, chat, and share media, including voice messages and video, with individuals or groups." This method was utilised in an effort to gain access to a wider range of known individuals with the intention of spreading the word about my research study. As mentioned above, since I did not personally know of any return-migrant teachers, I sought assistance from people that I knew on WhatsApp to spread the word about this research study to their contacts to increase the likelihood of getting into contact with several return-migrant teachers. I corresponded with previous colleagues and I broadcasted a status on WhatsApp concerning my study, urging any leads that will be beneficial to my study (refer to Appendix

[4] Below are links to the three Facebook pages which was used as a platform to attract participants to the study:
https://www.facebook.com/groups/returnsa/?ref=group_header
https://www.facebook.com/groups/672197959777892/
https://www.facebook.com/groups/reasonsforreturning/?ref=group_header

F). I was referred to 10 return-migrant teachers of which nine participated in my study. Time, or lack thereof, was a factor that prevented the tenth referral from participating as he was immersed in other commitments. WhatsApp was also a convenient, cheap method of communication when conducting interviews and focus group discussions.

3.6.3.2 Cold-calling and cold emails

Cold-calling, also known as telemarketing, Kenton (2018) explains, is a marketing technique whereby unknown individuals are contacted by the salesperson to promote a product or service Similar to cold-calling, Cronstedt (2018, p.1) points out that a cold email "is a communication strategy that involves reaching out via email to someone who is not aware of your brand or business". For the purpose of this study, the salesperson is in fact the researcher and the brand/product/ service that is being advertised is the research study which is targeted towards a specific population. I engaged in cold-calling and cold-emailing a list of schools, approximately 30-40 schools across South Africa, as an additional avenue to generate leads for my study. I was able to successfully secure a single return-migrant teacher to participate in the study. I also contacted a news reporter who published an article regarding South African return migration on the internet who drew on information from return-migrant teachers for her piece. I informed her about my study and I requested my contacts details be conveyed to her participants. She was happy to assist; however, I failed to receive any contact from them.

3.6.3.3 Snowball sampling

Snowball sampling, defined by Crossman (2018b), is a method which involves the researcher developing leads from the limited list of existing participants in order to gain more participants for the study. Simply explained, existing participants point the researcher in the direction of other suitable subjects who may be willing to participate in the study. With a large sampling frame, the effects of snowball sampling in reeling in participants may not be grand; however, a sample will always exist if this method is utilised (Bernard, Wutich & Ryan, 2017). However, before the chain-referral (synonymous with snowball sampling) commences, the researcher needs to develop a level of trust between themselves and the existing participants in order for them to be willing to offer information about their family or friends who fit the criteria (Devkota, 2019). Maxfield and Babbie (2018, p. 244) state that this sampling method is most suitable in "field observation studies or interviewing". Maxfield

and Babbie (2018, p. 244) added that snowball sampling is "most appropriate when it is impossible to determine the probability that any given element will be selected in a sample". In other words, snowball sampling may be most beneficial "if your objective is find hard-to-find people to interview" (Bernard, Wutich & Ryan, 2017, p. 54). I was directed by participants of my research study towards five other return-migrant teachers of which three participated in the study as well.

3.6.3.4 Face-to-face contact with known individuals

I personally approached my local doctor, colleagues, neighbours and family to spread the word about my study. I received 19 referrals with 13 return-migrant teachers who opted to participate in my research study. The efficacy of this method proved to be most profound with WhatsApp being the second most potent research sampling tool, indicating that it was easier to locate participants for my research study through people who are known to me.

In instances of migration, where participants are difficult to track because there are no databases for them, the most convenient way to have participants agree to participate in the study is through introductions made by a friend or an acquaintance. A level of trust materialises on the part of the participant knowing that I am not a 'complete stranger'.

Table 2 comprises a list of the sample, according to their pseudonyms, that was purposively chosen for this research study. Accompanying the pseudonyms of each participant is their age together with the research tool/s to which they are linked.

After successfully identifying participants and gathering data, I then analysed the data. The steps that were adhered to in the analysis process are discussed below after Table 2.

Table 2: Summary of Participants

No.	Names of participants (Pseudonyms)	Age (yrs)	Host country	Questionnaire no. (Q)	Interview no. (I)	FGD no.
1.	Courtney	50	UAE	Q, 1	-	-
2.	Faye	31	Abu Dhabi	Q, 2	-	-
3.	Christine	54	Qatar	Q, 3	-	-
4.	Raqueeba	32	UAE	Q, 4	-	-
5.	Tim	54	UK	Q, 5	-	-
6.	Thalasa	46	Abu Dhabi	Q, 6	I, 4	FGD 1
7.	Feroza	35	Saudi Arabia	Q, 7	-	-
8.	Adam	42	UK	Q, 8	-	-
9.	Trevor	30	UAE	Q, 9	-	-
10.	Donell	42	UK	Q, 10	-	-
11.	Zahara	33	Saudi Arabia & Qatar	Q, 11	-	-
12.	Maveshni	28	South Korea & Taiwan	Q, 12	I, 5	FGD 1
13.	Solomon	54	UK	Q, 13	-	-
14.	Sharon	28	Abu Dhabi	Q, 14	-	-
15.	Lovania	42	Abu Dhabi	Q, 15	I, 2	FGD 2
16.	Ishen	45	UK	Q, 16	-	-
17.	Luke	29	South Korea	Q, 17	-	-
18.	Marissa	26	Thailand	Q, 18	-	-
19.	Terusha	27	Vietnam & South Korea	Q, 19	-	-
20.	Layani	29	USA	Q, 20	I, 6	FGD 1
21.	Lauren	33	Bahrain	Q, 21	I, 1	FGD 2
22.	Allister	41	China	Q, 22	-	-
23.	Anesh	29	Saudi Arabia	Q, 23	-	-
24.	Shane	42	UK	Q, 24	I, 3	FGD 2
25.	Afreen	53	Abu Dhabi	Q, 25	-	-
26.	Pixie	56	Qatar & Australia	Q, 26	-	-
27.	Aaron	29	Saudi Arabia	Q, 27	-	-
28.	Whitney	33	South Korea	Q, 28	I, 7	-
29.	Zoey	27	Australia	Q, 29	-	-
30	Kazlyn	28	Saudi Arabia	Q, 30	-	-

3.7 Data Analysis

Qualitative data analysis was used for this research study. Hsieh and Shannon (2005, p. 1) stated that content analysis is commonly used in qualitative studies and comprises of the following three methods:

I. "Conventional" – text data are the basis of which coding is derived.
II. "Directed" – Preliminary coding is guided by the analysis of theories/research findings.
III. "Comparisons" – According to Hashemnezhad's (2015) statement on qualitative content analysis, researchers thoroughly examine and compare data to arrive at common themes supplying reasons for interpretation that are inductive in nature.

O'Connor and Gibson (2003, p. 3-14) listed and elaborated on five steps that should be adhered to in order to produce meaningful information from the data. These steps are as follows and I utilised each step:

Step 1: "Organising the data"

O'Connor and Gibson (2003) stated that the researcher should simultaneously work with the research questions and the data. The reason is to establish if the data collected has great significance to the questions as well as new information which has emerged that could relate to the study. They state that the data should be organised in order of importance as well as grouped according to commonalities and differences.

I first separated the data into files for each of the instruments; therefore, there were three files: one for questionnaires, one for interviews, and one for focus group discussions. I read and re-read through all the questionnaires, interviews and focus group transcripts to get an initial sense of the major themes that were emanating from each of the instruments.

Step 2: "Finding and organising themes and ideas" into codes or categories

O'Connor and Gibson (2003) recommend using a colour coding system which would help to sift out the main ideas and to thereafter categorise the responses

accordingly. I followed the same route, utilising highlighters to colour code responses in the questionnaires, interview transcripts and focus group transcripts.

I used initial broad categories which were based on the objectives of the research study; for example, objective 2 is to explore the reasons why South African teachers who have been teaching abroad have then chosen to return to their home country and the themes derived in order of what was the most frequently cited from the three data sets were family, nature of contracts, xenophobic reception from the natives, socio-economic changes, personal matters, career and study progression as well as concealment of death.

Step 3: "Building overarching themes in the data"

According to O'Connor and Gibson (2003, p. 13), "Each of the response categories has one or more associated themes that give a deeper meaning to the data. Different categories can be collapsed under one main over-arching theme."

In this respect, I collapsed smaller categories into one umbrella category. For example, the overarching theme was family and within family (as a reason for return migration) there were several strands that constituted reasons for return. These were obligation to sick or grieving parents in the home country, spousal obligation, reuniting children with their grandparents, returning to children in the home country and missing family.

Step 4: "Ensuring reliability and validity in the data analysis and in the findings"

Reliability and validity of the data was ensured by utilising the triangulation method to reduce the likelihood of bias in the study. I triangulated the participants' statements in the questionnaire to the interviews and focus group discussions. Furthermore, to ensure that all data collected was reliable and valid, each participant was emailed their transcripts for perusal.

Step 5: "Finding possible and plausible explanations for findings"

Step five entails summarising the findings and themes. O'Connor and Gibson (2003, p. 14) stated that some of the following questions should be asked when finding possible explanations for the findings: Were there any major surprises in the findings? How are they different/similar to what is stated in the literature from other similar studies?

Some of the findings were similar to findings presented in the literature from other studies conducted whilst there were some new findings. For example, family was a major reason for return as was in the previous study undertaken by Manik (2005). This study discovered seven new reasons that impacted on return migration. Brain waste in the host country as the result of the accompanying spouses being unable to secure a job in the host country; the sudden death of a loved one in the destination country; pricy tuition fees for migrant children; completion of qualification at an institution in the home country or gaining experience in the South African education system to meet certain prerequisites as well as to complete the prerequisites in the home country for eligibility of employment in the host country; sudden realisation of gestation; religion and social rules in the host country; and lastly, disagreement with the culture of learning and teaching in the host schools has initiated return migration.

3.7.1 Display of themes

Below is a table summarising common themes derived from the study in response to two of the three critical questions (i.e. Why are South African teachers returning to their home country after teaching abroad and what is the status of their return to South Africa?)

Table 3

Summary of Common Themes Derived from the Study

Reasons for return	Obligation to parents, children & spouse (Family)
	Nature of contracts
	Personal matters
	Xenophobic reception from the natives
	Socio-economic changes
	Career and study progression
	Concealment of death
Reasons for remaining in South Africa	Family obligation
	Positive work environment in the home country
	Fear of instability abroad
	No passion to re-migrate
Influential factors tugging towards re-migration	Superior prospects for children abroad
	Grander opportunities for a fruitful life abroad
	Socio-economic challenges in South Africa
	Spousal ties
	Retirement destination

A discussion of the demographic and professional profile of the participants is presented in chapter four.

3.8 Reliability, validity and rigour

Below is a discussion pertaining to the processes involved in ensuring that the study is reliable, valid and rigorous. Examples of how this study satisfied those requirements are also described.

Reliability:

Cherry (2016) defines reliability as the consistency of measurement over time. Weiner and Hopkins (2007, p. 6) explained that upon repeated application of the measurement technique, results should not vary significantly but be similar and therefore displaying consistency. The test or data collection tool should retrieve almost the same results every time it is carried out.

Unsynchronised results will prove to be an unreliable source of information. Reliability can be internal and external. The above definitions coincide with external reliability whilst internal reliability "raises the question whether each scale is measuring a single idea and hence whether the items that make up the scale are internally consistent" (Bryman & Cramer, 1996, p. 65). Cherry (2016) added that factors such as tension, environmental disturbances and ambiguous instructions can hinder the reliability of measurement.

I ensured that questions were posed in its simplest form to avoid ambiguity. My contact details were also made available to all participants so that all queries could be attended to regarding the questionnaire. A quiet, relaxed environment was considered when choosing the venues at which the focus groups and interviews were held to eliminate the effects of distraction that may disturb the thought process of the participants. Snacks were provided to encourage participants to socialise with each other, creating a comfortable welcoming atmosphere which in turn encouraged free flowing meaningful discussions. To ensure that the data gathered from the participants was reliable, the questionnaires were followed by interviews (a month after the 30 questionnaires were collected), whereby more in-depth questions were asked individually and thereafter FGDs followed (approximately four months after conducting the interviews). The questions were constructed around the theories previously developed by other researchers as well as answers supplied by the participants. Peculiar and common circumstances or views amongst participants sifted from the questionnaires were discussed during the interview stages and FGDs to gain a better understanding of the issues overall. The participants were given the opportunity to peruse the transcribed interview sessions and FGDs to confirm that all information was captured correctly and to receive further feedback regarding the captured information.

Validity:

Although a test may be reliable, not necessarily will it be valid. Validity is the "extent to which the instrument measures what it purports to measure" explained Kimberlin and Winterstein (2008, p. 2278). Noble and Smith (2015) mentioned that reliability, validity and generalisability are naturally linked with quantitative research. Anney (2015) also emphasised that validity and reliability is used for quantitative research methods and not qualitative. Anney (2015, p. 276) quoted the suggestion made by Guba and Lincoln (1982) that "internal validity should be replaced by that of credibility, external validity by

transferability, reliability by dependability and objectivity by confirmability". However, dependability is synonymous with reliability (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). Measurement of truthfulness in research can be achieved by implementing the following credibility criteria: "prolonged and varied field experience, time sampling, reflexivity (field journal), triangulation, member checking, peer examination, interview technique, establishing authority of researcher and structural coherence" (Anney, 2015, p. 276). Transferability on the other hand is a type of external validity whereby data gathered and conclusion of theories in one research study can also be of relevance in other research studies (Moon et. al., 2016). Anney (2015, p. 278) suggested two ways of guaranteeing transferability: providing "thick" descriptions and by doing "theoretical of purposive sampling". Lastly, Moon et.al (2016) explained that confirmability may be accomplished when the researcher creates a direct link between the findings of the research to the conclusions in a manner that can be understood and as a process duplicated.

To ensure credibility of the research study, I fully immersed myself in the study over a period of two years. This helped me gain better insight into the context of the study whilst building a sense of trust with the participants. It also lessened the effects of misrepresentations in information that were supplied by the participants. Furthermore, participants were emailed the transcripts of their interviews to ensure elimination of bias, fabrication or exaggeration on the part of the researcher. The triangulation method involved different methods of data collection that were utilised such as questionnaires, interviews and FGDs to minimise unfairness. Questions that were posed in the interview sessions and FGDs were dependent on common themes which were sifted from the questionnaires and/or interviews respectively.

Transferability was achieved by offering in-depth clarification of the research processes used from the collection of data and methods of collection to the final report. By offering extensive insight on the research processes, other researchers will be able to understand the degree to which the conclusion of findings are true and hence replicate the findings in similar settings. Extensive research that is rich in information will help to achieve 'thick' descriptions. The participants were chosen purposively to satisfy the objectives of this study.

The methodological processes are explained in detail; findings were interpreted and explained in detail. Any conclusions derived from the study coincided with the findings of

the study. Additionally, the triangulation method served a dual role in achieving credibility and confirmation.

Rigour

Rigour comprises "attentiveness, empathy, carefulness, sensitivity, respect, reflection, conscientiousness, engagement, awareness, and openness" (Davies & Dodd, 2002, p. 279). Ryan (2000, p. 5) argues that "rigorous research must be both transparent and explicit; in other words, researchers need to be able to describe to their colleagues and their audiences what they did (or plan to do) in clear, simple language". Ryan acknowledged that sometimes researchers alter the objectives of their study to link it to their "own methodological expertise" and as a result they are condemned for utilising inappropriate data collection techniques when steering investigative research. This study was conducted in manner that was respectful and sensitive to the participants of the study, I remained attentive and engaged with the participants and I did not deviate from the objectives of study to suit my own preferences.

Any misrepresentation of data is classified as unethical. To accentuate the reliability, validity and rigour of this study, the next section is devoted to clearly explaining the steps that were implemented to ensure that this study remained ethically sound.

3.9 Ethical considerations

Researchers constantly experience ethical challenges from commencement of the research study until its completion. Creswell and Poth (2018, p. 53) recommend that researchers be proactive by formulating a plan to address any foreseeable ethical challenges because more often than not, there is a "common misconception [that] these issues only surface during data collection". Trevino, Weaver and Reynolds (2006) define ethics as the distinction between moral and immoral behaviour. Actions deemed unethical may include dishonesty, deceitfulness and cheating; whilst ethical behaviour evidently entails truthfulness and abiding by the rules. Shamoo and Resnik (2014, p. 6) divided the definition of ethics into two parts: "standards of conduct" as well as "an academic discipline that studies standards of conduct and ethical decision making". Sanjari, Bahramnezhad, Fomani, Shoghi and Cheraghi (2014, p. 1) stated that the ethical challenges are multifaceted and comprise "anonymity, confidentiality, informed consent, researchers' potential impact on the participants and vice versa". The ethical challenges listed by Sanjari et al. as well as ethics in an educational

context will be further explored below and the strategies implemented to ensure that this study remained ethically sound will also be explained.

3.9.1 Anonymity

Maintaining anonymity involves every effort undertaken by the researcher to guarantee that the responses of the participants are untraceable to them (Crow & Wiles, 2008). Crow and Wiles further explained that participants' identities are concealed by using code names in place of their actual names. Sometimes researchers also engage in more extreme methods to protect the identity of participants such as altering the gender of the participant and so forth.

I made participants aware that their identity will remain anonymous and all information gathered from this research study will be used solely for the research study and not distributed to any third party. Participants were designated pseudonyms to protect their identity and participation in the study will not be tied back to them. Their names and other personal information that may cause their identity to be revealed were not be reflected on the research findings other than on the consent forms which was filed separately from the data collected.

3.9.2 Confidentiality

Confidentiality of participants is paramount. Confidentiality is achieved when the researcher, being the only authorised individual, has access to the information supplied by participants (Fossheim, 2015). However, this only accounts for one characteristic of confidentiality. The other aspect, according to Fossheim (2015), is the reassurance given to the participant by the researchers that all raw data will be handled with due care to ensure that it only remains in the hands of the researcher. The level of stringency imposed in maintaining confidentiality depends on the level of susceptibility of the participant to avoid misuse of personal data.

No information supplied by participants was divulged to third parties. All transcriptions and voice recordings will be safely stored for five years and thereafter obliterated by means of shredding and deletion respectively. Only the researcher, such as myself, is able to distinguish and make links between the responses and the participants. Data was conveyed in a manner that does not jeopardise the identity of the participants.

3.9.3 Informed consent

Predominantly, it is the duty of the researcher to ensure that the participants are treated with respect and dignity, and informed consent should be acquired prior to their participation in the study (le Roux, 2015, p. 556). According to Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa, and Musmade (2013, p. 134), informed consent "is an ethical and legal requirement for research involving human participants". Nijhawan et al. explained that this process involves an in-depth explanation by the researcher educating the participant of the nature of the study as well as the nature and depth of questioning that may follow should the participant be willing to participate. Possessing background knowledge about the study offers the participant reassurance and they are better able to decide if they wish to participate. Fossheim (2015) stated that the informed consent form serves as a contract between the participant and the researcher which stipulates the association between both parties. Furthermore, the consent form gives an indication on the restrictions within which the researcher must abide when dealing with the acquired data.

All participants were thoroughly briefed on the purpose of the research study before consent was requested. A description of the study was also given to the participant in writing apart from verbal explanation and all queries were addressed. It was brought to the attention of the participants that they could withdraw from the study at any given time without having to supply an explanation. Emphasis was placed on the fact that anonymity is guaranteed and all information retrieved from participants will remain confidential. The methods used to ensure anonymity and confidentiality was also explained to each participant.

3.9.4 Researchers' potential impact on the participants

It is usually mandatory for qualitative researchers to shed light on their role in the research study (De Walt and de Walt, 2010). It is the responsibility of the researcher to minimise any hindrances that may cause the participant to be less forthcoming with information (Sanjari, et. al, 2014). The researcher's duty is to ask meaningful questions, be attentive, spend time to ponder about the discussion and follow up with more questions to avoid missing out on important events, experiences and opinions of the participants (Simon, n.d).

I respected the rights, sensitivity and dignity of the participants. All participants were at liberty to peruse the transcripts to eliminate fabrication and/or exaggeration of information gathered. Only data that was necessary to fulfill the objectives of the study were retrieved.

3.9.5 Educational ethics

Ethics is research is important for various reasons. Resnik (2015, p. 1) provided five reasons behind the significance ethical standards when conducting social research. First and foremost, the aims and objectives of the study are satisfied when ethical norms are adhered to, i.e. "prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and minimize error". Furthermore, ethical norms encourage the traits amongst various individuals that are crucial for "collaborative work" which include "trust, accountability, mutual respect, and fairness". Thirdly, ethical standards hold researchers liable for all information reflected in their study in order to evade misconduct or misuse of their role as a researcher. In addition, complying with ethical norms in research assists in building rapport with the pubic which may increase the chances of receiving funding for the research project. Lastly, failure to comply with the ethical norms, for instance falsifying data, may jeopardise the lives of other individuals who are affected as a result of the study.

Hammersley and Traianou (2012) also identified and addressed five well-known ethical principles. According to Hammersley and Traianou, research should be conducted in a manner that curtails harm on the part of participants, other researchers and any other affected parties. Secondly, respecting a participant's right to reach a decision independently is crucial to eliminate any form of deceit. Additionally, it is important to protect the privacy of participants whilst publicising important facts and critical issues that are relevant to the study. Furthermore, "offering reciprocity" was discussed by Hammersley and Traianou (2012, p. 2-3). Participants sacrifice their time and sometimes incur fuel expense to participate in a study; hence the question lingers if participants deserve compensation of some sort such as an undetermined monetary value or other incentive so that the research process is mutually beneficial to both parties (researcher and participant). Finally, all participants must be "treated equally, in the sense that no-one is unjustly favoured or discriminated against".

Ethics in educational research sets the foundation for a strong research study. Failure to comply with the principles can forfeit the entire study. Therefore, every ethical norm was adhered to and practiced throughout the research process.

3.10 Limitations

The limitations encountered during the course of this research study are explained.

The study was undertaken in the South African context and therefore cannot be generalised to other contexts. The data was not collected on a large scale since it is not a quantitative research study. The method used was qualitative in nature; hence, no exact number of return migrants can be concluded from this research study. There is also no database available or in existence listing all South African return migrants and consequentially, snowball sampling and social networking sites were some of the methods used to draw participants. However, snowball sampling also has its accompanying cons in qualitative research. According to Blankenship (2010; p.88), "referrals can involve judgment error and biases". Sampling bias involves overemphasis placed on a particular sample; hence, no generalisation can be made to represent the populace collectively (Blankenship, 2010, p. 88). Similarly, due to most of the questionnaires being emailed, many recipients overlooked the invitation to participate in the study. Furthermore, having no access to any database, this study failed to locate participants from six out of the nine provinces in South Africa.

Time and financial constraints proved to be problematic. It took more time than anticipated to locate a more diverse sample of participants, limiting me to the statistical minimum number of participants. Additionally, a particular racial category called 'Africans' were not included in the study yet they constitute the majority population in South Africa. Moreover, face-to-face interviews and group discussions were difficult to achieve financially due to participants being scattered across the country.

3.11 Conclusion

This chapter discussed the location in which the study was conducted followed by a deliberation into the interpretivist, qualitative nature of this study. The aims and objectives in light of the study were explained and the research questions were specified. Three data collection tools were used that were most suitable given the nature of the study, i.e. questionnaires, face-to-face interviews and focus group discussions; however, due to time restrictions on the part of certain participants, telephonic interviews were conducted. Participants were purposively chosen and non-probability sampling technique, i.e. snowball sampling, was applied to gain other information-rich participants. This chapter also explained the manner in which data was analysed as well as the procedures involved in ensuring that all information retrieved remained reliable and valid whilst adhering to ethical considerations.

This chapter concludes with the limitations of the study. The next chapter presents the findings from the study according to the layout referred to in Chapter 3.

CHAPTER 4

BACK TO THE PLACE WHERE MY STORY BEGAN

4.1 Introduction

This chapter is a presentation of the findings that have been analysed with the purpose of satisfying the three core objectives of the study. The findings of this study are contextually relevant to South African migrant teachers who have specifically returned within the past 10 years (from 2008 to 2018) since this topic on South African return-migrant teachers was covered by Manik (2005) more than ten years ago. The study findings commences with the professional and demographic profile of the return-migrant teachers. Then, the reasons for migrant teachers returning to their home country are explored. Lastly, the status of their return is pursued. Primarily, this chapter is a response to the three critical questions which are: What is the demographic and professional profile of return migrant teachers? Why are South African teachers returning to their home country after teaching abroad? What is the status of their return to South Africa?

I begin by offering insight into the demographic and professional profile of the return-migrant teachers. Thereafter, I discuss the reasons that prompted their return to their home country, South Africa. Lastly, I conclude this chapter by determining the status of their return.

4.2 Demographic and professional profile of return-migrant teachers

This section reports on the demographic and professional profiles of the South African return-migrant teachers who contributed to the research study. For the purpose of the study, I have separated the professional profile of the return migrant teachers from their demographic profile for discussion purposes.

Table 4

Demographical and Key Details of the Return-Migrant Teachers

Demographic variables	Divisions	Number of teachers	Percentage
Age group (in years)	20-29	10	34%
	30-39	7	23%
	40-49	7	23%
	50-59	6	20%
	Total	**30**	**100**
Gender	Male	12	40%
	Female	18	60%
	Total	**30**	**100**
Race	African	0	0%
	White	3	10%
	Indian	25	83%
	Coloured	2	7%
	Total	**30**	**100**
Marital status (post-return)	Single	11	37%
	Married	14	47%
	Divorced	4	13%
	Widowed	0	0%
	Separated	1	3%
	Total	**30**	**100**
Emigrated	Alone	19	63%
	Spouse/partner	5	17%
	Family	6	20%
	Total	**30**	**100**
Province	KZN	23	77%
	Gauteng	6	20%
	Eastern Cape	1	3%
	Total	**30**	**100**
Income remitted	Yes	16	53%
	No	14	47%
	Total	**30**	**100**

Age group

From my sample, the majority of teachers that returned to South Africa were within the age group 20-29 years (n=10), comprising of 60% seasoned teachers and 40% novice teachers[5]. The term novice is allocated to teachers who have no more than five years of teaching experience (Kim & Roth, 2011, p. 4). An even number of participants were spread across the 30-39 year and 40-49 year age grouping, accounting for 23% in each category (n=7). These two categories combined offered one novice and 13 seasoned return migrant teachers. 20% of the total sample belonged to the 50-59 year category comprising of only seasoned teachers. The shortest duration spent abroad amongst all the return-migrant teachers was 17 days (despite the initial to intention to remain in the host country for a longer duration) whilst the longest duration was 14 years. The findings also revealed that 90% of all the return-migrant teachers spent a greater number of years teaching in their home country than in the host, whereas the remaining 10% of the participants (all within the 20-29 year age bracket) were in the teaching profession only for as long as they were abroad averaging four years.

Also, this study was able to establish the age categories of the return-migrant teachers upon initially exiting South Africa. Of the return-migrant teachers from this study, majority (67%; n=20) were young, newly qualified, novice educators were between the ages of 20-29 years when they exited South Africa, 13% (n=4) exited within their 30's and 20% (n=6) exited during their 40's and 50's. The ages of the participants upon exiting their home country was retrieved after taking into account their current age together with the number of years spent abroad and the number of years since their return, i.e. age exited home country = current age – (no. of years abroad + no. of years since return).

Gender

Female return-migrant teachers dominated the study comprising 60% (n=18) of the total sample size whilst the male return-migrant teachers only accounted for 40% (n=12). This echoes the traditional trend evident in South Africa whereby the teaching profession attracts the female population more so than the male population (Anganoo, 2014, p. 77). Teaching is also perceived to be a "feminine profession" due to the nurturing characteristics that children desire and that women are said to possess as part of their natural instincts (Ullah, 2016, p. 1).

[5] These terms were used by Manik (2005) in her study on migrant teachers.

Furthermore, in South Africa, females make up more than half of the populace compared to males (Evans, 2018).

Race

Eighty-three percent (n=27) of the participants were Indian; whilst 10% and 6% (n=3; n=2) of the sample size comprised Whites and Coloureds[6] respectively. Of the two African return-migrant teachers that were contacted during the course of the study, both were not keen to participate. Initially, one of the African return-migrant teachers was eager to participate; however, later she opted to withdraw from the study without notice whilst the other return-migrant teacher failed to acknowledge or respond to phone calls and messages. Failure to attract African return-migrant teachers to this study was surprising since they constitute the majority population in South Africa which, according to Statistics South Africa (2017), is 80%.

Marital status

The majority of the return-migrant teachers were married (47%), 37% were single, 13% were divorced and 3% separated. Despite majority being married, when they exited the home country, a hand full of the married return-migrant teachers emigrated with their partners (n=5). The majority of the return-migrant teachers emigrated alone accounting for 63% of the sample (n=19) whilst the remaining participants emigrated with their entire family (n=6; 20%).

Province in South Africa

Participants from Kwa-Zulu Natal (KZN) dominated the study (n=23; 77%), followed by Gauteng (20%) and Northern Cape (3%). Most participants were referred to the study through snowball sampling and due to the fact that I, the researcher, reside in KZN, I knew more people in this province so I could easily market my study locally.

[6] The word 'Coloured' in South Africa is a term given to individuals of mixed race (Laster, 2014)

Income remitted

The majority of the return-migrant teachers (n=16; 53%) remitted, that is they transferred funds to family back home whilst abroad. This is understandable because it is common practice for migrants to financially assist their families who are economically challenged (Ratha, 2010). The majority of the remitters were men (n=11). However, on average, the women remitted 38% of their salary whilst the men remitted 27%. Evidently, despite more men remitting, the minority of women remitted a far greater percentage of their income.

Of the return-migrants who did not engage in remitting (n=14; 47%) 43% emigrated with their family or spouse whilst the remaining 57% were single individuals who emigrated alone. Two of the return-migrant teachers added that a portion of their income was saved; one of whom utilised his Korean bank account for his savings and occasionally also transferred funds to his bank account back home in South Africa; whilst the other return-migrant teacher transferred her savings to her local bank account back home, which constituted an investment in the home country.

Professional Variables

Qualifications

The pie chart below (Figure 5) represents the qualifications possessed by the return-migrant teachers. Majority of the sample (84%) possess a teaching degree which means that they were qualified to teach in South Africa before exiting. Fifty percent (n=15) of the return-migrant teachers studied education as their only career path, with their latest qualification achieved being one of the following: Bachelor in Education (BEd) which majority of the return-migrant teachers possessed, Higher Diploma in Education (HDE), Honours in Education (HEd), Masters in Education (MEd) and Doctorate in Education (D.Ed). Twenty percent (n=6) of the return-migrant teachers got into teaching as their second choice: "second choice" due to them attaining their Post Graduate Certificate in Education (PGCE) after attaining a prior qualification that was not related to the teaching profession. Only one return-migrant teacher attained a qualification in Montessori (3%) and the another obtained a certificate for Teaching English as a Foreign Language (TEFL) as her only teaching qualification, which also accounted for 3% of the sample, indicating that the intention was only to teach foreign students and not South African students. Another 3% (n=1) of the sample possessed a TEFL certificate with their non-teaching qualification whilst 7% (n=2) enjoyed teaching posts

abroad without possessing any teaching qualification (the non-teaching degrees comprised Honours in Brand Leadership and Bachelor of Law). Fourteen percent acquired the TEFL or Qualified Teacher Status (QTS) qualification in addition to their teaching qualification to strengthen their chances of eligibility to teach abroad. This could indicate that the South African teaching qualification exclusively does not suffice in certain countries such as the UK where the QTS qualification serves as a prerequisite for acceptance.

Manik (2005) found that qualified South African migrant teachers recruited to the UK were not informed that they had to study for the QTS in order to be recognised as qualified teachers. Once in the host country, this realisation impacted on their decision to either remain abroad and study or not to study and return after completion of their contract abroad. However during the interview, Whitney shed light on the fact that not all countries are strict with regards to the migrant's qualifications. For example, countries within Asia such as "*China, Korea [and] Taiwan, they're not particular on what degree you have as long as you have a degree and you got it from one of the English medium countries…they only choose from 7 countries so it can be a degree in any field*." For this reason, Whitney was not compelled to attain a TEFL qualification.

Figure 5: Pie Graph - Qualifications

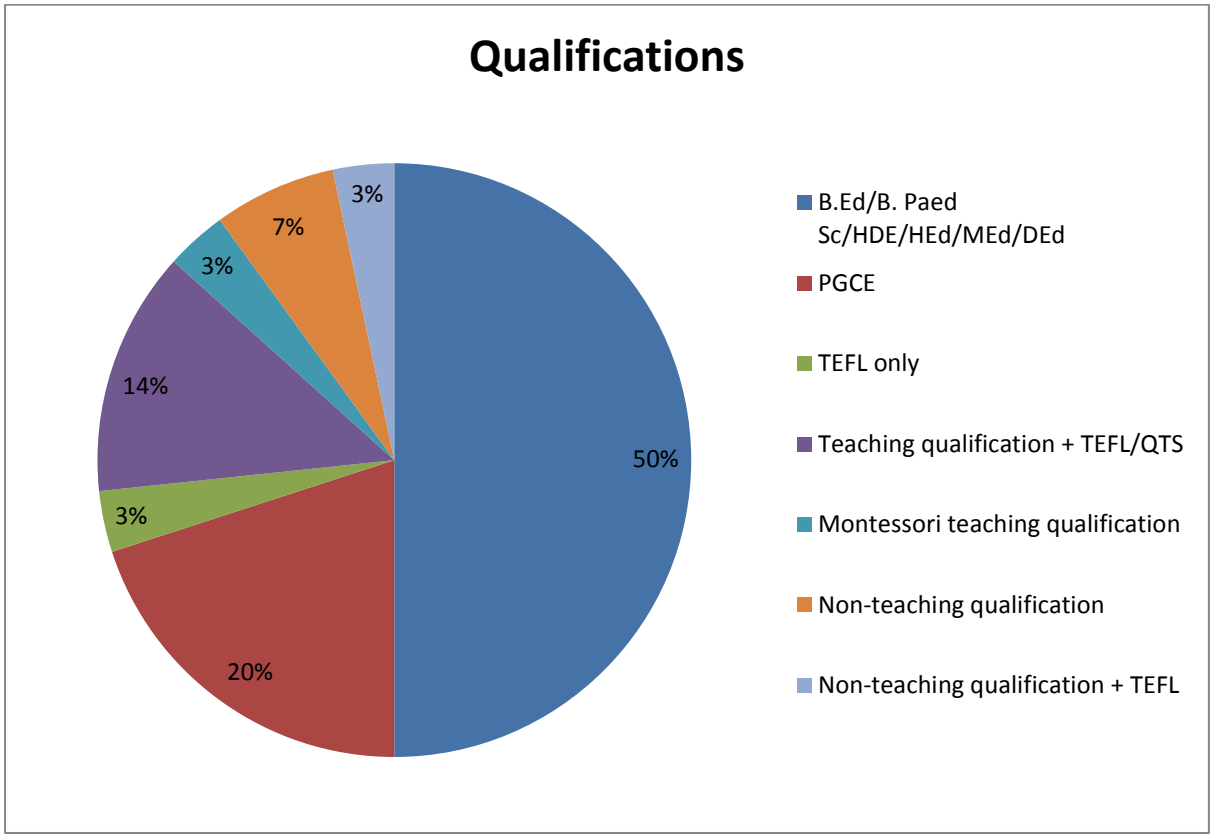
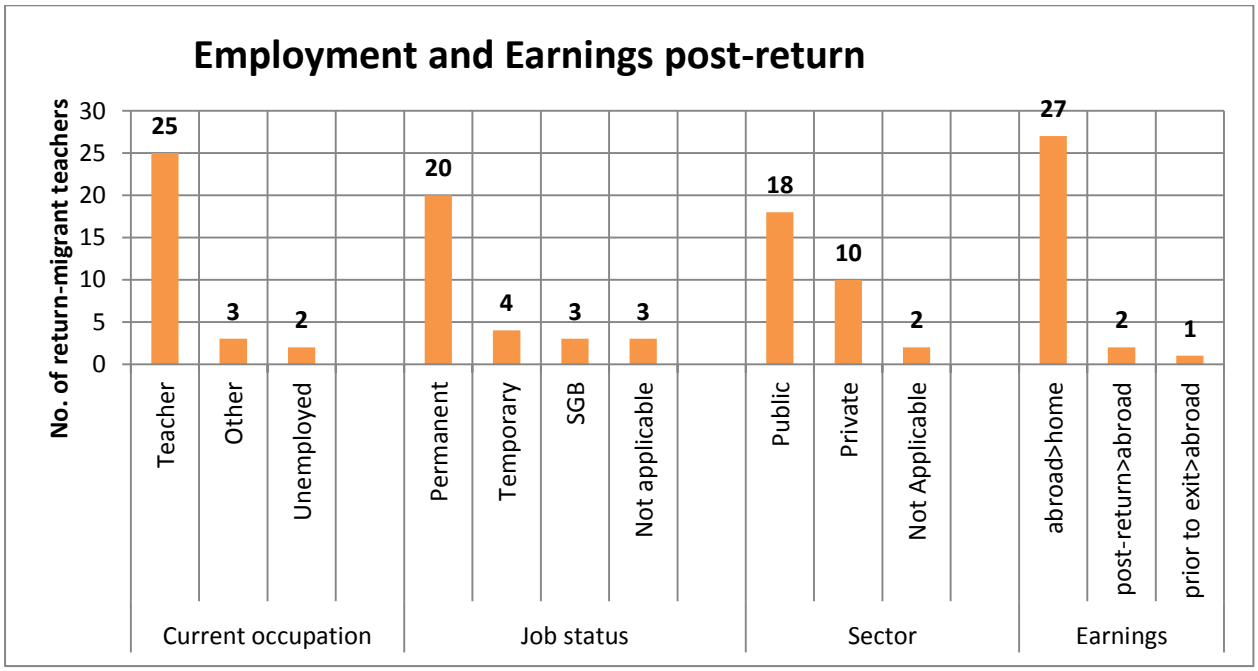


Figure 6: Bar Graph - Employment and Earnings post-return



Current occupation

With reference to Figure 6, 83% (n=25) of the return-migrant teachers not only returned to their home country but also to the teaching profession. Included in the 83% of teachers are a principal and a head of department, including one return-migrant teacher who migrated to higher education upon her return. Only 10% (n=3) from the sample returned home to professions not associated with the teaching profession holding positions as an employment relations consultant, assistant category manger and entrepreneur. The entrepreneur upon return, however, understandably did not enter the South African education system where English is the home language, amongst others, due to possessing a solitary TEFL qualification and not the compulsory B.Ed or BA with a PGCE that would have allowed entry into the local teaching profession. Seven percent (n=2) were unable to secure a teaching post upon return and are currently unemployed; one of which became a new mother upon her return and hence only started the job hunt recently. These findings indicate that majority of the return-migrant teachers were successful in securing employment either in the public sector (n=18; 60%) or the private sector (n=10;33%) and it also points out that majority of these employed return-migrants have opted to return to the teaching profession as opposed to changing career path.

Job status and Sector

The majority of the return-migrants (67%; n=20) secured permanent posts upon return which comprised 85% permanent teaching posts and 15% permanent employment in other industries. 13% of return-migrant teachers (n=4) are holding temporary posts within schools whilst 10% (n=3) are employed by the school as a School Governing Body (SGB) educator. 60% of the return-migrant teachers (n=18) are government employees whereas 33% (n=10) are employed by private institutions. The job status category did not apply to the two unemployed return-migrant teachers nor did it apply to the entrepreneur. Fittingly, the unemployed return-migrant teachers (7%; n=2) could not belong to any particular sector.

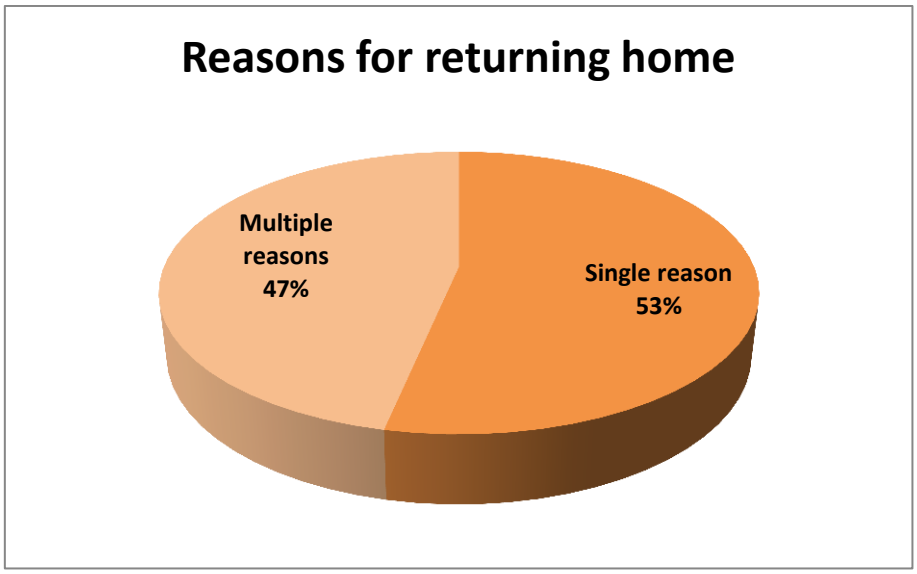
Earnings

De Villiers (2017) pointed out that teacher movements worldwide are fuelled by the attractive possibility of amplified earnings. An overpowering 90% of return-migrant teachers (n=27) were financially better off abroad than in the home country whilst 7% (n=2) excelled financially post-return since their earnings post-return were more than their earnings abroad. Though, of the two that excelled post-return, one did not earn money abroad as her stay was as short as 17 days. However, surprisingly 3% (n=1) earned more money prior to exiting South Africa. The above information supports the notion that one of the primary reasons for teacher migration, or migration in general, is financial gain.

4.3 Reasons for return

Below is a pie chart indicating whether the return-migrant teachers had a single or multiple reason/s for their return.

Figure 7: Pie chart – Reasons for returning



More than half of the sample (n=16) alluded to having a single reason that influenced their return to the home country whilst the remaining 47% expressed that their return was dependent on a number of factors. The above findings were based on the return-migrant teachers' responses to the questionnaire as to whether a single reason or multiple reasons were factored into their decision to return; however, the interviews revealed that one return-migrant teacher focused on a single reason for return contrary to the questionnaire where she stated she had two reasons for returning. In the case of another return-migrant teacher, the interviewer found additional reasons for her return.

4.3.1 Parent, child & spousal obligation

The return-migrant teachers wore many role 'caps' as they played the role of children, parents and spouses. It was these roles that lured them back home. As children, they chose to return to spend quality time with their parents; as parents, the welfare of their children was priority; and as spouses they took heed to the needs of their relationship.

Family: A feeling of home

The most common reason for returning home, although not always the only reason, was the feeling of missing family/home. Eight return-migrant teachers factored home and/or family as one of the reasons that compelled their return back to the home country. Sharon, Thalasa and Marissa expressed feeling homesick and yearned for their family. Thalasa highlighted that this was the first time she was away from her home in 24 years, hence her difficulty in adjusting to life abroad. Pixie and Aaron, however, returned for "*family reasons*" and "*family commitments*" respectively. Although not stated as her reason for return, being close to family also played an instrumental role in Terusha's decision. The regular interactions between the migrants and their families back home allowed them to build social capital (Reynolds, 2010) which played a role in their decision to return since they were aware of the support they possessed back home should they return home. Intangible resources, such as the support of loved ones and the skills acquired abroad, equip migrants and prepare them for their return (Hazan, 2014). On the other hand, Anesh's only motive for return was "*to experience life while [he is] still young with family and friends".*

Despite having emigrated to the UK 14 years ago, Donell proudly stated that his family, together with himself, "*remained patriotic*" to their South African roots. Loyalty to his country of birth was the driving force that initiated the idea of return in this instance. Fittingly, their main reason for return stemmed from their need to be back home with family and friends. Donell explained:

"*We were away for 14 years and just thought returning to SA [South Africa] would be good. My children didn't know their family (cousins, aunties, etc.) and [we] thought it would be good for them as well. We also wanted to see if my sons could adapt to SA."*

He also added that he harboured the desire to return to South Africa, stating that he "*always knew [he] would come back to SA [South Africa], so [he] tried to remain humble and keep [his] feet on the ground"*.

It is evident from his articulations that he anticipated positive outcomes for the family if they returned such as getting to know family. Additionally, he and his wife were keen to see whether their children would adapt to life in the SA.

Parental pull to South Africa

Some of the return-migrant teachers returned home to offer support to their frail parents as well as heighten their amount of interaction with their grandchildren. Whilst some returned with their families, others made sacrifices leaving their family behind to fulfil their obligation to their parents.

a) Close-knit with grandparents

Shane and his spouse, who initially intended to reside in the UK for a maximum of 5 years, remained in the UK for a total of 13 years than the estimated timeframe, welcoming 2 of their 3 children in the UK and successfully discovered their comfort zones professionally as educators. Appropriately, their main reason for returning was personal rather than professional, grounding their return on the fragile age of his parents. Shane did not want his parents or his wife's parents to "*grow old alone"* and he also desired the opportunity to afford his children quality time with their grandparents as living abroad resulted in very little interaction between the children and their grandparents. Likewise Ishen, another return-migrant teacher, also yearned for the same outcome as his children were also born and raised in the UK, not giving them ample time to bond with their grandparents so he was also looking forward to his children spending time with them.

b) Illness and death

Trigger events (sudden unanticipated occurrences) are also responsible for return migration. Feelings of an obligation to her ailing father, was one of the four influential factors that led Faye to return to her country of birth, whereas Solomon's only reason to return was the demise of his father and the need to assist his mum with the aftermath of this major loss. Similarly, Adam prioritised his dad's poor health and returned to South Africa without his wife and children. He stated that his "*then Irish wife"* reassured him that she would follow him to South Africa together with their two daughters after he secured employment; however, she failed to do so.

Children's exigencies

The welfare of the return-migrant teachers' 'children' was the second most common reason for prompting migrant return. Six of the return-migrant teachers factored their children into their decision to return. Of the six return-migrant teachers, different situations involving their

children triggered each one's return such the loss of a parent, undependable child-minder and the need to create close ties with family.

a) Loss of a parent

The loss of a parent required the presence of the other in Afreen's children's situation. Guilt was the factor that led Afreen to return home. Afreen believed that her children needed her after the passing away of their dad and this influenced her decision to return. She stated:

"Family responsibility/guilt after the death of my ex[-]husband made me review my decision. My children (all adults) seemed to need my presence as a mom + [sic] I felt obligated to return. Their financial improvement also took the pressure of me to provide for them. My only daughter needed her mother to come 'home'".

Also, knowing that her children were more financially stable, allowed Afreen to feel at ease financially with the move to return. However, when Afreen returned, her adjustment period was "*highly depressing*" as she felt "*instantly poor*". She missed the lifestyle she could easily afford abroad on her previous salary.

b) Irresponsible child-minder and a sense of abandonment

Putting the concerns of her children at the forefront, Lovania like Afreen, returned for the "*well-being of [her] children*". After residing in Abu Dhabi for 4 months, Lovania's children missed their mother. They were being taken-care off by someone that was trusted by the family, however, this trust was jeopardised in the process stirring concern in the minds of Lovania and her husband. A statement expressed to her by her husband was a prominent factor that led her to return home instantly. Her husband stated:

"No one can take better care of children than their mother can."

His comment "*affected [her] motherly instinct*" which triggered her return. Similarly to Afreen, Lovania was comforted by the fact that her husband's business was much more successful than prior to her exit, which made the decision to return a little easier knowing they were not reliant on her earnings abroad. Thalasa also felt like she was doing her daughter and son a disservice during their grade 9 and matric year respectively by being away from home, adding another influential factor to her thoughts of returning. She acknowledged another reason, involving her two children, compelled her to return to her "*young family*":

"*…it was the first time I went abroad without my family and my son was in grade 12 and my daughter in grade 9. It was, you know, I thought I was strong but I think it was just the timing was all wrong*."

Thalasa felt that her children were in need of her physical presence during their schooling life and this encouraged her to take the step to return home.

c) Need to reconnect with family

Courtney and Feroza's children were unhappy abroad and missed the feeling of being 'home'. Feroza and her husband felt guilty depriving their children of the opportunity to be surrounded by loved ones, hence their return. Feroza explained the "*guilt"* she and her husband endured knowing that their children longed to be around family which initiated the idea of return. She also stated:

"*There was no real quality of life over there without family*[7]."

Faye emigrated alone with the intention of her school-going son joining her eventually but during her time abroad she decided that raising her son in South Africa was a better option rather than Abu Dhabi as she felt that South Africa was "*a better country*". Zahara, however, recognised that as her children were maturing in age it was imperative that they interact with their family. Zahara based her return exclusively on her need to "*reconnect [her children] with family*" where they could be exposed to their "*own customs and people*" and immersed in "*an all English environment*"; whilst Layani took this factor into consideration along with other reasons.

Spousal commitment

One of the "*driving forces*" that initiated the return process for Lauren was a change in "*personal circumstances"* as she was "*asked to return home"* by her partner. Initially, one of the reasons that caused Lauren to emigrate was also a change in her personal circumstances, i.e. getting divorced, whereas now similar personal circumstances, a new relationship, was one of the reasons that drew her back to South Africa as her partner resided in the home country. Although suffering from anxiety and her health "*taking a knock*", she admitted that returning home was more for personal reasons and not so much for her health.

[7]This quote was used in the title of this thesis since it encompassed the overall reason for return among majority of the return-migrant teachers.

After loathing his experience in Bahrain upon his visit, Lauren's partner has no intention to relocate as she stated that he is "*very much an African through and through [and] he won't leave the country*"; hence, Lauren has decided to remain in South Africa with him. In the interview, Lauren stated that she would have followed in her friend's footsteps by getting a post at another host school, where she would have been less stressed professionally *"if there hadn't been this potential, sort of romantic relationship back home*".

However, her return was also dependent on securing a teaching post at her previous school prior to leaving the host country. Lauren firmly pointed out to her partner: "*If I don't get a job at that school, I'm not gonna [sic] come back*". Lauren was not prepared to downgrade her salary to return to a random South African school where discipline could be just as challenging as abroad. She believed a fair compromise would be accepting a lower salary with the guarantee of being re-employed at the South African school she was placed at before her departure ("*The money was also very good abroad so I said to him I had to come back, in terms of my career, [to what was] a worthwhile move. I wasn't prepared to sort of give up the money to come back to a terrible situation, but [sic] to South Africa, with a lot less money than I was earning out there*"). In spite of being successful in securing a post at her previous school, Lauren was disheartened that she had to start sooner than later as this meant missing out on her "*summer's pay*" bonus at the host school.

4.3.2 Nature of contracts

Migrants are sometimes forced to return to their place of birth as a result of their contracts expiring or when they are unable to get a constant flow of employment in the host country. This was the 3rd most common factor that triggered return. However, on par with work contracts as a trigger reason were ill-disciplined learners. These factors are discussed below.

Arrival of termination date

Trevor and Allister simply returned home because the timeframes stipulated in their contracts were reached. Despite mentioning that this was his sole reason for returning, Allister also added that being away from family during that one year contract was factored into his decision to return. Pixie and Faye also returned due to their contract reaching its end but this was not the sole reason for returning home. Hostile colleagues in the host school and family reasons were the other factors that played a role in Pixie's return to her home country

whereas Faye listed her unwell father, steep tuition fees for scholars and a better home environment to "*raise [her] son*" as contributing motives for return to her country of birth.

One of the reasons that encouraged Aaron to return to his home country was the fact that he satisfied his target of teaching in a specific destination country for a specific timeframe. He also mentioned other reasons that were factored into his decision to return home such as "*personal education[al] development, family commitments and change of work environment*. Although "*teachers [were] given a lot of room for creativity and freedom to take the lead in the educational process without much interference from external bodies*", there was a "*lack of order and structure, no behaviour management in place and unrealistic educational standards for second language students in English*". Aaron felt that returning to South Africa exposed him to a "*more organised and structured system which allows you to see efforts and results*". He also experienced "*job satisfaction in the form of student progress and development*" upon returning home.

Instability of contracts

Kazlyn, who taught English to local students in Saudi Arabia at the University of Hail for three months, returned to South Africa after experiencing an inconsistent stream of work. He explained that his work contract seemed unstable as he "*worked for a labour broker that could not secure a constant supply of work*". In response to my question posed to Kazlyn via email correspondence regarding the reason for the unstable flow of work and a background into the conditions of his contract, he clarified that the labour broker with whom he was affiliated, informed him that the university "*no longer required the full complement of staff provided by [the labour broker X]"* at the closure of the academic year ending June 2016. He continued:

"*As a result we were asked to 'wait' and were then promised that we would be moved to other projects around the country (at the start of the next academic year, i.e. August 2016).*"

The company failed to "*source work*" for them but still urged the migrants to remain in the country (Saudi Arabia) without receiving remuneration "*as they were confident that work opportunities will arise. They did provide accommodation. This continued until the end of October at which point I made the decision to officially resign and return to South Africa as the [labour broker X] situation was not feasible for me.*" Kazlyn speculated that the University of Hail may have downscaled, leaving the labour broker's company unprepared

and unable to secure other posts elsewhere for the migrant teachers/lecturers because other competing companies may have already been linked to those job posts ahead of time. "*This instability encouraged me to leave [the labour broker X] and search for other opportunities*." This was the only factor that prompted his return, a lack of job security.

4.3.3 Personal matters

Some of the return-migrant teachers chose to return based on their personal circumstances such as their age to start building a more secure life, poor heath, location of their retirement home as well as the lack of enthusiasm to continue teaching; all of which are analysed below.

Timelines

Terusha, a 27-year-old female who taught abroad for two years with no other teaching experience, had a single reason for her return: her age. She stated:

"*Due to my age, I wanted to start to settle down in various aspects of my life, the main one being to begin my career and grow in it in order for future stability and security.*"

Grounded on Terusha's articulations, she had a timeframe within which she accomplished her goals and felt that her age warranted the most lucrative time to commence building a stable a life. However, Terusha found it difficult to readjust upon returning home. She admits that she is "*still trying to adjust after three months of being home*" and also acknowledged that "*it will not be easy*". She offered an in depth explanation of her experiences post-return:

"*Returning to SA [South Africa] has been one of the most challenging chapters of my life. You feel that so much has changed, but you also realise that you too have changed: from your family to your friends. Your mindset has changed. You see the world in a completely different way that you're use to and are not able to understand the logic and ways of thinking of others, [e]specially the closed-mindedness. It takes a while to realise that others have not experienced what you have and so naturally they think in a completely different way to you. There is very little positives about my return as once you have lived abroad, nothing compares. The only positives [are] the weather, my mom and my dad.*"

Terusha has become accustomed to the way of life abroad, creating a new normal for herself; hence, her culture shock upon return. It is evident that she prefers life abroad.

Health developments

Whitney was not happy about returning to South Africa as her life in Korea was pure bliss. Although requested by her online flame to resettle with immediate effect in the home country, Whitney refused and suggested planning for her return after six months elapsed. Though, upon returning to Korea after a home visit, she realised that she was pregnant and felt consequently obligated to return home. By means of email correspondence she stated:

"*I had been cyber dating my husband from January 2017, I had seen him in passing when I lived in SA [South Africa] but we started talking online. When I came to SA to visit December of 2017, he asked me to stay in SA and take our relationship further. I compromised and said I'd come back after six months (I was hesitant as I loved Korea) [as] I had already signed my second year contract in Korea. So when I got back to Korea I notified my Director that I won't be staying the whole year. Furthermore, we found out I was pregnant. I now have a beautiful baby boy who deserves to have a proper family structure. If it weren't for my baby I'd probably not have returned.*"

Emotionally, Whitney was not ready for the move and returned half-heartedly to SA. Whitney missed the lifestyle she was able to enjoy abroad which made her transitioning experience in the home country a difficult task. She explained:

"*I loved my life in Korea, carefree, everything is so near, no crime and you don't have to fit in. Not forgetting the free unlimited [Wi-Fi]. So moving back to SA was [quite] sad for me. I love my family in SA [South Africa] but the external environment is so different. It's been emotionally difficult to transition. Not picking up cellphone [sic] network signals, to data depleting so fast and being so expensive*."

Whilst pregnancy was the reason for Whitney's return, for Christine however, the climate change in Qatar adversely affected her health resulting in the development of chest complications. This was one of the factors from which her decision to return home stemmed. The fact that the change in climatic conditions triggered health complications for Christine, she can be considered a "climate migrant"[8] as she had to escape the heat to improve her health. Similarly, one of the reasons that triggered Lauren's return home was "*environmental factors*" as well as "*anxiety"* in the classroom that instigated health difficulties. Lauren

[8] "Climate migrant" was a term Parker (2018, p. 1) used to refer to migrants who migrated as a result of escaping certain climatic conditions.

clarified *"...I had a really bad panic attack while I was there that landed me in hospital, just from the stress of it. And then, just environmentally, my health was also battling a little bit because it's the desert and so dusty, I was suffering really badly from allergies. So those things were big driving forces in considering coming back (to SA)."*

Zest for teaching vanished

Marissa spent one year teaching in Thailand but soon learnt that her passion lay in a different profession. Marissa possessed a TEFL qualification with no degree in teaching which indicates that she had no intention of pursuing teaching in the long-run. Hence, her change in heart about the profession is understandable. Furthermore, her sole intention of exiting South Africa was due to her desire to travel. This could be an indication that she only acquired the TEFL qualification as a step to commence her travel experience. She stated:

"I reali[s]ed that teaching wasn't for me and [I] found another job in Thailand, after a year with that company I was allowed to still work for them in any country from my laptop so I came home for a while."

Being able to work from the comfort of her home after she exited the teaching profession has allowed Marissa to take the decision to return home to SA. However, resettling back home has not been a smooth journey. She acknowledges that she hasn't "*fully adjusted yet*" as "*it isn't easy to re-adjust after making a home in another country, [she] got homesick just as easily as [she] got homesick when [she] first moved abroad*". Her articulations indicate that a period of adjustment was needed in the host as well as the home country.

Retirement years on familiar soil

Retirement was the reason that influenced Tim's decision to return home. Tim's spouse, a "*South African born Scottish,*" wished to reside near the ocean upon her retirement; however, due to being unable to afford purchasing a property with an ocean view in the UK, they opted to return home. Tim and his wife decided to settle in Scottburgh, a town south of Kwa-Zulu Natal, where "*[she] spen[t] many holidays as a child* and therefore always dreamed to retire there. They also felt that the weather in South Africa would suit them better. Initially, Tim decided to migrate to the UK with his wife as "*she wanted to return to her roots*"; similarly, Tim decided to return to South Africa with his wife as she wanted to settle in the place that held many of her childhood vacation memories. In both instances, Tim opted to migrate to

satisfy his wife's needs. Since their return eight months ago, Tim has smoothly transitioned into his home environment, stating by means of email correspondence:

"[I] am very flexible and would say I adjusted quickly as I work with what I have and make the best of it."

Tim's articulation suggests that he has found his footing with ease upon his return despite encountering a few obstacles along the way. He explained:

"*The school I am teaching [at] is [not as technologically advanced] as the school in the Um K (sic), luckily there was a projector but it was dysfunctional and [I] had to wait about three to four weeks to replace it. [The] biggest thing I had to get use[d] to was that people took their time to attend to requests, [they are] very laid back with no drive to be on-top of things as-if there [is] still tomorrow to attend to barriers/problems to [resolve] them*."

In respect of Tim's statement above, he has now altered his expectations as he consciously adapted to a comparatively different service delivery and technological work environment. Regardless of these impediments, they both are "happy" and settled in South Africa, choosing not to re-migrate in the future.

4.3.4 Antagonistic working environment: A xenophobic characteristic

An individual's working environment plays a role in the way in which they react to their job and how it influences the decision on whether to remain abroad or exit that environment. However, in respect of migrant teachers in the host country, factors such as being underestimated professionally, being subjected to problematic learners, being immersed in a demotivating education system and being seen as vulnerable, easy targets to the locals are some of the reasons that initiate return migration amongst expat teachers. Patwardhan (2018, p.1) explains why migrants are subjected to the above situations, pointing out that xenophobic people are characterised by their tendency to lack confidence in "cultures or people who are unknown to them or they perceive as strange", hence they react in an intimidating manner. Examples of relating to the above mentioned factors are provided in the ensuing discussion below.

Distrust and unprofessional behaviour towards immigrant teachers

One of the reasons that encouraged Sharon to return to her country of birth was the "*hostile teaching environment"* in Abu Dhabi. She "*could sense being spied on"*. Sharon mentioned several factors that negatively influenced her experiences abroad. She described how foreign teachers endured inferior treatment compared to the locals stating, *"Expats were [seen] as not good teachers, alway[s]broken down by management."* She further explained that their strategy entailed "*breaking you down to build you up".*

The management style/approach, mentioned by Sharon, indicates that the management in her host school believed that in order for them to successfully mould an expat teacher into a 'good' teacher they first had to make the teacher feel as though they are not worthy of their title as a teacher before receiving the necessary guidance from their superiors. This strategy makes the migrant teacher feel professionally deflated which can be demoralising. Not surprisingly management possessed no "*interpersonal/professional skills"* and offered *"minimal support"* leaving foreign qualified teachers somewhat in the lurch. She added that there was a visible segregation between local teachers and the expat teachers as the locals enjoyed different perks such as "*fewer teaching hours [and] more free periods*". Staff meetings were conducted in Arabic lasting 30 minutes and then converted into a five minutes English summary. Sharon also found difficulty conversing with the local teachers as she felt their attitude was inimical. Pixie also pointed out that "*bullying in the workplace was untenable*" in the destination country.

Lovania, although this was not stated as a reason for her return, pointed out in the interview that the way in which the monitoring of teachers is practiced in South Africa differs from that in the UAE. The "*unannounced*" classroom visits was something Lovania had to become accustomed to in a place where the roles of unions were non-existent. She laughed in disbelief as she recalled an incident with her vice president, who was an American expat, which occurred in the host school, stating:

"*She used to actually come and look through the window and for me that's like unprofessional especially growing up in a democracy.*"

Lovania, unfazed by the unethical monitoring practiced by her vice principal in the school in Abu Dhabi, stated that her mind was focused on her financial gain which was the ultimate goal for her stay in the host country so she did not mind the constant monitoring; however,

she acknowledged that understandably "*a teacher will find [that] hard to adapt to*" as "*it's a bit sneaky*".

Vulnerable, easy targets

Thalasa drew on hearsay during the interview elaborating on how expat teachers are falsely accused and receive the blame so easily. She substantiated her statement by recalling an incident she heard from expat teachers in Abu Dhabi during her orientation week:

"…it was scary and I think I told you about the principal that didn't go on the excursion and all his teachers went and even Muslim teachers went from the country and a child was found dead and stuff. I think it was heat exhaustion and they didn't do a head count or they did a head count and they didn't count her and the South African… principal was now accountable although he did not go on the excursion and he was also put into prison. So these stories you don't hear it, it's not put on a newspaper or Facebook or wherever but people told us about this…"

Thalasa also offered another example which was conveyed to her by a South African friend who also taught in Abu Dhabi. She reiterated:

"[Another male teacher] didn't even hit a child but he caught the child by the collar because the child told him something. The boy didn't say anything, he swore the teacher apparently but he went straight to the… [labour broker Y] building, drove straight there to the [labour broker Y] headquarters to inform them that the teacher assaulted him and the teacher caught him by his collar and this teacher was South African. The teacher left the school, didn't tell anyone anything, he didn't take anything, took his bag and whatever he had with him, booked his flight and came back home because he knew he'd be arrested and put into prison just for holding the child by the collar."

They were also warned at induction:

"*Be very careful of the security guards in your buildings and don't have a fight with them because they can spread rumours about you and the police can come and arrest you…even without finding evidence…*"

Thalasa mentioned the above stories to emphasise the extent to which locals will go just to intimidate the expats, some of which increased her anxiety of remaining in the host country

and prompted her to go back home. It was evident from the above narrations that a lack of evidence in the country will not prevent a foreigner from being declared innocent nor will it eradicate the heightened state of fear experienced by the foreigner on unfamiliar ground.

Layani, on the other hand, had a close encounter with a xenophobic attack, or what could have escalated into an attack. Layani laughed as she recalled her encounter during FGD and indicated that it was a rather "*funny*" experience.

"*I was walking with one of my friends… we were [in] downtown Denver (a city in Colorado, USA) and suddenly I heard someone scream 'Hey, she's Indian!' and then they start running and so I was so oblivious to that and I start looking around, looking for this Indian, not realising they were actually talking about me. Then I see a whole bunch of people running towards me and then my friend was like, 'You know what, you have to get out of here now, they're coming for you'. It was kind of weird because these were a bunch of gypsies so it didn't make sense to me at that point*."

Layani's encounter could have resulted in a different outcome had she not escaped the gypsies. She did, however, acknowledge that her other encounters with locals were not xenophobic per se, but it was based on ignorance as locals merely built assumptions and reacted based on their assumptions.

Errant learners

Delinquent learners were the third most common reason based on the number of times it was mentioned as a reason for return among the return-migrant teachers; however, expiration of contracts was equally common in the return-migrant teachers' responses. Although five return-migrant teachers specifically articulated poor learner behaviour as their reason to return, many identified this problem in their responses to other questions reflected in the questionnaire, interviews and focus group discussions.

Sharon not only experienced a negative reception from her colleagues but also from the students; another reason that pushed her back to her home country. She clarified: "*I LOVE TEACHING, especially Science, but teaching there felt more babysitting. It was not 'real'"*. Although the school was well-equipped with learning resources, the learning ethos was non-existent. "*Students do not see the need to learn, as everyone passes to the next grade*," she added.

Sharing the same emotions towards the teaching profession, Lauren, although able to practice good classroom management in the home country, proclaimed:

"Due to the challenges I faced in the classroom, I wished to return home before my love for the profession was compromised. By the administration's own admission, they'd given me four of the school's most challenging classes ever in the history of the school!"

In the interview, Lauren mentioned that classroom management abroad was an "*absolute nightmare*" as "*they [the learners] would come into the classroom sort of almost determined to break you in the one hour that they had you*". For example, she recalled two pleasant, local grade 8 students approaching her after the lunch break, warning her: "*Miss [Lauren], we just thought we needed to tell you, the whole class has just spent Arabic, the Arabic lesson, plotting how they are going to break you in this lesson*". According to Lauren, it is common knowledge amongst the expats that the "*first year of teaching in the Middle East is horrific because they like push you, push you, push you to the limits so that you prove yourselves willing to stay and that you are not going to be like all the rest of the teachers and just leave*".

Based on Lauren's articulations, the ill-behaviour displayed by the learners in the host school is a reaction to the inconsistent entrance and exit of foreign teachers that occur on a regular basis. She views the ill-discipline as "s*oul destroying*" and notes that were she to ever teach abroad again, she would "*recognize [sic] it as a job, rather than a 'passion'*". Lauren voiced her new strategy, which involved a change in mindset should she enter a school in another destination. Stemming from her past experience and the negative impact it had on her emotionally, physically and mentally, Lauren believes that she would be much better off if she did only what she was paid to do, eradicating any intention of making an actual difference in the lives of the learners. When too much effort is invested on the part of the teacher (in this case the migrant teacher), the results are futile, it discourages the migrant teacher from going the extra mile and in time they stop trying.

Thalasa, had no teaching experience in the UAE due to returning home in the midst of the orientation week, returned home partly after having fear instilled in her by her colleagues. Thalasa's colleagues who teach in the UAE warned her that "*most [of] the learners are rude, arrogant and spoilt. If they (learners) [do] not like you, they would lie about you to their parents or principal and actually tell [sic], 'I will get you deported'. This is apparently learnt behaviour from their rich parents who tell the [immigrant] helpers/maids this."* The anxiety

of being exposed to an ill-disciplined classroom was one of the reasons that triggered Thalasa's return to her home country. Lauren also diagnosed the root cause of the ill-discipline amongst the scholars in Bahrain. Lauren stated:

"*Half the challenge is that everyone on the island, all the expats, have been brought in to work for the Arabs. So the Filipinos are there and they are the nannies and like the beauticians, the Indians and Pakistanis are there and they are the drivers and cleaners; so everyone on the island is basically an employee of the nationals so they treat you like servants."*

As a result the learners view the foreign teachers as their servants.

Christine's view concurs with all the views and statements mentioned above. Having taught in Qatar for 3 months, Christine compared the discipline between the home and host countries, expressing her thoughts:

"*I think if you take the worst-disciplined children in SA [South African] schools, our children are still angels compared to what I have seen abroad."*

Raqueeba and Aaron, on the other hand, failed to receive adequate support from management in the host school with the learner behavioural problems they had encountered. This caused Raqueeba to miss teaching South African children and initiated Aaron's need for a "*change of Work [sic] environment*".

During the interview, Layani mentioned an astonishing aspect of the teaching environment regarding one of the American schools at which she was employed, stating that it had barricades installed in the classrooms to protect the teachers from the scholars; indicating that the likelihood of violence being inflicted on teachers was high. In the FGD she mentioned questioning the presence of the "*fence*" in her classroom as "*they could still shoot [her] and stab [her] through the fence*". This type of classroom fixture did not give room for "*interaction with the kids*" and it also did not allow the teacher to discipline the learners as they were "*on the other side of the fence"*. The school was not strict in terms of discipline and teachers were only expected to do their jobs, which was to teach. Discipline was at its peak only during the times when the learners were in the presence of police, security, or heads of faculty. Layani identified that there is a sense of "*entitlement*" evident from the learners' demeanour regardless of the background to which they belonged. In the private

school that Layani initially taught at abroad, she stated they "*didn't have a discipline problem per se; however entitlement was a problem*".

Layani recalled a shootout by one of the leaners that occurred in her school which was described in more detail during the FGD. Layani mentioned that the aggrieved learner shot 3 teachers in revenge along with 12 learners who were in his way, explaining:

"…*his reason for the shootout was his one teacher insulted him and he didn't feel that was right so he decided to take his parent's gun*…"

This incident made local headlines and instilled fear in Layani. Layani replied to Thalasa's question enquiring if she was present during this incident, stating: "*By my pure dumb luck, I got into my car with other students and we went to get lunch* (laughs)". Layani casually pointed out that access to firearms in the USA was simple as an individual could basically "*go to Walmarts*", a retail store, to purchase the weapon. Medication, drugs, abuse and other factors were supplied for learners' poor behaviour, however, Layani stressed that it is impossible to pinpoint what are the triggers.

The ill-discipline of the learners in the host country evidently played a huge role in the decision-making of the return-migrant teachers as they chose to return before their passion for teaching was extinguished.

Parental expectations

During the interview with Lauren, she laughed in dismay at the unreasonable expectations of the parents and the attitudes that accompanied them.

"*Oh Lord! The parents are another story. My God they are terrible,*" Lauren exclaimed.

She continued:

"*I mean like I would get emails at midnight from the parents saying, 'I'm busy studying with Salman right now. Please could you send me this, this or this,' and you're sort of expected to, if you've got the email, to reply immediately*."

Due to the "*grading system [being] very transparent*" and "*grading turnovers [being] very quick*", marks need to be logged within two days of the assessment being carried out, which is a very short period for marking. However, once these marks are logged, the learners

together with their parents peruse the marks and "*you can be guaranteed of having at least five emails in you inbox or phone messages from administration saying that 'You've received a phone call, please can you return it"*. The parents at Lauren's host school fervently interacted with the teachers and assumed their (the teachers') duty had no cut-off time. The parents also assumed that their children were outstanding, straight "A" students who should receive nothing less than 90% on assessments.

"*If they haven't reached 90 [percent], it's definitely not the child's fault, it's definitely you as the teacher, you have failed them for [them] not getting 90.*"

Most parents naturally expected the teachers to avail themselves 24/7 as it is a common practice by management to expect the same. In addition, parents had their own preference in respect of who should teach their children. Lauren indicated that in the host school, xenophobia was eminent, however, "*it's not the school as such, it's more the parents of the children that you're teaching*". Lauren recalled a story told to her while abroad of how a South African Indian teacher was removed from the host school as a result of the parents' petition against the expat teacher. Lauren explained the reason behind the actions of the parents:

"*They like to know that it was a White teacher [teaching their children] because they assume that the White teacher had the accent that they were after… when they see Indian people they automatically assume that they'd have like an Indian accent because there's a lot of Pakistanis and a lot of Indians on the island and one of the big things, one of the big draw cards for having western teachers teaching them is so that their children can develop a more western accent*."

In other words, the mentality possessed by the Bahraini parents is that "*White meant western accents*". Although parents preferred White expat teachers, Lauren was still ridiculed by the learners for her pronunciation of words as the learners still felt like she sounded different. However, the parents were also "*quite xenophobic against the Egyptians*". Lauren clarified via email correspondence that "*the locals (stereotypically) considered the Egyptians to be sly, conniving and lazy and often spoke of them with disdain"*. Although she had Egyptian colleagues in the host school, Lauren emphasised that disapproval was a common reaction displayed by the locals towards the Egyptians. Persians, an Iranian ethnic group, were also disliked by the Bahrainis as "*they believed Bahraini territory was stolen by the then-Persians"*. This feud affected the local classrooms in the sense that "*evidence of Iran's*

[existence] was even censored - it had to be blacked out on maps in social studies classrooms, and any mention was tippexed (sic) out of text books too."

Shane also had a similar experience as Lauren regarding accents. Although he stated in the FGD that he would not subjected to xenophobic attacks while he was abroad, as London is a diverse country. He did, however, recall an incident which he found to be rather amusing where the parents of Indian descent at the host school sought to find a reason behind their child's poor results, indirectly pushing the blame towards him and a colleague because they were foreigners. Shane expounded:

"*When I was having parents' evening, it so happened that… the teacher from New Zealand and I… shared a class and we taught a student… evidently whose parents were from India, or let's just say that they were second-generation British Indians and the parents did ask the child in front of the two of us, 'Do you have a problem with the subject because you do not understand the teachers' accents?' Being from South Africa and the other person being from New Zealand, we speak English and I don't know how this accent may have an effect on it…"*

That was the only incident that paid undue attention to the fact that they (the immigrant teachers) were foreign teachers, as every other experience in the host country was positive and felt very much like home to Shane.

4.3.5 An unstructured foreign education system

Layani was not in favour of the American educational system and believed that the American educational system was unstructured and lacking when compared to the one in South Africa. According to Layani, the learners abroad were "*rude and tend to know more"* and technology seemed to replace books. Layani "*personally felt that the level was much lower as compared to the content taught in SA [South Africa]".* During the interview with Layani, she stated that when she realised that she was expecting her first child, she "*didn't want to raise [her] child (laughs) with their concept of education and discipline."* She believes that the American education system failed to "*test or challenge a child*" and was rather laidback. Layani feared that if she enrolled her child in an American school, her child would be "*dumb*" (not smart) which triggered her return. It was evident that she believed that the education system abroad, in the USA, was inferior to the education her child would receive in South Africa.

Although stating on the questionnaire that there were multiple reasons for returning, the interview with Layani clarified that the sole reason for her return was to provide her daughter with a better education which, in her opinion, was available back in the home country.

Like Layani, Christine was disgruntled about the way in which the schooling system operated. Apart from developing health complications whilst abroad, she added another reason that stimulated her return. She stated:

"*I am committed to teaching excellence and the culture of teaching there was not to my satisfaction.*"

Christine believes that teachers who opt to teach abroad are purely finance driven because "*there is no commitment*" from the students as they "*learn nothing but they are promoted"*. She does not agree with the schooling system in the host country where the learners are passed or pushed to the next grade despite "*having no interest in studying.*" She is of the strong opinion that being eligible for the next grade should be earned and not handed so easily to the learners. In addition, the lack of interest displayed by the local learners is echoed as "*they do not even attend school with stationery which you provide every day.*"

Marissa, who taught in Thailand for a year, stated that although the system of 'promotion' may be beneficial to the younger ones as it maintains their confidence and enthusiasm for school, it may be detrimental to the older ones who "take advantage" of the system knowing they cannot fail.

4.3.6 Socio-economic changes

Factors such as a change in climatic conditions, expensive tuition fees, favourable exchange rates, shifts in lifestyle and lack of employment opportunities abroad have socio-economically affected the migrant teachers' pockets and way of living in the destination country, prompting their return home. These factors are covered below.

A change in climate

Feroza, a mother of three boys, resided in Saudi Arabia for the duration of six years and found the weather extremely problematic. She explained that her children enjoyed outdoor activities; however, they were confined to a restricted play area as majority of the activities were specifically meant for indoors as a result of the scorching heat.

Like Feroza, the weather pulled Ishen to return home. The pleasant weather in South Africa positioned itself as Ishen's second reason for exiting the destination country. He pointed out that part of the reason he chose to return was based on the "*warm weather lifestyle*" he would be able to enjoy in South Africa.

Whilst Feroza chose to escape the heat in Abu Dhabi, Ishen chose to escape the cold in the UK.

Costly tuition fees

One of the factors that were instrumental in initiating the idea of return amongst parents was the fact that school fees were very costly abroad. Parents such as Raqueeba and Faye, both having lived in the UAE, articulated the same concern that was factored into their decision-making process to return home. Raqueeba acknowledged that "*schooling for [her] kids at International School was too expensive*" with Faye sharing the same sentiments that "*school fees in the UAE are extremely high*".

Lovania, although not reflected in her questionnaire or interview responses, the overpriced school fees were acknowledged during the FGD as a push factor in the receiving country which eliminated the idea of chain migration in respect of her children. She explained that expat children were not allowed to attend local schools as international schools were strictly allocated for them. Lovania mentioned that the school fees in the host country laid to rest the idea of her sons joining her abroad as her pockets could only finance the schooling tuition fees offered in South Africa. This new development in her reasoning for return indicates that factors not only in the home country triggered return but also that in the host country.

All three mothers agreed that South Africa offered more affordable tuition fees for scholars when compared to the international schools in Abu Dhabi.

Currency conversion

Ishen also took the currencies into account when deciding to return to South Africa. He stated that he planned to "*enjoy the benefits of the high exchange rate".* Ishen would have received more South African rands for his pounds upon his return as the pound is a stronger currency, placing him at a financial advantage upon his return and allowing him to live a more comfortable lifestyle in South Africa.

Lifestyle alterations

Within 17 days of residing in the Abu Dhabi, Thalasa realised that she was not ready for such a huge adjustment after taking heed to the strict rules dictated during the induction week. The rules included guidance on "*how to dress and how to speak and how not to speak"* and those conditions startled Thalasa. Not all schools are strict about wearing the kandura and abaya, which are Emirati attire; however, expats are encouraged to do so. During the interview, Lovania, having also lived in Abu Dhabi, added during the interview:

"…modesty is integral. You cannot show skin as a woman so whatever dress or skirt you [are] wearing has to go right down to your ankle [and] no plunging necklines obviously. Everything on the top must be covered and your sleeve cannot be higher than your elbow, it has to be below."

Thalasa explained that certain words such as "*pigs and dogs*" must be omitted from the migrant teacher's speech, no personal religious connotations are allowed in the form of jewellery, etc., and being the in the company of the opposite gender is forbidden alone. Thalasa proclaimed that even in the instance of "*working on an assignment,*" alone in your home, with "*male companions*" or accepting a lift with them was considered a crime. Female migrant teachers, and female migrants in general who chose to settle in Abu Dhabi, were not free to build platonic relationships with male counterparts.

Christine however, found that in Qatar maintaining relationships with other females who were accompanied by their spouses proved to be a strenuous endeavour. She stated:

"*There is little or no socialising for a single female since women who are there with their husbands stay away*."

It is evident from the above statements that single female migrants in the Gulf are restricted with their social interactions and are sometimes forced to live in isolation.

Furthermore based on hearsay, Thalasa also mentioned that in the case if an accident, despite how minor, one would have to wait for the arrival of the police, ranging from 1 to 10 hours.

"*You cannot just go away from the accident scene and say 'Okay everything's fine, my car's not damaged' and go away, you have to wait, you have to wait for the police to come. If you don't wait and you leave, they will come for you and they'll arrest yo*u*... especially if you are*

an expat and from another country, you can't have your own ways there… we can't express our democratic rights and that scared the hell out of me."

Thalasa was not familiar with or used to the strict laws enforced abroad, particularly for expats, and this proved to evoke an array of emotions that fuelled her temptation to return home.

Brain underutilisation: Inability to secure employment abroad

Courtney and Raqueeba emigrated with their families to the UAE and offered multiple reasons for their return. Coincidently, both their spouses were unable to secure employment abroad over the two years of residing in the country of destination. Sharon's spouse faced the same challenge. Sharon also resided in the UAE for a year together with her spouse; however, due to him being unsuccessful in gaining employment, he "was *getting bored as he stayed at home doing the household chores while [she] was at work".*

Zoey was in a similar situation, however, this time with the roles reversed. Zoey headed out of South Africa with her spouse to Australia due to "*the state of the country at that time as well as the increasing crime rate. [They] wanted to live a better life and Australia seemed like the best choice at that time".* However, this move was short lived as Zoey struggled to secure a teaching post abroad due to the abundant list of qualifications that were necessary to be eligible for the post. She explained her struggle with securing a post abroad:

"It was extremely difficult to gain employment as a teacher in Australia, in order to teach, it was a requirement to have the basic life support and/or child CPR, as well as some form of counselling certificate or experience. In order for your teaching qualification to be acknowledged, you are required to write the [IELTS] test before applying for grading of international qualification. [T]his is to ensure that the qualification that you hold is align[ed] to the Australia[n] qualification. Permanent employment was also very hard to come by; in most instances the school would offer a relief position, temporary or for a fixed term employment. At a school, the level of education was based on how much it cost, private schools offered a much high level of education as opposed to public schools."

Zoey and her spouse returned within seven months, basing their decision to return home purely on her unemployed status abroad. However, Zoey also found it challenging securing a permanent state-paid teaching post in Durban upon her return, which forced her engage in

internal migration from Durban to Gauteng (which is considered the employment hub of South Africa). Zoey described her post-return experiences stating:

"*Living abroad meant that I missed family and friends, so upon return it was wonderful to spend time with loved ones. When we returned to South Africa we both did not have jobs, which resulted in us relocating to Gauteng. It was much easier to gain employment here. Living in a first world country really expands your mind and teaches you things you could not learn otherwise. When I returned to South Africa I immediately got a feeling of home, which I had not felt in a long time. Being sort of a social outcast it felt great to be among my own people. However living abroad was not all bad. It challenged me as an individual and made me realise what is important in my life and helped me, find me*."

It is evident that Zoey longed for interaction with familiar faces and struggled with being alone and feeling excluded socially; however, this process allowed her to self-analyse and self-reflect which positively influenced her outlook on life.

Likewise, Thalasa and her husband followed the same trend after failing to find a secure teaching post in Durban which left Thalasa feeling "*withdrawn",* a characteristic not familiar to her prior to her exit.

Pixie's experience was also similar in Australia. She stated:

"*South African teachers although welcomed due to their hardworking, professional work ethic, have a difficult time converting their SA qualifications to qualify to teach in public schools.*"

Evidently, although South African teachers are being sought and accepted in teaching posts abroad, the decision made by schools in the host country is not necessarily based on the standard of qualification possessed by the migrant teachers, but on the work ethic displayed by the migrant teachers.

4.3.7 Career and study advancement

Maveshni returned from South Korea only to complete her Master's in Business Administration through a private institution located in South Africa. She had every intention of re-exiting South Africa on completion of her studies and during the interim of the questionnaire being completed and the interview being conducted, Maveshni re-migrated to

another host country in the UAE. This type of migration, known as "second-time emigration" (Bovenkerk, 1976 as cited by King, 2015, p. 5), or serial migration (Ochs and Yonemura, 2012/13) clearly shows how Maveshni returned to her home country and thereafter emigrated to a different destination country. Maveshni also revealed in the interview that having completed the coursework for her studies with the dissertation outstanding, there was no need to remain in the home country where the lifestyle was too fast-paced and distracting and "*work was too demanding*". She felt she would be at an advantage re-migrating for academic reasons. Luke, progress-driven like Maveshni, only returned with the intention to exit his homeland once again. His sole intention was attaining to meet the prerequisite for becoming eligible to teach in Dubai or Abu Dhabi which required a minimum of two years teaching experience in South Africa.

Luke and Maveshni's return were fuelled by their inner ambitions to excel academically as well as professionally.

4.3.8 Concealment of death

"… when my friend passed away and had a heart attack (during training week and before placement at schools), that stands out for me the most; when they [Emiratis] asked us not to speak about it and not to ask questions about it and they kept it very 'hush-hush' and I think that scared the hell out of me," recalled Thalasa. They feared instant deportation from Abu Dhabi if they probed further into the matter.

When questioned if this tragic event influenced her decision to return, she replied:

"*Ya [sic], I got a shock of my life more because I told you they kept it hush.*"

Although not specified in the questionnaire as a reason for her return, the interview revealed this reason that was further supported in the FGD. The above statements point to a trigger reason that supplemented her return as she could not fathom the need for discreetness of her friend's natural death and as a result was unable to cope emotionally and mentally.

4.3.9 Summary of factors associated with return

Below is a summary of the impact between the push and pull factors that have influenced the migrant teachers' decision to return to South Africa and it also offers a gaze into the relationship between their initial reasons for leaving and their current reasons for returning.

Table 5

Summary of Factors Associated with Return

No.	Names of participants (Pseudonyms)	Relationship between the reasons for departure and reasons for return		Home or host country initiated return migration?		
		Exists	Non-existent	Home (pull factors)	Host (push factors)	Both
1.	Courtney		✓		✓	
2.	Faye		✓			✓
3.	Christine		✓		✓	
4.	Raqueeba		✓		✓	
5.	Tim	✓			✓	
6.	Thalasa		✓			✓
7.	Feroza		✓			✓
8.	Adam		✓	✓		
9.	Trevor		✓		✓	
10.	Donell		✓	✓		
11.	Zahara		✓	✓		
12.	Maveshni		✓	✓		
13.	Solomon		✓	✓		
14.	Sharon	✓				✓
15.	Lovania	✓				✓
16.	Ishen		✓	✓		
17.	Luke		✓	✓		
18.	Marissa		✓			✓
19.	Terusha		✓	✓		
20.	Layani		✓			✓
21.	Lauren	✓				✓
22.	Allister	✓				✓
23.	Anesh		✓	✓		
24.	Shane		✓	✓		
25.	Afreen	✓		✓		
26.	Pixie		✓			✓
27.	Aaron		✓			✓
28.	Whitney		✓	✓		
29.	Zoey		✓		✓	
30	Kazlyn	✓			✓	

4.3.9.1 Association between reasons for departure and return

Table 5 offers a summary of the thought processes amongst the return-migrant teachers. The study found that majority of the migrant teachers' decision to return to their country of birth shared no association to their decision to emigrate. In other words, the reasons stipulated for leaving and their reasons stipulated for returning had no correlation to each other. For example, Shane stipulated that one of the reasons he opted to exit the South African education system was due to the disarray presented by the introduction of the OBE system. However, his return was unfazed by the fact that the OBE system is no longer implemented in the South African education system. It is evident that more often than not, migrants' decision to return is grounded on present-day situations; not on past decisions nor on past occurrences that are no longer an issue.

4.3.9.2 Stronger pull into the home country or stronger push from the host country?

With reference to Table 5, it is evident that the majority (40%: n=12) of the return-migrant teachers were attracted back to South Africa based on the pull factors that exclusively presented itself in the home country whilst only 23% (n=7) of the migrants were entirely influenced by push factors from the host country. It is also important to note that 37% (n=11) of the migrant teachers returned based on a mix of factors: push factors in the country of destination and pull factors in the home country. This indicates that 77% of the return-migrant teachers were influenced by pull factors in the home country and 60% by push factors in the host country, contributing to their decision to return. The most prominent pull factor was family (taking care of a sick parent, offering a support system for a grieving parent or children, yearning to be around family and friends, maintaining and strengthening the bond between the children and grandparents), followed by parental obligation (better environment to raise a child, to expose a child to a better quality education system, and offering a support system to schooling children back home), professional development (to begin a life and settle in a career, furthering of studies at local institutions, acquiring of South African teaching experience to meet criteria to teach in the UAE), pregnancy and spousal commitments. Evidence presented in the findings indicated that personal reasons dominated return more than professional. The specific reasons for return are fleshed out in detail in section 5.4.

4.4 Status of return

This section aims to identify the permanency of settlement in home country among the South African return-migrant teachers. This section also sheds light on the reasons behind their intention to remain or their intention to exit once again.

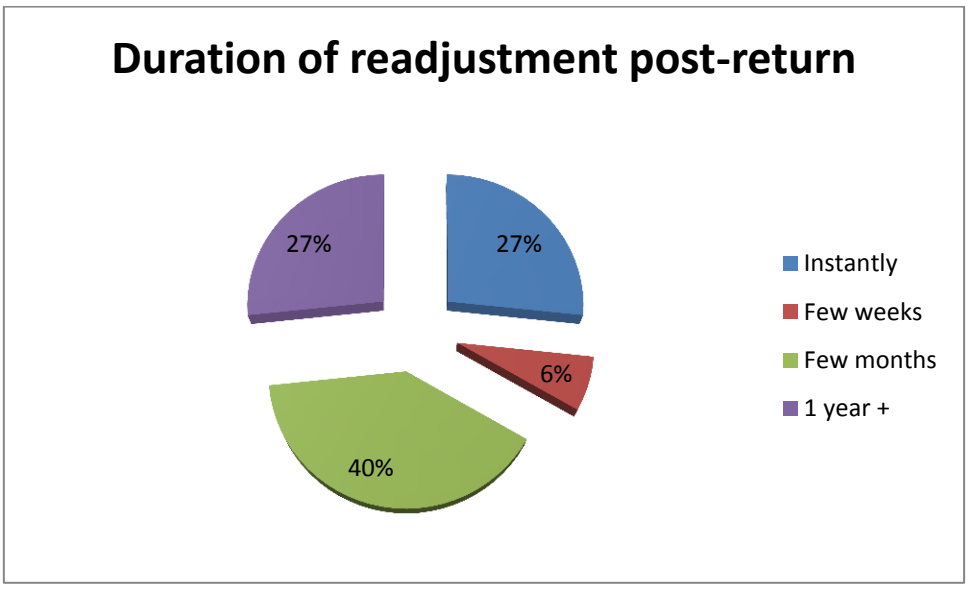
4.4.1 Return experiences

It is important to establish if the post-return experiences have influenced return-migrant teachers' decision to remain in the home country or engage in re-migration/second-time emigration.

4.4.1.1 Adjustment post-return

Figure 8 gives a clear indication on the duration of which the return-migrant teachers took to readjust in the home country and Figure 9 weighs the positive against negative post-return experiences.

Figure 8: Pie chart - Duration of readjusting to life in the home country



With respect to Figure 8, 27% (n=8) of the return-migrant teacher settled in instantly requiring no time to transition between both countries. In other words, these migrant teachers experienced no culture shock upon their return and they were able to continue with their lives effortlessly as if they never left. The other 27% took over a year, some over two years, to readjust to the South African way of life, practices and mindsets upon their return. Six

percent (n=2) of the returnees needed a few weeks to find their footing on home soil while majority needed a little extra time (40%; n=12). It is also important to note that 17% (n=5) of the return-migrant teachers stipulated that readjustment is still a current endeavour as they have not fully adjusted to life in South Africa yet since their return.

4.4.1.2 Blissful, bleak or bittersweet post-return experiences

Figure 9: Bar graph - Post-return experiences

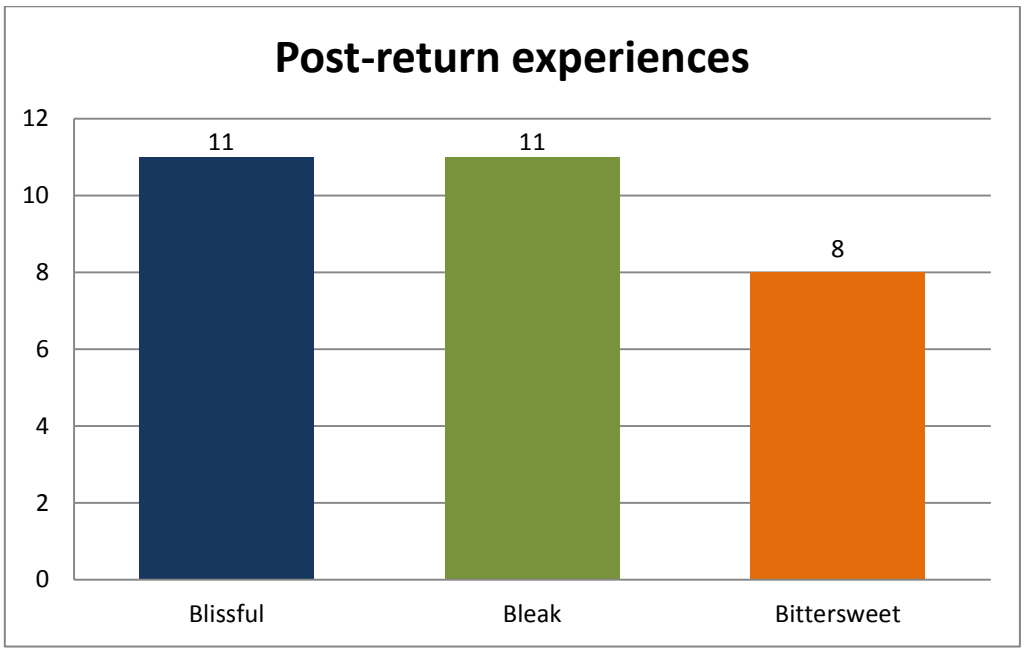
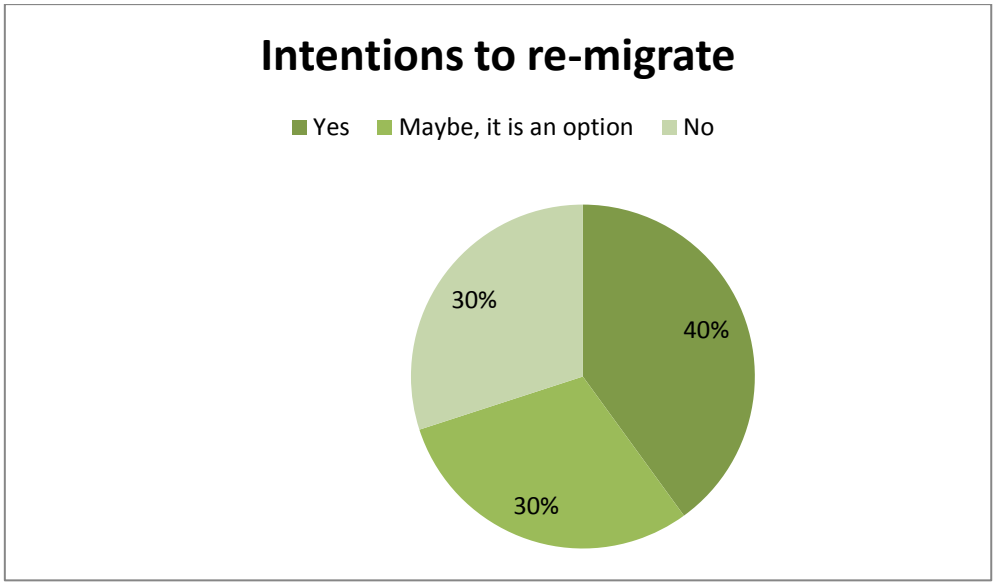


Figure 9 categorises the South African return-migrant teachers' experiences into three groups. The first being 'blissful' which is symbolic of exclusively positive experiences upon return whereas the term 'bleak' is quite the contrary as it epitomises negative return experiences. However, not all South African return-migrant teachers encountered solely good experiences or solely negative experiences. Some possessed mixed emotions resulting from positive and negative experiences, placing them in the 'bittersweet' category. There was an equal proportion of positive, blissful post-return experiences and negative, bleak post-return experiences as indicated in Figure 9. However, 27% (n=8) of the return-migrant teachers shared mixed reactions amid their reintegration process. Van Meeteren, Engbersen, Snel and Faber (2014) placed return-migrants who encountered positive return experiences into three categories: those who reached their goals abroad before returning; those who returned upon retirement; and those who returned to engage in entrepreneurial activities. From this study however, no return-migrant returned upon their retirement whilst there was only one migrant

who became an entrepreneur upon return, not by choice but due to being unable to secure a job elsewhere. Bittersweet return experiences, according to Van Meeteren et al. (2014) stem from the migrant's inability to establish where home really is, the home country or the host, and an undesirable experience in the host can leave the migrant confused about their entire migratory experience. The negative experiences on the other hand which also revealed itself within this study were as a result of different reasons such tardiness in service delivery in the home country, negative social encounters, challenges in the workplace and family expectations, inability to adjust to lack of resources and also the negative mindset from abroad may have returned with the migrant.

Figure 10: Pie chart – Intentions to re-migrate



Seventy percent (n=21) of the entire sample included return-migrant teachers who are determined to re-migrate (n=12) and those who stipulated that re-migration is an option dependent on several factors (n=9) whilst 30% (n=9) decided to remain in the home country and continue building a life here. The statistics indicate that South Africa is at risk of losing the majority of the return-migrant professionals to the more enticing host countries for reasons not limited to a single factor. These factors are discussed in detail below together with the factors that played a role in the minority of the sample deciding to remain in South Africa permanently. Despite the fact that there was an equal number of negative and positive experiences among the return-migrant teachers (refer to figure 9), the negatives still outweighed the positive. This is revealed by the fact that majority of the return migrant teachers intend re-migrating and are open to the option should something lucrative arise,

whereas a small minority wish to remain (refer to figure 10). Furthermore, 73% of the return-migrant teachers readjusted in less than a year to life in their home country. So based on the above, it can be interpreted that majority of the return-migrant teachers believe that it still more viable to teach and/live abroad despite the good times experiences post-return and despite how well-adjusted they are in their home country.

4.4.2 Factors that contributed to the participants' decision to re-migrate in the future

Majority of the return-migrant teachers have consciously taken the decision to re-migrate in the future for the following reasons:

4.4.2.1 Superior prospects for children

The above reasoning for opting to re-migrate fits in well with the trend found amongst the return-migrant parents. The return-migrant teachers, who are parents, based their decision on their children's future success and hence, desire to re-migrate to ensure that their children receive the best opportunities possible.

The opinions of Zahara, Donell and Trevor concurred that their children will have a more favourable future abroad than in South Africa and therefore have serious intentions to re-exit the homeland. Zahara drew on her pleasant past experiences since residing in the host country that have contributed to view that re-migration may be a better option for her. However, Zahara highlighted, by the choice of words, that her children's education is the most vital factor that steers her decision to re-migrate. Zahara stated:

"...Most importantly, for my kids' studies, I would like to be abroad to afford them an opportunity [to] study there as [their] facilities and opportunities are greater [than] SA [South Africa]."

Donell explained:

"Although separated, my wife and I think there are exceedingly more opportunities for my sons in the UK. Schools [and] medical aid are free. It also gives them an opportunity to travel, meet people from different parts of the world and see the world. Unfortunately in SA [South Africa], we wouldn't be able to do that for them whilst we are here."

Trevor, although not presently a father, agrees that his "*future kids"* will have a more prosperous life in another country as opposed to South Africa and wishes to re-migrate when he has his own family.

There seems to be distrust in the South African education system as teachers wish for their children to study elsewhere. Similarly Luke, although not currently a parent, analysed the South African education system, averring:

"*Our education system does need to be reviewed, but it will be hard to become like South Korea because we are divided on too many levels, i.e. economic and cultural levels which hold us back as a nation*."

Another return-migrant teacher, Feroza pointed out that the age of her children will determine when she will make the move as she would prefer to re-migrate when her children are older.

Adam returned to the home country due to parental obligations which he is currently fulfilling. Adam lost his dad five years post-return and is currently responsible for his mum; however, he declared that he will re-migrate in due course for the sake of his children who reside in the UK with his ex-wife. Adam also admitted that public schools in South Africa are not accepting of change as "*public sector schools don't want to burden themselves with new initiative and effective trends in education*". Clearly, the return-migrant teachers mentioned above have more faith in the schooling systems abroad where better opportunities for progression exist as opposed to the home country. They evidently see a brighter future for their children in the host countries after having had first-hand experience in these countries.

4.4.2.2 Majestic opportunities for a fruitful life

Luke clearly pointed out his distaste for the salary notch earned amongst South African teachers. He has every intention to re-migrate. He said:

"I plan to head for Dubai or Abu Dhabi. Unfortunately teachers here do not earn enough. I can't imagine supporting a family, helping my parents or planning for a future on my current salary."

Luke's potential country of destination differs from the previous as he was initially hosted by South Korea. Evidently the move and decision to relocate to a new destination is driven solely by the need for remuneration advancements to uphold family responsibilities and to

build a rewarding future. Maveshni on the other hand, only returned to complete her MBA Degree after which she intended to re-migrate. Maveshni clarified her intentions to re-migrate, writing:

"…upon completion of my MBA degree I would like to explore opportunities abroad again. I thoroughly enjoy my current position and I have a lot to learn here, but the lifestyle I was able to live abroad makes it difficult adjusting to a life back in South Africa."

Maveshni is of the opinion that her lifestyle is much more restricted in South Africa and the opportunities abroad are much more exciting and promising. She missed the feeling of safety, reliable public transport, high quality customer service, good salary, and the ability to finance her travelling endeavours. Having already exited the home country, Maveshni indicated that her duration of stay abroad is fully dependent on whether her partner successfully secures a job and is not restricted to a particular country.

Sharing the same point of view is Marissa and Terusha. Terusha divulged that she will definitely re-migrate because she cannot envision a life based permanently in South Africa. She further explained the reasoning behind her lack of enthusiasm about residing in her home country:

"*Once you have lived overseas and know what's out there…it's difficult to settle back into a country such as SA [South Africa]. The only reason I have returned is -mostly for family."*

Marissa mentioned that she has had difficulty securing a job in South Africa post-return and as a result has given up the job hunt. She stated:

"South Africa operates very differently from the [sic] most countries abroad. I worked for Thai schools and an American company based in Thailand; skills learned from both are not required by most jobs here. I have tried to find a job after returning and it seems that my experience overseas is irrelevant to South African employers and my experience before going abroad has also now become irrelevant because in my time abroad I was not exposed to South African systems. This is why I chose entrepreneurship (in a different field) and gave up the job search."

Marissa's unsuccessfulness in acquiring a job has now led her, since the completion of the questionnaire, to return abroad. Marissa's emigration pattern indicates that she indulged in re-

migration as she migrated to the same receiving country (Bovenkerk's, 1974 as cited by King, 2015).

4.4.2.3 Socio-economic challenges in South Africa

Economic and political issues in South once pushed away South African teachers not only from the South African education system, but also the country and South Africa is at risk of losing these return-migrant teachers to the exact cause.

In response to the question whether he had any intentions to re-migrate, Solomon stated:

"Yes. The country [South Africa] is in a mess – politically… [There is] no value on merit or skill, it's purely race related."

Another return-migrant teacher sharing similar sentiments to Solomon is Sharon. Sharon who spent a year in the UAE wrote:

"Yes. If a good, rewarding opportunity comes up, I would consider taking it [well-paid teaching post abroad]. Another reason for me considering re-migration is the uncertainty of the South African government and financial standing of South Africa…"

"*Safety*" also positioned itself as her third reason for considering re-migration. Sharon's response indicates that her fear of the unknown in South Africa will push her to find peace of mind abroad. Unmistakably, re-migration is not a far thought based on the reasons supplemented by Sharon. Safety is a tempting factor that carries a lot of weight when considering whether or not to re-migrate.

4.4.2.4 Delaying re-migration for the sake of spousal ties

Lovania indicated that she has intentions of re-migrating; however, her only reason for currently residing in South Africa is her husband's lack of enthusiasm to exit the home country together with both their sons. She patiently waits for the day her husband becomes keen to emigrate and their bags will be packed and ready for departure. However, contrary to her reply in the questionnaire, the interview with Lovania revealed that the likelihood of re-migration is "*very slim*" due to her husband being unreceptive to the idea during the numerous conversations that transpired. Had she not been married, the situation would be different as right now she is trying to be the "*submissive wife*" although it's difficult.

Financially, Lovania feels that the move abroad would be more rewarding with the teaching qualification she possesses. Her husband conversely, a "*freelance businessman*", feels that it is easier to make money in familiar surroundings than attempt to do so elsewhere. Lovania has chosen to sacrifice financial gain abroad for the benefit of her husband's business; making her a "tied-stayer", who according to Borjas (1995, p.7), is "one who sacrifices better income opportunities elsewhere because the partner is better off in their current location".

4.4.3 Factors that have created a gap for consideration to re-migrate

Nine of the return-migrant teachers (from the 30 participants) mentioned that they may consider re-migrating in the future based on four key factors: worthwhile opportunities in terms of career, for financial rewards, if the political climate in South Africa worsens and it is an option when retirement approaches. These factors are analysed below.

4.4.3.1 Worthwhile opportunities

Despite Lauren not having "*any serious intentions of re-migration at this point, [she] would definitely do it again if the opportunity were to present itself"*. However, she revealed in the FGD that she is "*keeping [her] passport updated so that if push comes to shove [she] can go if [she] need[s] to".* This clearly indicates that re-migration is still an option for Lauren. In addition, a lot of thought was invested into reasons that may tempt her to re-migrate as well as the different processes she would follow should she exit the home country for the second time. The reasons that may lead her to seriously consider re-migration include: financial gain; opportunity to travel; escalating crime rates, vehicles expenses and power cuts in South Africa; as well as the *"very traditional, and frankly out-dated, teaching methodologies in South Africa".* Much like the orthodox, ancient teaching methodologies that Lauren despised, the orthodox mentality possessed by South Africans in general was also something Lauren could live without. She stated in the interview that as well as the FGD that the definition of success varied between the home and host country in the sense that South Africans view success as being married, having children and tangible possessions whereas abroad there are no expectations or pressure to be a certain way. The interview with Lauren revealed an additional reason that will strongly influence her decision to re-exit the home country. She stated:

"*If my sort of personal situation changed* and *I wasn't in a relationship anymore, I would definitely pack up my bags and go back again.*"

It is evident from her statement that Lauren desires to teach abroad but has chosen not to pursue this idea due to loyalty to her partner; hence Lauren, like Lovania, is a "tied-stayer". In this instance, Lauren's partner's decision to remain in South Africa has taken precedence over her desire to teach abroad, foregoing better teaching prospects for herself abroad to satisfy her partner's preference of residing in the home country. Regarding crime in South Africa, Lauren stated during the FGD that if she was still abroad she *"wouldn't have to be locked up in [her] home when [her] partner's travelling because [she's] scared that [she's] going to get raped, murdered, hijacked or whatever."*

Lauren also pointed out that she would opt to return to the Gulf/ Middle East if need be, for example "*Singapore"*, but this time apply in her personal capacity only to international schools as it is deemed better than teaching the local scholars abroad. She also mentioned in the second FGD that she will not return to Bahrain because of the "transient" nature of the island since no one remains there for too long; hence she would not feel the same there (Bahrain) like she did two years ago.

Layani likewise has no serious intention to re-migrate but will consider it if the prospect is worthy. In accordance to the questionnaire, she stated that she would consider the move provided that the opportunity lies in Europe where "*[she] can teacher at the expected level as there is greater correlation [within] the education systems"*. However, during the telephonic interview with Layani, she pointed out that "*the most prominent factor*" that will highly influence her decision to re-migrate would be the "*crime stats"* in South Africa. The FGD also revealed that Layani not only has her sights on the UK, but countries within Africa as well such as Kenya and Zambia since her experience in her current school makes her eligible to teach in certain African countries.

4.4.3.2 Monetary improvement

Afreen is particularly impressed by the "*mind-shifting"* earnings abroad, which is three times her existing remuneration; rendering a major temptation to re-migrate. Afreen believes that attempting re-migration for the second time might prove to be a more gratifying experience.

Also driven by better financial prospects, Anesh has the idea of re-migrating as a back-up option "*if [he] does not secure a higher paying post [in the home country]".* Anesh also expressed his excitement to be home post-return; however, occasionally he "*[does] not feel financially satisfied*" despite feeling content individually. This proves that Anesh will not hesitate to re-migrate should a more financially rewarding prospect arise. In addition to finances, being accompanied by family was a prerequisite for Allister to consider re-migration and this time, to an alternate destination, Dubai, as opposed to China. Whitney also acknowledged that in the host country, teachers were "underworked" yet "overpaid", elevating the importance of teachers, contrary to the practises in South Africa.

4.4.3.3 Socio-economic glitches in South Africa

Several political and economic circumstances forces Shane to contemplate re-migrating with UK still being his destination country of choice (I, 3). He states:

"There are days I think of re-migrating due to the political situation in the country and due to the frustrations of lack of funds and infrastructure in the education system and the non-progressive nature of professional individuals."

Much like Shane, Aaron, a 29-year-old who spent four years abroad, also ponders about making the move abroad again and is of the opinion that it is for the reasons mentioned below that South Africa is undergoing a "*Brain-Drain"*. He added:

"From a realistic point of view looking at the current state of South Africa, the job market and country [do] not have a promising future for young people who do wish to make a difference. As stated earlier [in the questionnaire], South Africa has adopted policies of employing people and creating opportunities for every other reason besides expertise and mastery. The future seems very dull and bleak for the younger generation given the struggles and challenges that the country faces presently."

Similarly, Whitney is "*keen"* to re-exit the home country if a persuasive opportunity attracts her attention, especially for the sake and safety of her children amongst other factors. Whitney, who previously engaged in serial migration (aka circulatory migration) between South Africa and South Korea, experienced the definition of 'safety and security' abroad, Whitney would like *"[her] kids to experience the small type of tranquillity and safety"* that she was able to witness. Furthermore, Whitney described her struggles of transitioning back

home and touched upon her half-hearted return which was described in 4.3.3, indicating her love for living abroad.

4.4.3.4 Retirement destination

When retirement approaches, it is more common to find migrants returning to their home soil rather than settling in another continent during their retirement years. However, if already a property-owner in the host country, it generates the option to return and therefore, it is fair to predict that someday you might return to the host country to stay for a period that is longer than a visit. Ishen resided in the UK for 13 years and during those years purchased a property which was placed on rent since his return. He views this investment as an option to return to the UK upon retirement or use the place as a "summer residence" although not intending to return presently.

4.4.3.5 Demotivating employment policy

Although not stated as a influencer of re-migration, it may stimulate the return-migrant teachers' decision to exit the home country once again given the fact that those not specialists in subjects like Mathematics and Science are disregarded for state-paid posts.

Since her return three years ago, Lovania was unsuccessful in securing a state-paid post and therefore is currently teaching in a private school. The reason behind her failed attempts of attaining a state-paid post is due to the new policy that was implemented by the South African Department of Education whereby a placement protocol must be adhered to, i.e. "*they have a line of preference in employing teachers*," placing teachers who resigned and have now returned to the South African education system at the bottom of the barrel. According to Lovania, newly qualified teachers, especially those who are in possession of a government bursary are given first priority, next in line are those teachers in surplus, placing returning teachers, who previously resigned, last on the list.

Sharon also mentioned the challenge faced by return-migrant teachers in South Africa to secure a post as the D.o.E. does not "*easily accept you back into the Education Department (sic) system*" when they realised that the teacher has broken service as a result of teaching abroad. Lovania's recent experience is in keeping with Sharon's statement. As per the FGD, Lovania stated that she was offered an English, state-paid post being the most suitable candidate for the job. However, soon after accepting the offer, Lovania received the most

devastating news from the principal who had initially congratulated her for securing the post. He notified her that it was only brought to his attention after the offer that she is a return-migrant teacher with a break in service hence the offer was withdrawn with immediate effect.

Lovania laughed in disbelief, stating:

"*It was a bit of an anti-climax because I had the job and at the end of the day I did not have the job… I don't think it's a fair policy".*

During the telephonic interview with Shane, he was of the opinion that this is relatively a "*fair system*" as the bursary holders need to reimburse the government for their funding by delivering a service and newly qualified non-bursary holders have student-loans that they are responsible to pay. However, the FGD revealed an altered mindset upon listening to the misfortune of Lovania. Shane stated:

"*I don't agree with the policy, I don't agree with a lot of the employment policies out here because having come from another country and having that experience, I feel like if you are the best person for the job you should get it. That is why you have so many bad teachers that are sitting in one school for 20 years or 30 years or whatever and they are not making any improvements in their work ethics or in their work practices*."

Despite being unaffected by this policy as she secured a post at a private school upon her return, Amy disagreed with the policy and indicated:

"*From what I can gather, the policy seems very much at odds with what SACE is trying to do with the CPTD [Continuing Professional Teacher Development]. They're encouraging to further ourselves professionally and actually if we're bringing back international experience, we should probably be at the front of the queue actually. So it seems like the department is at odds with what SACE is trying to achieve.*"

Thalasa concurred with Layani's comment during the FGD whereby Layani stated that South Africa is in need of seasoned teachers to mentor the newly qualified. Layani had mixed views on this policy as she understands why it is implemented; however, she also believes that "experience matters more than theory" since having mentored numerous student teachers in the past few years and deeming the quality of student teachers mediocre.

Regardless of the line of preference policy being effected, Shane together with his spouse, were placed almost instantly upon their return, which in his opinion was possible due to the

shortage of educators specialising in Science and Mathematics, of which they majored in both. Solomon also specialised in Science which was an "*in demand skill*" allowing him to get placed much faster despite his 'return-migrant' status.

The return-migrant teachers (n=9) pointed out that although they have not made solid plans to re-migrate, there will be no hesitation to re-migrate in the future if necessary should a worthy opportunity arise. Evidently, they are not closed-off to the idea. Furthermore, some of the reasons and/or factors mentioned by the return-migrant teachers who are head strong on re-migrating mirrored the reasons/factors that have created a gap for consideration to re-migrate; which ultimately could result in the "maybe's" changing to a definite "yes".

4.4.4 Factors evoking resistance to re-migration

An equal number of return-migrant teachers indicated their desire to remain in the home country whilst the others were uncertain. As depicted in the pie chart, 30% (n=9) of the total sample were closed off to the idea of re-migration. Seventy-eight percent (n=7) of the return-migrant teachers belonging to this category were parents, some of whom based their decision not to migrate primarily on their children though others founded their decision on the schooling environment and shakiness of work contracts abroad.

4.4.4.1 Family first

Courtney, although previously migrating with her family and thoroughly enjoying her experience in the host school in the UAE, has decided not to uproot her children and tamper with their schooling life. When questioned if she had any intention to re-migrate, she stated:

"*No. My focus is on keeping a constant/stable education platform for my children."*

It is evident that Courtney does not intend on re-migrating because she wants to her children to feel settled in their learning environments, ensuring the most productive outcome without causing disruptions in their routines by migrating.

Faye had two reasons for concluding her decision to remain in South Africa. The first being the tender age of her son and also the fact that she wished to avoid her mother living in solitude after the loss of her [Faye's] dad.

Mirroring Courtney's and Faye's reasoning, Raqueeba also adds that she is "*very settled at the moment… [and] loving [her] new job".* Thus, Raqueeba shares the same mindset with Courtney and Faye which is to keep the children's environment stable and settled; putting their roles as mothers at the forefront. Raqueeba also acknowledged the ease she experienced in resettling in South Africa, stating that she transitioned "*very easily [and she] was very glad to be back home."*

However, Pixie's reason for not re-migrating at this very moment is fully dependent on her spousal commitment. Fittingly, the potential loss of her spouse will be the only deciding factor that will push her to move away. Although Pixie and her husband are still adjusting post-return "*primarily because [her] husband was unable to secure employment due to affirmative action and all the new employment laws prohibiting/restricting his employment in his field*," they still wish to remain in South Africa; despite this being one of the instrumental factors that caused them to emigrate previously.

4.4.4.2 Encouraging work environment

A positive work environment was also an instrumental factor that was taken into consideration when taking the decision not to re-migrate. Some were thrilled with their current teaching posts whilst others feared returning to teach abroad due to the adverse effects on their health. Tim, a seasoned teacher of 29 years, taught abroad for ten years; however, Tim has no intentions of returning to the host country or any other country for the sole reason that his spouse and himself are "… *happy where [they] are and enjoy teaching again".* The word "again" is clearly indicative of the fact that teaching abroad resulted in him losing his zest for the profession and returning to the home country had reignited his enthusiasm. To supplement Tim's decision not to re-migrate, I quote his experience in the UK:

"[I] enjoyed (the) teaching although [I] struggled for the first two years to be accepted by [the] learners and to get used to the discipline in the country. [I] enjoyed teaching [until I] accepted a post as Head of Department and then was responsible for 25 teachers. Discipline was not good and [I] had to sit in classes to do crowd control. [I] enjoyed my classes but [I] did not enjoy doing crowd control in other classes. The stress and hours put in to maintain results had a negative input on my health."

Christine, a mother of three, was strongly against re-migrating for reasons similar to that of Tim. She refused to teach learners, in a foreign land, who were unwilling to learn just to earn more money for herself. Christine stated:

"…I have a conscience and if children do not learn then I am wasting my time – money is not a reason to try to teach and achieve nothing."

The above statement clearly indicates the passion possessed by Christine for the teaching profession which flourishes more in the home country than abroad when she weighs it against her salary. She refused to be subjected to a classroom whereby disrespect for education was a lifestyle. Despite being well-versed about the destination country, Christine did not anticipate the challenges she encountered within the school environment. Although she was getting paid more abroad, she found that no amount of money could be deemed more valuable than teaching learners who benefit from your lessons.

However, some of the return-migrant teachers share a different experience in their current teaching posts, experiences that tamper with the positive ambience within the workplace. For example in terms of Lauren's experience, trying to 'fit-in' again at her previous school was tough. She stated:

"*I struggled to sort of settle back in to my same social circle at school 'cause also I felt it was a really strange thing 'cause I never felt that I was career driven before I left, but coming [back] having had that experience, I sort of saw different pedagogies over there and I came back really excited about teaching and I just felt like teachers here (and sort of at the school I came back to) sort of aren't driven in that regard. So I found that a little bit frustrating and I felt a little bit alienated because I think they thought I was like pushy when I returned*".

In the FGD, Lauren indicated that her experience post-return was rather "*lonely*" and none of her colleagues were ever interested to hear about her encounter abroad, this was evident by the fact that none of them ever enquired about her experiences. She assumed she had "friends" in her workplace before she left, but this assumption was soon dissolved as soon as she returned since she was "*pushed out of the social circle*". She further mentioned that when an individual chooses to emigrate and later return to their source country, "*you come back a changed person and the people that have remained have been static. So what has actually felt like a decade for you has felt like a year for them and nothing has changed for them...*"

Lauren's colleagues whom she regarded as 'friends' (as the expectations were higher for the ones she had a relationship with) were clearly unreceptive to her new found knowledge and they could not understand her experiences, which as a result made Lauren feel isolated; a feeling that was not familiar to her prior to her departure. Although not explicit, Lauren believes that "*there was an element of jealousy*" present among those who could not relate to her international experience having never emigrated themselves. Lovania agreed with Lauren during the FGD stating that "*it is sheer jealousy*" on the part of the non-migrant in the home country. Lovania identified two different reactions of non-migrant colleagues grounded on personal experience: those that perceive you to be a role model and hold you in high esteem because of your international experiences and then there are those that feel like "*who does she think she is*?" and belong to the group who display jealousy. Shane's experiences leaned more towards the latter group as his colleagues were not receptive to his ideas which he believes is due to the fact that may "*feel threatened*" and he also recalled during the FGD the words of a principal he knew while he was trying to find a post, "*he went overseas, he has done his bit, he has come back, he has made his money, he must stand back in the queue, he must stand at the back of the queue and wait for a job*". Adam shared the same sentiment, stating that new ideas and strategies were viewed as a "*burden*" among the non-migrants. It seems as though international practices are viewed as undermining their orthodox pedagogies and authority.

Thalasa had a similar reception with colleagues as did Lauren and Shane. Thalasa revealed in the first FGD that she tried to save her post at the school at which she taught prior to her exit. The reaction she received was opposite to what she used to which surprised her. She stated one of the reactions which was articulated:

"Then you know your true friends… Ja (sic) but she's got her pension paid out and she made money overseas and this and that and whatever and now she wants the job back here and principal took her back… and she deserves it [that] she can't get a full time job back…"

4.4.4.3 Instability abroad

Expiration of work contracts and/or visas, strict contracts with strict consequences and inability to do long term planning when working contractually abroad are some of the reasons why people opt to return home, never to plan another exit again.

Thalasa stated:

"*I will not want to work overseas. Not in [a] long time. It is just too scary especially that your job is not secure and they can send you home at any time. Unless you get permanent residency then only you may have a chance. But even that is not a sure thing with immigration laws changing continuously. I may travel and teach overseas when my son becomes a pro golfer but now I am happy and grateful where I am."*

It is evident from her explanation that the uncertainty of the work contract and constant threat of deportation has stirred up a sense of fear within her, making her weary of returning to that specific country of destination and of re-migration as a whole.

4.4.4.4 Other factors

Kazlyn plans to "*build experience"* in his homeland whereas Zoey did not supply a precise reason for her lack of enthusiasm to re-migrate but her reason for return as discussed previously, was influenced by being unable to secure a teaching post abroad due to a strict list of qualification prerequisites.

Regarding her decision to re-migrate, she stated:

"*We are permanent residents of Australia which means we can return at any time. At the moment we have no intention of returning; however, never say never. It's something we have in our back pockets*."

From Zoey's articulations, we can derive that she is not completely against the idea of re-migration. Knowing that they are accepted in another country, without the hassle of refilling tedious amounts of paperwork, subconsciously will always be considered their back-up plan.

4.5 Conclusion

This chapter commenced with the demographic and professional profiles of the return-migrant teachers who contributed to this study, followed by their reasons for return and lastly, the status of their return. The study established that the 20- to 29-year-old age bracket was the most common group of the return-migrant teachers, with majority of the return-migrant teachers being married, Indian females located in Kwa-Zulu Natal, who chose to migrate alone. More than half of the return-migrant teachers transferred funds to their families back in

the home country whilst abroad. Half of the participants possessed a four year teaching degree whereas the others obtained their teaching agree in addition to other qualifications. Eighty percent of the return-migrants teachers are still in the teaching profession, with more than 80% of the total sample earn less than they did abroad. The most common reasons for the migrant teachers return that filtered into the top two positions were homesickness and parental obligations. Ill-disciplined learners and contract expiration dates shared the third position.

The majority of the return-migrant teachers are determined to re-migrate after returning to South Africa on average of three years ago whereas those who returned an average of two years ago are contemplating moving abroad. Just fewer than two handfuls of return-migrant teachers have settled permanently on home soil who also returned home on average two years ago.

This chapter is followed by a comprehensive discussion of the analyses reflected in chapter 4. This discussion also identifies its correlation with the literature in chapter 2.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

A detailed discussion of the reasons for the return migration of South African teachers and the status of their return is presented in this chapter. The discussion is fundamentally reliant on a plaiting of the findings with the critical frameworks reflected in the theory segment as well as key discussions in the literature review. The reasons for migrant teachers' return to their home country and an analysis of their experiences, both abroad and post-return will also be discussed below as it has relevance for their decision to either remain in their home country or to choose to re-migrate.

5.2 Demographic background of South African return-migrant teachers

This section takes into account the race, gender, age and marital status of the South African return-migrant teachers presented in this study.

5.2.1 Race

Ryan (2015) revealed that in 2009, 400 000 White South Africans returned to South Africa. Ryan's research focused on the return of members of the 'White' population to South Africa; however, information on returnees from other race groups were not researched in this study and other studies as well. In addition, no professions were identified among the batch of White return-migrants, hence, it is unknown what proportion of whites were return-migrant teachers. In the present study, the majority (83%) of the participants were Indian. Only 10% of the return-migrant participants were White and 7% Coloured. Clearly, members of the Indian and Coloured populations are also returning to South Africa.

To understand the greater number of Indian return-migrant teachers who participated in this study, it is firstly important to note that Durban, KZN, is home to the largest number of Indians outside of India (Khan, 2017). My identity as the researcher who is Indian also has significance. Fittingly, it makes sense that I, the researcher had greater access to the Indian community since personally residing in Durban, hence drawing on convenience sampling.

5.2.2 Gender

According to Klinthall (2010), Hausmann and Nedelkoska (2017), Dudley (2013), and Mintchev and Boshnakov (2006), migration is not gender specific although many researchers conclude that men are most likely to return. The findings of this study revealed that the majority of return-migrant teachers were female. Teaching is a profession dominated by females, which creates an understanding as to why more female teachers returned to South Africa as opposed to men. Klinthall's research found that men were more prone to returning home rather than women because women were intrinsically driven by the level of independence they experienced abroad. Klinthall's study also found that, in addition to independence, it is the more mature females that wish to remain in the host country because they reside with their children. In the present study, the majority (67%) of the female return-migrant teachers were within the age group 20-39 years. Dudley's research indicated that women may also remain in the host country to keep their sole-provider status which makes them feel more powerful. For the same reason women wanted to remain abroad in Dudley's study, men chose to return home in Hausmann and Nedelkoska's (2017) study which is to maintain their breadwinner power roles. Conversely, the present study found that independence and status were not powerful enough to hold the South African migrant teachers in the host country since the women who emigrated with their children in the present study still returned because other factors which took precedence over holding onto their power role status and independence.

The findings of the present study correlated with the findings of de Bree, Davids and de Haas' (2010, p. 502). They stated that women deem 'home' to be the place where their family resides rather than focusing on geographical parameters. Similarly, in this study, most of the female South African return-migrant teachers, returned to their spouses and children who were located in the home country. This was in addition to other driving forces, giving substance to the argument that some female return-migrant teachers sacrificed their independence abroad for the benefit of ensuring a thriving relationship with their immediate family and fulfilling their parental obligation. For instance, in the present study, Lauren sacrificed her independence along with the broad-mindedness she enjoyed abroad and returned home at the request of her partner. However, she found that readjusting to the expectations of others was difficult upon her return. She missed being carefree abroad where success was not measured by being a mother and/or wife, nor by the tangible assets one

possessed such as a big house or fancy cars. However, Lauren's loyalty is to her partner and not the host country. Afreen also returned for the sake of her grief-stricken children whose father passed away, however, she also craved her independent, lavish lifestyle which she was able to afford abroad.

5.2.3 Age

Jennings and Gray (2014) indicated that the age group that often indulges in migration are within the 20 to 39-year-old age category. In this study, the 20 to 29-year-old age group was the dominant age group amongst return-migrant teachers (10 participants) whilst the 30, 40 and 50-year-old categories were standardised with seven participants belonging to each of the latter groupings. It must be noted that despite the majority of the returnees being relatively young, majority of the return-migrant teachers were seasoned teachers, i.e. 83% (n=25) of the return-migrant teachers possessed more than five years of teaching experience. Of the return-migrant teachers, majority (67%) were between the ages of 20 to 29-years when they exited South Africa, 13% emigrated in their 30's and 20% emigrated in their 40's and 50's. The findings of this study coincide with Jennings and Grey's findings (2014) to an extent as majority of participants who exited South Africa were between the ages 20-to 29-years; however, more 40- to 50-year-old migrant teachers had indulged in emigration than those in their 30's. This study found a trend amongst newly qualified, novice South African teachers (given that these emigrant teachers were in the 20-to 29-year-old age bracket) where they were choosing to refine their skills abroad as opposed to within the South African classrooms. South Africa is thus losing newly qualified teachers to alluring host countries as well as well-seasoned teachers at the same time. This was also a significant finding in Manik's (2005) teacher migration study.

5.2.4 Marital status

It was asserted that divorced or widowed women as well as migrant women who relocate with their spouses are more likely to remain in the host country (Klinthall, 2010). This study comprised fourteen married return-migrants, eleven single return-migrants, four divorced and one separated migrant teacher. However, nineteen of these return-migrants emigrated alone of which only five were married. Those that emigrated with family or their spouse still returned for the benefit of their children or due to family responsibility. Hence, the findings

in the current study was not in harmony with Klinthall's (2010) findings as the married migrants who emigrated with their spouse as well as those who emigrated with family, had returned home. The reasons were based on their children maintaining a bond with their extended family such as their grandparents and cousins including migrants' commitment to take care of their aging parents who reside in the home country. This study concluded that despite migrant teachers emigrating with immediate family and/or their partners including those that are divorced, widowed or separated, it does not strengthen the likelihood of them permanently settling in the host country as other factors outside the host country such as obligation to elderly or grieving parents in the home country may awaken and sustain the idea of return.

5.2.5 Who remits more?

Remittances can sometimes be the bread and butter of households in the home country, relying heavily on the emigrant family member. Fifty-three percent of participants within this study remitted, of which the majority were men. However, this study also found that the men remitted a smaller percentage of their income whereas the women parted with more of their earnings. Despite the quantity of women remitters' under-shadowing the quantity of men remitters, the fraction of income remitted by women nonetheless overshadowed the men as the women remitted 11% more on average. This finding is in keeping with that of Birchall (2016) whereby she concluded that women are more inclined to remit a larger portion of their salary to family in the source country in comparison to men. Birchall (2016) also drew on conclusions from other researchers who indicated that in addition to women regularly remitting more than men, they are also keen to support relatives outside the immediate family whereas men tend to be less keen and a selected few may also go to the extent of discontinuing their remittance, which places their family in the home country in a stressful position.

5.3 Professional profile of South African return-migrant teachers

The professional profile of the South African return-migrant teachers provides answers to questions regarding the qualifications possessed by the return-migrant teachers, to which profession they entered upon return and their current financial position.

5.3.1 Qualified, Certified and practicing

Qualified teachers aside, sometimes emigrants who possess non-teaching qualifications are accepted in teaching posts abroad and sometimes the only qualification a migrant might have is TEFL (Teaching English as a foreign language). This study found that the majority (87%) of the return-migrant teachers possessed teaching degrees prior to exiting the home country whilst the remaining in the sample had either a TEFL qualification only or a non-teaching qualification or a non-teaching qualification accompanied by TEFL. According to Somduth (2018), the spokesperson for the DBE, Elijah Mhlanga, believes that since an escalating number of South African teachers are being accepted to teach abroad, it is proof that the South African standard of education is worthy of international standards. However, 20% of the sample within this study revealed that they complemented their degrees with the TEFL/ QTS qualification, which in some countries is a prerequisite in gaining eligibility for employment. Another participant (Q, 29) was unable to secure a teaching post in Australia as there were too many qualification prerequisites obstructing her chances of becoming eligible to teach in the host country. She was also not aware of the list of prerequisites prior to her arrival in the host country. Pixie also revealed that it was difficult to convert her South African qualifications to Australian standards as they sought South African teachers not primarily on their qualifications, but more so due to their "work ethics". Work ethics, according to Leonard (2019), are characteristics possessed by employees such as conducting oneself in a professional demeanour, good at time management, efficient, a 'people's person', intrinsically motivated and works hard to deliver excellence work. Hence, the statement made by the spokesperson is not entirely true as South Africans are still expected to improve their qualifications depending on the host country in which they wish to reside.

Manik's (2005) study revealed that in the UK, South African migrant teachers had to further their studies to become eligible to remain teaching in the UK as the South African teaching degrees did not suffice in the destination country and teachers were not informed of this prior to them leaving SA to go abroad. Furthermore, Qatar is in the process of suspending contracts

with South Africans who have obtained their teaching qualifications through distance-learning institutions like UNISA, as well as with those teachers who have obtained their teaching qualifications through internet run institutions (Nair, 2016). Nair also mentioned that visas were not granted to the families of South African teachers whose qualification were achieved through distance-learning institutions because their contracts were for a shorter timeframe. No reasons accompanied the implementation of this new law, which took effect as of June 2016 in Qatar. However, if the new law only restricts the employment of migrant teachers who were distance-learning graduates, this could suggest that the Qatari department of education are of the belief/ perception that the standard of education at distance learning institutes is inferior to full-time (face-to-face) learning institutes.

5.3.2 Does returning home mean returning to the profession?

It was interesting to establish the occupation of the migrant teachers upon their return to their home country as prior research on return-migrant teachers fell short of exploring this in-depth as a finding. This study revealed that majority of the South African return-migrant teachers in the sample, precisely 83%, returned to the teaching profession whilst 10% entered other professions and 7% of the return-migrants' work status changed to 'unemployed'. The majority of return-migrant teachers were thus able to re-enter the South African education system upon return, however, not all were successful in securing a state-paid post as they were being employed by private schools which are on the increase in South Africa. Whilst the number of public schools are declining in South Africa, the number of independent schools are steadily rising (Dunlop, 2012). According to the article written by Dunlop (2012, p. 1), a decade of monitoring the erection and demise of independent schools and state schools respectively, from the year 2000 to 2010, revealed that South Africa lost 9% of state schools and gained 44% of independent schools. The number of private schools in Gauteng far exceeds that in other provinces (Jansen, 2015).

The implementation of the revised policy pertaining to the line of preference in school placements places those teachers that exited the South African education system at the bottom of the list for placement upon re-entry into the teaching profession. This policy will be discussed in section 5.6.1.

5.3.3 Financial standing pre and post migration

Tomanek (2011), Anganoo (2014) and Tyagi (2017) pointed out that teachers, along with other professionals, leave the home country as they become aware of the financial variations that exist between the salaries in the home country and host country, thus 'relative deprivation' drives their emigration. According to Stark (1984), as cited by Kafle, Benfica and Winters (2018), relative deprivation involves individuals desiring things based on what others around them have and they may choose emigrate not purely based on higher income but also based on the idea that they could have more of whatever they currently lack and simultaneously provide more for their families. This study revealed that 90% of the return-migrant teachers enjoyed better salaries abroad, which lured them to take that step to emigrate. However, their reason for returning was not a result of better salaries in the home country.

However, two of the return-migrant teachers were better off financially in the home country post-return. It is also important to note that these two return-migrant teachers are still in the teaching profession and their financial upgrade is not a result of getting into another field or becoming an entrepreneur. Of the two return-migrant teachers, one did not reside long enough in the host country to be placed in a school, hence she did not receive a salary in the host country. Fittingly, as a result of not earning abroad, her earnings post-return was greater.

5.4 Reasons that fuelled return migration

The reasons that powered the return of South African migrant teachers can be divided into two parts: factors that originated from the home country pulling the migrant teachers home and factors that eminated in the host country that pushed them to leave. These categories are further atomised in figure 11, followed by an in-depth discussion into each sub-section.

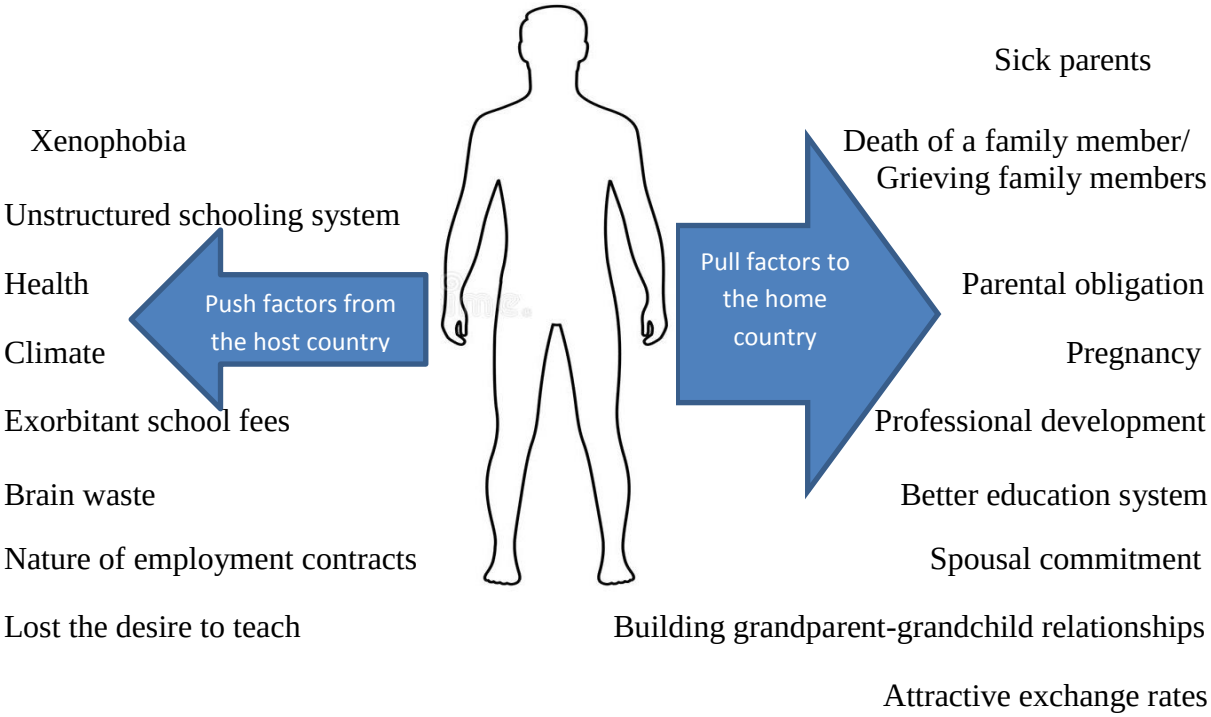


Figure 11: Push and Pull factors[9]

5.4.1 Pull factors emanating from the home country

The pull factors to the home country are more personal in nature and have significant ties with family relations, ranging from taking care of elderly or grief-stricken parents and feeling homesick to returning home due to strong currency benefits, pregnancy and also following a retired spouse. Other driving forces that played a role in pulling the migrant back home were professional and academic reasons such as further studies and gaining work experience.

5.4.1.1 Bound by commitment to parents, children and spouse

Taking care of aging or grieving parents, being unable to adjust to life as a "phantom parent" (Manik, 2005), desiring to create stronger grandchildren-and-grandparent relationships, better prospects for the children in the home country, as well as the yearning to eliminate the distance that exists between the spouse and themselves, were some of the reasons that urged the return-migrant teachers to take the plunge and return to South Africa, their country of

[9] Figure 11 is an original diagram, specifically developed for this study to illustrate pertinent findings on the reasons for return.

birth. These reasons concur with the theory based on 'structuralism' as explained by Cassarino (2004, cited by Achenbach, 2015), acknowledging that attachment to family as well as strained relationships are factors that motivate return migration. Return migration that is not driven by monetary factors is a characteristic of structuralism, according to Gmelch (1980, cited by Yue, Li & Feldman, 2016). Another characteristic of structuralism is nostalgia (Manik, 2005).

Sharon, Thalasa and Marissa missed their family immensely and felt homesick. Homesickness among South African migrant teachers also proved to hold relevance in Manik's (2005) study that was conducted more than 10 years ago, indicating that the feeling of missing home and familiar surroundings is still a current affair which has as much of an impact on return migration now as it did back then. Courtney, Feroza, Zahara and Layani shared the same sentiments and hoped to provide a better sense of self for their children by surrounding them with loved ones. Unlike Courtney, Feroza and Zahara who emigrated with family, Layani emigrated alone and during her time in the USA she gave birth to a baby girl. However, she wished to expose her daughter to a different value system (much like the other migrant mothers), a value system within her home country that she was familiar with and which she preferred. Battistella (2018) pointed out that children of migrant parents find difficulty in adjusting to life in their parent's place of birth yet in Layani's situation, her child was too young to have her own migratory experience since she was a new-born when Layani chose to return to South Africa whereas Courtney, Feroza and Zahara's children were already familiar with the values of the home country. The constant communication and relationships maintained with family and friends in the home by the migrants while abroad is evidence of the social capital (Reynolds, 2010) they built that was instrumental in their return.

Donell also wished to be around family and his decision was supported by his wife as she exited the host country along with him and their children. However, the desire to be around family was not the only factor that led to his return. Donell expressed loyalty to his roots and stated that returning was always his intention and hence he was 'prepared' for such a move (Bayisa, 2017). Donell's patriotism ties in with the findings on structuralism by Dumont and Spielvogel (2008). Their findings revealed that loyalty to the home country made return inevitable. Furthermore, Shane and Ishen on the other hand, wanted their children to become more familiar with their grandparents through physical interaction as opposed to conversing over social media. Their return was also a calculated decision, which indicates that they were

also prepared to return home. The structural theory suggests that return may be an intended outcome after reaching their targets in the host country as in the case of Shane and Ishen, who voluntarily returned (Dumont & Spielvogel, 2008; Battistella, 2018).

Faye and Adam returned with the intention of nursing their parents during their ill heath with Adam leaving behind his family in the UK to fulfil his obligation towards his parents. However, years later, Adam suffered the loss of his dad and now fulfils his duty by ensuring his mum is taken care off. Solomon was also placed in a similar position after the passing away of his father; he too had to play a supportive role in assisting his grieving mum, hence his return. Shane also mentioned that the age of his parents and in-laws were factored into his decision to return. This finding is in sync with Gmelch's (1980, cited by Yue, Li & Feldman, 2016) argument where Gmelch maintained that one of the driving forces behind return migration is the migrant's responsibility towards their elderly or ill parents or spousal commitment.

Piotrowski and Tong (2010) pointed out that fulfilment of parenthood is one of the reasons that encourage return migration; this was also revealed within this study. In this current study, children proved to be the second most significant factor in the migrant teachers' decision to return. Afreen was placed in a position where her children needed their mum's physical presence, especially after the passing away of their dad. She feared being what Manik (2005) termed a 'phantom' parent during the time when her children, particularly her only daughter, needed her the most. She also felt less burdened financially as they were more financially secure at that point and their lifestyles were no longer dependent on her income abroad. Her desire to teaching abroad was sacrificed to fulfil her obligation to her children. Likewise, Lovania was immersed in a predicament whereby she had to decide which factor carried more weight: the safety of her children or the professional development and financial elevation she received abroad. Her children took precedence and she returned home after spending four months abroad. Despite the fact that her husband resided with their two sons in the home country, they were deprived of motherly affection in her absence and she found herself traumatised about their safety during the time her husband visited her abroad as the people with whom they trusted their children to, had failed in their duties. Thalasa, another participant, also felt like she left her children in the lurch to teach abroad during a very crucial stage in their schooling and lives and this feeling of abandonment also nudged her to return to SA. De Bree, Davids and de Haas (2010) alluded that a women's core purpose is to

be a mother and hence fulfil every role that a mother should fill. This statement corresponds with the reason behind Lovania, Thalasa and Afreen's return as they returned to fulfil their core function: to guarantee the well-being of their children.

Lauren had a different story to share and was keener on return to her country of birth because that is where her partner resided. Lauren found the discipline in the host country very challenging and she felt like her health was suffering as a result. Despite experiencing difficulty in the host country, her decision to return would not have been fuelled had her partner not encouraged her to return. Although her return was dependent on securing a post at her previous school, the idea of returning stemmed from her partner. Since her return, Lauren has chosen not to re-migrate to uphold her commitment to her partner. Lauren's commitment to her partner concurs with Gmelch's (1980, cited by Yue, Li & Feldman, 2016) reason for return, keeping that spousal commitment outweighs monetary compensation. The nature of return is structural since fulfilment of relational ties towards family members or the spouse led teachers to return.

5.4.1.2 Career and study progression

Professional and academic development may be an added reason as to why people not only choose to emigrate but also to return. Returning to the home country as a step towards professional development and academic completion was the reason that Luke and Maveshni chose to return, respectively. Maveshni, a master's student, returned to her home country with one goal: to complete the first part of her studies which is the coursework. Upon completion, she planned to re-exit the home country once again. Her reason for choosing not to complete the second part of her master's, which is the dissertation, in South Africa was due to the strenuous workload she was subjected to upon her return. This time, however, Maveshni chose to emigrate to a different country. Luke, likewise, intends to remain in the home country for limited duration, i.e. approximately two years, to teach in the South African schools so that he can meet the prerequisite of teaching in Abu Dhabi or Dubai. Both Maveshni and Luke shared predetermined motives for their return and acknowledged from the outset that their return to South Africa was a temporary move. Maveshni has already met her target and is currently residing abroad whilst Luke is presently meeting his goal before he also engages in "second time migration" (King, 2015, p. 4).

Gashi and Adnett (2015) stated that educational enhancements and return migration share a positive relationship. However, this relationship was derived on the basis that the educational improvements and valuable experience gained abroad enhance opportunities upon the migrants' return. This study differed from Gashi and Adnett's research since the two participants returned not as a result of having achieved their educational goals abroad, but with the intention to complete academic qualifications and gain greater experience in the home country so they could engage in a second emigration. King (2015, p. 4) referenced Bovenkerk's (1974) classification of this type of migratory pattern, calling it a "second time emigration" whereby the migrant re-exits the home country but settles in a different destination country. Ochs, Degazon-Johnson, and Keevy (2011, p. 34) on the other hand, labelled the same type of movement as "serial migration," which according to their explanation, involves the movement of a migrant teacher to a "second and possibly a third country".

5.4.1.3 Developments in personal life

Developments in one's personal life or life stage such as aging can trigger return, irrespective of whether they planned to return or not. A timeline was what initiated Terusha's return. Returning was a planned outcome for Terusha as she had her mind set on returning to her home country where she intended to set up a stable life for herself. This goal was dependent on her age. Terusha wanted to gain a sense of security by establishing herself in the home country and she felt that the most suitable age to begin the process was at the age of 27. Despite Terusha's return being a planned effort, she is still finding the readjustment period challenging and she anticipates that it may take her a while to adjust. Whitney, however, had no intention to resettle in South Africa when she resigned from her permanent state-paid post upon emigrating, but she was forced to return when she learnt of her pregnancy as returning would mean that she could provide her child with a sense of family and belonging. Terusha's reason for return is in keeping with Cassarino's (2004) theoretical framework on return migration which is linked to the New Economics of Labour Migration - NELM. Cassarino states that return is a planned effort after accomplishing the objective and goals set out in the host country.

Whitney's reason for return concurs with Carling and Erdal's (2014) argument where they noted that transnational practices such as home visits can influence a migrant's return.

Whitney maintained a relationship with her partner through social media as well as engaged in home visits, and it was her last home visit that resulted in her taking the decision to return after realising that she was pregnant. Transnationalism aided by technological devices also played a hand in her return, just as it did with every other return-migrant teacher as the migrant teachers maintained relationships across borders through communication, offering them a sense of belonging should they return. These cross-border interactions are in keeping with Coe (2015) as communication with loved ones in the home country can influence return. According to Reynolds (2010), these cross-border interactions are also known as social capital.

Another participant who returned due a personal circumstance was Tim. Tim's wife desired to purchase a home that overlooked the ocean upon her retirement. They opted to return to South Africa because the properties with ocean view were cheaper in the home country as opposed to the UK and the weather also worked in their favour. According to Dustmann and Weiss (2007, p. 13), "locational preferences" is also a reason that may initiate return. Cerase (1974) stated that settling in a comfortable surrounding upon retirement can also trigger return which is in keeping with Tim's reason; however in this case, Tim's return was based on his wife and not his own retirement. Apart from "locational preferences", Tim's reason for returning labels him as a "tied-mover" as defined by Preston and Grimes' (2017, p. 17) since he chose to return to follow his wife. Preston and Grimes defined a "tied mover" as a spouse who migrates to follow the other. However, Preston and Grimes' research pointed out that women were more likely to follow their husbands; yet in this study a male chose to emigrate to follow his wife and also to follow his wife in a return migration.

5.4.1.4 "Benefits of the high exchange rates"

Dustmann and Wiess (2007, p. 13) identified another reason that may trigger a migrant's return which is a "higher purchasing power of the host country currency in the home country". The migrants return with the intention of benefiting from the stronger currency earned in the host country and the cheaper costs in the home country. Dustmann and Weiss' articulations presented itself within this study as Ishen stated that one of the factors that he considered when pondering his return was the "benefits of the high exchange rates".

5.4.2 Push factors from the host country

The factors that pushed the migrant teachers out of the host country and led them back home are discussed below. These factors include xenophobia, fragile contracts, health complications, an inability to adapt to the host country, highly priced school fees for migrant children, unstructured schooling system as well as a need for career change.

5.4.2.1 Xenophobic reception from local population

Xenophobia experienced by migrant teachers can take many forms and it can reveal itself through social interactions: relationships in the workplace as well as through the reactions of local parents and learners. Different xenophobic nuances experienced abroad by the return-migrant teachers are discussed below.

a) Negative social interactions

Not all social interactions with host country populations are negative; however, Layani recalled an incident that occurred in the USA which potentially could have resulted in a xenophobic attack against her. According to Layani, she overheard a group of boys who were later identified as gypsies, yelling loudly that they spotted an Indian girl. She was unaware that they were referring to her. As they started to run towards her, her friend urged her to run for safety. She acknowledged that the outcome could have been a lot different had she not exited the vicinity as soon as she did. Layani's prediction of the potential outcome corresponds with the articulation of Crush, et. al. (2017, p. 2), signifying that xenophobic attacks are a reality. Crush et al. stressed that xenophobic attacks can develop into harmful physical confrontations as well as verbal slander.

b) Manifestations within the workplace

Apart from social interactions, elements of xenophobia can also reveal themselves within a professional setting. For instance, Sharon acknowledged that at her place of work in the host country, xenophobia was evident as local colleagues showed distrust in the abilities of foreign professionals. Furthermore, immigrant teachers were expected to abide by a different set of rules compared to the local teachers. Migrant teachers were underestimated and she always felt like her every move was being monitored. Sharon also received no support from management as they believed that before assistance can be given to help build the teacher, the

teacher must be broken down first, letting go of habit that could have been possibly developed in the home country. Evidently, Sharon's host school was not in keeping with the traits of "host receptivity" where assistance is offered to the migrant in different ways to ensure a smooth transition such emotional support (Kim, 2017, p. 7). Lovania experienced a similar incident which revealed the manner in which she was unprofessionally monitored by her superior who peered through the window as she (Lovania) taught. Apart from unprofessional monitoring, another description, which was supplied by Pixie, revealed the existence of xenophobia within the Australian schools, pointing out that bullying was rife amongst colleagues. A xenophobic reception from Australian native teachers correlates with Manik's (2005) articulations as referenced by Ochs, Degazon-Johnson and Keevy (2011). Manik raised the view that Indians were victims of xenophobia in Australia in the same way foreigners were subjected to xenophobia in South Africa.

Also, Thalasa described how expats feel threatened in Abu Dhabi and fear being arrested or deported for practices deemed innocent in South Africa but which hold a different connotation abroad. For example, a female speaking to a male colleague in the comfort of her home is an ordinary practice in South Africa but in the UAE it is classified as unacceptable. This, however, may not be deemed a xenophobic attack but in instances where local security guards (stationed at housing allocated for expats) fabricate stories about witnessing the expat alone with the opposite sex should they not see eye-to-eye with the expat could be likened to a xenophobic signal: an intimidation tactic used on expats because they are seen as vulnerable targets in a foreign land. Despite Hagensen (2014, p. 1) stating that xenophobia is the 'fear of strangers', this study found that xenophobia also involves instilling fear in strangers, where fear is created on both ends of the spectrum, i.e. fear on the part of the residents and fear on the part of the foreigners.

Evidence of xenophobia within the workplace was also brought to light by Lauren as she described the extent of how xenophobia can affect the way classroom lessons are conducted by censoring the type of content taught because of a long standing feud with another country which results in hostility towards the expats from that particular country such as Iran. According to Lauren, Iranians or anything related to them or their country was obliterated from Bahraini classrooms, as if they didn't exist because the Bahrainis are of the opinion that they were robbed of their land by the Iranians. No other research revealed that xenophobia, as

a result of colonisation, can affect classroom content to the point where there is no trace of the other country.

c) Engagement with learners and parents

Many of the return-migrant teachers concurred on the ill-discipline presented in the host schools which, in their eyes, is far more severe than the disciplinary issues displayed within the South African schools. Manik (2011) also found that the lack of discipline in the UK were more severe than that of South Africa. The disappointing behaviour signalling a xenophobic reaction is also in keeping with the findings of Manik (2005) as expat teachers in the UK also experienced what they described as horrendous behaviour displayed by British learners who participated in profanity, assault, racial bias and discrimination against expat teachers. Thalasa's articulations, although drawing from hearsay, offers an example of the provocation teachers encounter abroad because of their nationality, recalling how a South African migrant teacher was subjected to an incident where he was provoked by a student who used a profane word and in his anger, he tugged on the learner's collar. The learner immediately exited the school and drove to the recruitment head office to report the teacher. The student's intention was to get the teacher arrested; however, the South African migrant teacher immediately booked his flight home to escape the consequences in the host country, leaving behind all his belongings.

Lauren explained that the local learners view foreign teachers as slaves because they have observed that a lot of the labourers and servants are foreigners so they paint all foreigners with the same brush. They also regurgitate behaviour observed between their parents and the servants, and since their parents threaten the servants with deportation, the learners provoke the foreign teachers, and upon reaction they threaten to get them deported. This finding harmonized with Vandeyar's (2014) findings which concluded that xenophobia displayed by children is mimicked behaviour observed in society. However, Vandeyar's study indicated distrust in Black immigrant teachers whereas this study found that Indian immigrants in the host country were looked down upon. A lack of social tolerance was evident which is in keeping with Prats' et al. (2017, p. 1) study where immigrants are not accepted because of they acknowledged as being "different".

Parental interaction, according to Lauren, was torturous as the parents expected the teachers to be readily available to assist them with queries irrespective of the time or if it lacks urgency. Blame was cast on the teachers for the inadequate performances of the learners. Lauren also articulated that parents preferred White expats to teach their children because they favoured the "western accent" of the White expats and hoped their children would develop the accent. They resented the Indian accent as quite a number of foreigners residing on the island were originally from Pakistan and India. As a result of the attitudes observed by their parents and mimicked by the learners, Lauren was mocked for her pronunciation of words in class despite her satisfying the racial grouping desired by the parents. She also pointed out that the parents were rather resistant towards Egyptian expats, not only because the Egyptians could not offer them the accent that they so badly wanted to impose on their children, but also due to their political background she presumed.

Another incident which was recollected by Shane also leaned towards xenophobia. Shane pointed out that at his host school, a New Zealander expat teacher and himself were discussing the underperformance of a learner with the learner's parents. The parent then enquired with the child if the reason behind his poor performance was based on the accents of the two foreign teachers. This indicates that due to the nationality of the migrant teachers, blame was automatically shifted to the most convenient target, which in this case were the expat teachers.

Bense (2016) mentioned that in some countries, a language test is done at school level before the expat teacher is accepted as misuse of words or pronunciation can become challenging in the host country should the migrant not be proficient. The articulations of Bense concurred with the findings represented in this study, particularly in respect of Lauren and Shane's experience as pronunciation of words by expat teachers proved to stir up a xenophobic reaction amongst the locals. Furthermore, not only the recruitment company proved to possess an accent preference, but also the parents and the learners themselves. Bailey (2015a) mentioned migrant teachers tend to misinterpret conversations held by the locals and are offended based on their assumption. However, this study found that language was an issue on the part of the parents and learners, and not so much the teachers.

5.4.2.2 Nature of contracts

The type of contract related to the decision of return migration and it was the third most mentioned reason among the return-migrant teachers. Trevor, Allister, Pixie, Aaron and Faye stated that their return was fuelled by the completion of their work contracts. For some of them, this was the only reason that triggered their decision to return whereas for others, the fragile nature of their contracts featured amongst other reasons for return. Dustmann's (1999) research as cited by Manik (2005) found that an expiration of work contracts was one of the leading reasons why migrants return home. However, in this study, expiration of teaching contracts abroad was the third most mentioned driving force behind South African migrant teachers' decision to return. Aaron, however, felt like he achieved his goals abroad, hence his return. Aaron's accomplishments abroad and his planned return is a good example of the NELM theory as described by Cassarino (2004). According to Cassarino (2004), prior to exiting the home country, a migrant predetermines their goals to be achieved in the receiving country and upon achieving their goals, they then chose to return. So, their return was an intended outcome. These goals, according to Wahba (2015), are targeted towards the accumulation of funds and acquiring more refined skills and expertise to increase productivity. However in respect of contracts, according to Battistella (2004), when a migrant returns home as a result of completion of their contract, this is regarded as an involuntary return and in the same light, Battistella also agreed that return as a planned effort is regarded as voluntary return. This indicates that although a migrant may have accomplished the set goals, their final decision to return was dependent on the completion of their work contracts.

Also, inconsistent flow of employment was also mentioned by Kazlyn. This was the outcome of a decrease in the demand for lecturers/teachers at the university, which were supplied by the recruitment agency with which Kazlyn was allied. Despite the agency's hope that this was a temporary phase, the time lag made Kazlyn doubt his success in the host country and a result he chose to return to his country of birth in search of more prosperous prospects. Given that Kazlyn opted to work abroad for "financial gain" which ties in with the Neoclassical Theory of Migration as also reported by Tomanek (2011), his sudden return resulted from helplessness in successfully achieving his financial goal due to unforeseen challenges with his work contract. Cassarino's (2004) similarly acknowledged that a futile experience abroad fuels return migration. Battistella (2004) mentioned that if return is powered by achievement of goals or hindrances such political unrest, return is regarded as a voluntary action.

However, should the migrant fulfil the timeframe of their contract or a crisis presents itself, such as a change in working conditions, return is regarded as an involuntary action. Battistella's articulation matches with Kazlyn's experiences. Although Kazlyn did not complete his work contract, the unemployment dilemma experienced by the recruitment agency with which he was affiliated, forced him to return involuntarily.

5.4.2.3 Health toll

Christine and Lauren experienced a challenge with their health which was triggered by different factors. In Christine's case, the climatic conditions was the root cause of the chest complications she experienced in the receiving country whilst Lauren's health defects were triggered by the ill-discipline of learners that resulted in her suffering from a panic attack as well as environmental factors like the dusty desert which stirred up her allergies. Lauren was subjected to a torturous experience in the host school as she felt that discipline was unmanageable. Consistent exposure to a stressful environment indisputably resulted in the decline of her physical and mental health as she experienced anxiety and panic attacks while in the host country. The challenging classroom experienced by Lauren ties in with the findings of Doki, Sasahara and Matsuzaki (2018). Doki et al. mentioned that it is not unusual for foreigners to feel more stressed than the locals taking into account the number of adjustments the migrant has to make, not only confined to the work place. Furthermore, Ansley et al. (2018) pointed out that when stress levels escalate, the individual may experience anxiety and depression as a result. Lauren found comfort in her partner while she was abroad through constant communication with him. This type of intangible resource such as support can hold more influence on return migration than financial and physical preparedness (Hazan, 2014). According to Achenbach (2015), transnationals communicate often with loved ones in the home country in an attempt to evade feeling displaced in the host country.

5.4.2.4 Inability to successfully thrive in a foreign land

There is an array of factors such as brain waste, climatic adjustments, bombardment of new rules and death that can stifle migrants' growth in the receiving countries and as a result of these factors presenting challenges for the migrants, returning home is perceived as only option. These factors are discussed below.

a) "Brain waste"

Courtney, Raqueeba and Sharon were subjected to the same fate whereby their spouses who relocated with them to the UAE were unsuccessful in attaining employment in the receiving country. It is important to note that these couples did not relocate as a group nor are they known to each other. However, the spouses of all three return-migrant teachers were placed in similar positions. This was a new finding as no other literature revealed that a reason for return may be as a result of the inability of the migrant's spouse to attain employment in the host country.

The impact of unemployment also affected Zoey as she was unable to secure a teaching post in Australia due to the myriad of prerequisites for eligibility. Her failure to secure a teaching post abroad led to her return home with her husband. She left SA due a number of factors and hoped for a better future abroad but her move was short-lived and she was forced to return to the factors she wished to free herself from. Pixie was also familiar with the difficulty in getting placed in Australian schools, however, despite it being challenging, it still proved possible. She acknowledged that acceptance to teach in Australian school was based on the qualifications possessed by the South African teacher and due to their hardworking culture. This finding is in keeping with Manik's (2005) study whereby migrant teachers in the UK were also subjected to similar employment laws in the host country that restricted their employment and forced migrant teachers to acquire further qualifications to become eligible for teaching posts and to remain abroad. In addition, these migrant teachers were not made aware of this law prior to entering the host country.

Sumption's (2013) statement also concurs with the findings of this study. Sumption pointed out that host countries which request the migrant to acquire further qualifications do so because of scepticism towards the migrant's abilities and they (the host institution) try to avoid incurring financially costs should the migrant display any incompetencies. Furthermore, language and pedagogies differ internationally as well, hence some host countries opt to be sure of the migrant's abilities before offering them secure posts. Batalova et al. (2016, p. 6) stated that failure to attain a job in a specific field despite possessing the necessary qualifications for the job is regarded as "brain waste" since the individual cannot put into practice the knowledge learnt. The finding in this study also revealed that the South African emigrants fell victim to brain waste in the host country since Zoey was not able to

use her teaching qualification in Australia without acquiring further qualifications which left her unemployed. The skills of the three return-migrant teachers' (Courtney, Raqueeba and Sharon) spouses were unutilised as a result of being unable to secure employment in the following fields: security training officer, sales, and warehouse management respectively. As a result, their spouses remained unemployed in the host country.

b) Climate susceptibility

Weather and its impact on migrants' family's lifestyles was another reason for return. Feroza was not in favour of restricting her three children to a life indoors. Given that children enjoy outdoor activities, especially hers, she felt that the heat in Abu Dhabi was robbing them of their childhood by forcing them to remain within shady areas or completely indoors to escape the high temperature. This served as one of the reasons that encouraged her return. However, in Ishen's case, he was attracted to the "warmer weather lifestyle" which he was familiar with in South Africa and chose to exit the UK where the air never fails to feel crispy cold. This finding concurs with Patil's (2017) where it was indicated that potent temperatures can result in migration as individuals wish to escape the heat and cold or any other threatening environmental changes. Feroza and Ishen may also be regarded as what Parker (2018, p. 1) called "climate migrants" as one of their reasons for return was linked to the climatic conditions in the host countries.

c) Overwhelming number of new rules: Professional, social and religious

Thalasa felt as though she was inundated with rules during the induction week, rules that stimulated fear within her as she would have to second-guess her actions and be mindful of her speech to avoid offending anyone and getting deported as a result. The rules covered different aspects regarding the migrant teachers' dress code, religious items, teaching content and social interactions. In respect of the dress code, only certain schools imposed on migrants the use of the Emirati traditional outfits such as the abaya and the kandura, but most schools were lenient in this regard. Lovania also mentioned that females had to wear long blouses that were conservative with nothing shorter than mid-length sleeves. Furthermore, migrant teachers were forbidden from wearing any jewellery that displayed any religious symbols.

In respect of the content taught at school, migrant teachers were warned to omit the use of words such as 'pigs' and 'dogs' as they were offensive. Platonic relationships with males

were also discouraged, especially if no one else was around. Failure to comply with this rule warrants arrest. Christine added that this was also evident in Qatar. Christine became cognisant of the anti-social behaviour toward single females displayed by the married females who were in the company of their husbands. Social lives for single female migrants were rather restricted. Thalasa was also notified by her colleagues that in the case of a migrant encountering an accident, they are not allowed to leave the scene of an accident until the police arrive, despite how minor the accident. The emotions experienced by Thalasa while becoming acquainted to the rules and regulations within the host country corresponds with the concept of culture shock (Koerner, 2016), revealing that her emotions and reactions were normal.

d) Loss of a friend and concealment of death

A new living space and a new working environment are already overwhelming factors that the migrant has to adjust to during their reintegration process. However, adding the death of a friend to the mix along with being unknowledgeable of the facts behind their demise in the host country can be a breaking point for the migrant, as confusion and fear set in. A friend's death abroad left Thalasa feeling very confused and extremely afraid. Her fear stemmed from the secrecy behind his death initially. Thalasa's friend was also attending the induction when he had a heart attack in his hotel room. The cause of death or the circumstances surrounding his death were not known to Thalasa and her other colleagues. They questioned each other in a state of shock, as well as questioning the police, in search of answers regarding what transpired, but they were ignored by the police and were not successful in acquiring information from the other expats since no one really knew. Other colleagues soon warned Thalasa and her colleagues that if they continued to question the matter, they would be deported. The death of her friend and the concealment of his death was the most influential reason for her return as that triggered her thought processes to return. She was scared in a foreign land, subjected to laws that seemed to be against migrants while she was away from her support structure which was her family. The fear instilled in her after this major loss and the fact that she was not allowed to question authorities about the matter, alarmed Thalasa and raised panic. Kovras and Robins (2016) referenced Boss (2006) who indicated that insufficient facts and evidence related to the outcome of loved ones, evokes the emotion of insecurity. This articulation overlaps with Thalasa's rollercoaster of emotions that triggered

her return. Death of a friend in the host country was a new push factor revealed in this study that triggered return as this finding has been absent in earlier literature.

5.4.2.5 Unaffordable school fees for immigrant children

Costly school fees within the host country, particularly for immigrants, was a unique push factor that emerged from the present study. Raqueeba, Faye and Lovania shared the same sentiment that the schools in the host country, predominantly in the UAE, subjected them to steep tuition fees for their children. Faye and Lovania, however, emigrated alone whilst Raqueeba emigrated with her entire family. Lovania wanted her family to join her eventually but due personal circumstances, that did not happen. However, Lovania did acknowledge in the FGD that the realisation of the steep school fees in Abu Dhabi would have made 'chain migration of her immediate family' an impossible endeavour as she would not have been able to afford paying for both her sons' education. Raqueeba, Faye and Lovania mutually agreed that it was more affordable to raise their children within the South African education system where they are inundated with choices of public and private schools, allowing them the prerogative as parents to decide where to enrol their children in accordance to what suits their budget. This prerogative is absent in the UAE since the migrants are compelled to enrol their children in international schools. Birchall (2016) stated that some countries implement strategies to discourage chain migration. However, as a reason for return, unaffordable school fees proved to be a new finding.

5.4.2.6 Unstructured schooling system abroad

Value systems, displays of entitlement and a lack of a teaching and learning ethos may affect the overall structure of schools, whether locally or internationally. Layani was fearful that the school system abroad might have a negative effect on her child's abilities and character. Layani believed that the schools in the USA offered an inferior standard of education; hence, she believed that her child will not be challenged in the classroom and may result in her not progressing in life. Furthermore, the value systems among children in the host school gave more importance to wealth and the local children reflected the mindset that they were entitled to things without earning it first. Based on the laid-back approach to education in the host country and the lack of values instilled in the learners, Layani strongly felt that her child would be more driven and mentally stimulated within the South African classrooms.

Marissa's host school also lacked structure. There was no predetermined syllabus to follow and teachers were not allowed to fail the students, and as a result, set the bar too low for the learners. Christine also described her annoyance towards the way in which the schooling system operated in her host school. She mentioned that the learners were not motivated to learn and put in minimal effort yet teachers were required to pass them. The "culture of teaching" and learning or the perception of a lack thereof pushed Christine out of that education system and back into the South African system. According to Mola (2016), progressing learners to the next grade despite their inability to cope with the content may discourage them in the latter years of their schooling life, and eventually they could drop out of school. It was also estimated that half of the grade one learners in the South African learners do not reach grade 12. Layani, Marissa and Christine articulated their distrust in the schooling system in the host countries which initiated their return; however, according to Mola (2016), the problem also persists in South Africa, their home country.

Aaron's articulations concurred with Layani as he was of the opinion that his host school also lacked structure and felt that disciplinary measures were non-existent. However, the education system that Aaron experienced in his host country differed from Layani's experience as he felt that with regards to English as a second language, the bar was set too high for the local school children, making it an unreasonable expectation. Hunt (2016) stated that despite high expectations, allowing an individual to develop other crucial skills and knowledge, there are cons that accompany these expectations that are detrimental to the health of the individual such as despondency, anxiety, mental imbalance, behavioural changes and embarrassment among other factors. Maveshni encountered the same issue in the South Korean school and blamed too high expectations for the corresponding high suicide rate among children experienced in the country. The findings of a study conducted at the University of Western Ontario in London coincide with Maveshni's assertion and Hunt's (2016) statement, concluding that a relationship exists between "perfectionism and suicide" (Petter, 2017, p. 1). The study revealed that children feel pressurised to be consistently perfect in all aspects of their lives as a result of the high expectations and hence resort to suicide as a way to eradicate the pressure.

A new push factor from host countries was established in this study: unstructured education systems in the host country, which in turn may result in return migration should the migrant

teachers wish to expose their children to better structured schools or to challenge themselves professionally within the classroom.

5.4.2.7 Passion for teaching disappeared

Some of the reasons why teachers chose to quit teaching altogether were due to their employment circumstances, lack of support, being undervalued, large number of assessments and the poor results, the system is content centred rather learner centred as well as the need to put their family needs first (Mulvahill, 2018). However, none of the above reasons coincided with Marissa's reason for return. Marissa realised that her passion did not lie in the teaching profession after teaching for one year in the host school, and upon this realisation she opted to change her field of employment. However, she soon learnt that she was not required to remain in the host country to fulfil her duties as she could successfully complete all her tasks electronically from anywhere in the world; she chose to return home where she had the opportunity to be around her family who she missed immensely. A change in heart and in her choice of profession was one of the reasons that initiated return for Marissa; this was not cited in other return migration literature. Due to changing her field of work, Marissa returned home.

5.5 Return triggers: Leaning more towards the home or the host country?

The pull factors within the home country were instrumental in the majority of the return-migrants' decision to return as indicated by the thicker block arrow in Figure 11. The pull factors were of a personal nature rather than professional. These personal pull factors that led to the return of migrant teachers were their commitment to assist their aging parents, essential bonding between the grandparents and grandchildren, obligations to spouses and children who remained in the home country, etc. This study shed light on the fact that the return-migrants' decision to return shared no bearing to their reasons that pushed them to exit in the first place, i.e. the factors that pushed them away initially were irrelevant in their decision to return as their return home was driven by personal circumstances whereas their reasons to emigrate were mostly as a result of professional and financial improvement. This finding is unique to this study.

5.6 Post-return experiences

It is important to establish the success of reintegration encountered by migrants as this can affect their decision to re-migrate. Van Meeteren, Engbersen and Faber (2014) supplied a list of factors that can negatively influence a migrant's return experience: negative mindset, challenges in the workplace, slow service delivery, family obligations and expectations, technologically challenged, poor infrastructure and undesirable social encounters. The most common challenges that affected return experiences and reintegration within this study are discussed below.

5.6.1 New placement policy penalising returning teachers

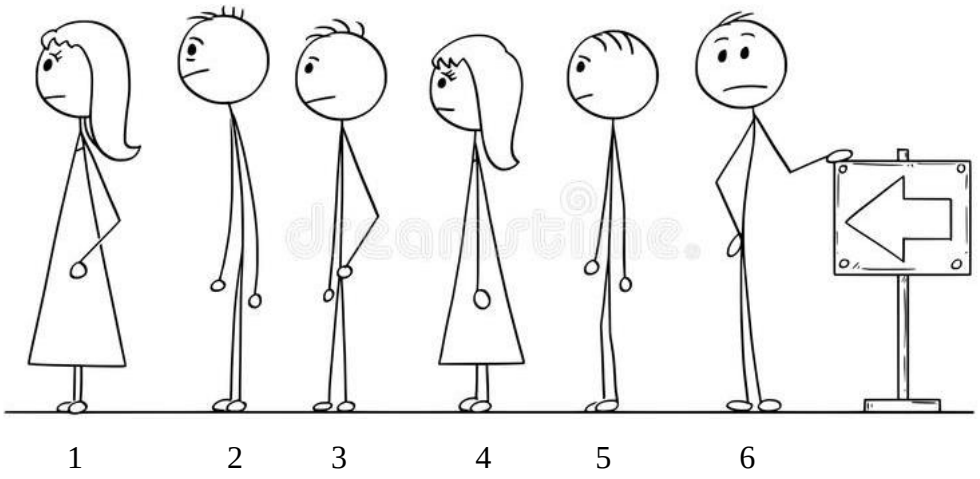


Figure 12: Line of preference for teaching posts
Adapted from Sasek's (2019, p. 1) illustration. [10]

Figure 12 represents the line of preference referred to by Masuku (2018). First preference to posts is given to surplus educators, followed by newly qualified bursary candidates. Third in line are the qualified Grade R educators who possess one year minimum service, and fourth in the queue are the qualified substitute educators who have more than a year of experience. Next are the newly appointed educators, and number six in the diagram are the returning teachers who have to wait patiently to be placed in a state paid post. Seventh in line are non-teaching graduates who possess two or more teaching subjects.

[10] The cartoon was designed by Zdenek Sasek and represents people waiting in a queue, burdened and helpless; much like some of the return-migrant teachers who are waiting in line for a state-paid teaching post in this study.

Returning home and being unable to secure a stable teaching post can be demotivating and petrifying for migrant teachers. Professional challenges, according to Van Meeteren, Engbersen and Faber (2014), such as scarcity of teaching posts for returning migrant teachers can subject them to negative return experiences. Lovania stated that due to the new post establishment policy regarding the line of preference for placements being implemented in South Africa specifically for teaching posts, her reintegration process post-return was challenging. She was unsuccessful in securing a state-paid post in Durban, KZN and as a result, she accepted a permanent teaching post in a private school at which she previously completed her teaching practice. Recently, however, Lovania did apply for a state-paid post and was successful in the interview. She was offered the job but it was withdrawn soon after when the principal of the public school realised that she was a return-migrant teacher. The principal apologised as his hands were tied due to the new policy.

Similarly, Thalasa received the same response when applying for posts in Durban after being abroad for only 17 days. She urged the principal of her previous school to assist her in securing the teaching post that she previously occupied less than three weeks prior but her pleas went in vain as the post was already filled by a newly qualified teacher. She applied to other schools in Durban but it was evident to her that the supply of teachers in Durban far exceeded the demand. However, upon applying for a post in Johannesburg, she was successful. Conversely, Louw (2015) predicted that in the next decade, from the date of the article, South Africa would be experiencing a shortage of teachers as a result of increased learner enrolment and pointed out that return-migrant teachers would also be needed to fill these posts. Sinyolo (2012) also agreed that South Africa is amid a crisis of an inadequate supply of qualified teachers. This study, however, indicated that the findings of Louw and Sinyolo are only applicable to certain provinces in South Africa and not all; as KZN has proven to be a difficult province to secure teaching posts as there is an oversupply of qualified teachers and a scarcity of vacant posts.

During the interview, Shane was of the opinion that the new protocol was fair to an extent but later changed his mind during the second focus group discussion, making the disagreement towards the policy a unanimous one. Lauren also voiced her disagreement stating that the South African Council for Educators (SACE) and the education department are sending mixed signals as SACE encourages professional development among teacher which can also be achieved abroad, yet when the migrant teachers return with refined skills and knowledge

from leading countries, the D.o.E. rejects them. Lauren believes that a lack of communication between SACE and the D.o.E. is causing prejudice to teachers like Lovania. Masuku (2018) acknowledged the disappointment experienced by return-migrant teachers who felt as though they were being penalised for engaging in professional development abroad. The findings of this study concurred with Masuku.

There have been many suggestions made to the D.o.E. on how to refrain from losing so many of our skilled professionals, including teachers, to other appealing countries as well as suggestions to assist in reeling in the lost labour force (Bernstein, 2015; Peltzer, et. al, 2005). However, instead of taking heed to these suggestions, the D.o.E has implemented a policy for placements which disregards the returning teachers, stifling the return-migrants' livelihood in the home country by making it difficult to be placed in state-paid posts (Masuku, 2018). Despite the majority of return-migrant teachers from this study securing teaching posts upon their arrival, some were unsuccessful in attaining state-paid posts and currently bear the brunt of the new placement policy whilst others acquired state-paid posts after joining an abstract queue or indulging in internal migration in search of better opportunities to secure a post. It is also important to note that in certain cases like Solomon and Shane's, if the return-migrant teacher is trained in specialised subjects such as Mathematics and Science, the protocol may be overlooked as there is a shortage of teachers that exist in these particular subjects resulting in the return-migrant teacher getting placed much faster.

5.6.2 Jealousy displayed by non-emigrant colleagues

Researchers often take into account the jealousy portrayed by locals towards the immigrants in the host country; however, there has been inadequate literature taking into account the jealousy of locals in the home country towards locally trained return-migrant professionals, which in relation to this study applies to the return-migrant teachers. This study found that the return-migrant teachers, having spent some time abroad, not only opted to 'return to the fold' in terms of returning to their home country but they have also 'returned to the fold' in the sense of returning to the community, colleagues and beliefs that were once familiar to them.

According to the findings of this study, the reaction of family and friends proved to be positive as family members and close friends out of the workplace exuded excitement to have their loved one back home; however, the workplace offered a different reception to some of

the return-migrant teachers' presence. A sense of jealousy was conveyed by the teachers who never had a migratory experience, especially those who were once considered the return-migrant teacher's 'friends'. The reaction towards the return-migrant teachers is what this study found to be most interesting and of vital importance to return migration experiences. The non-emigrant nationals were described as displaying the feeling of envy and jealousy since they refused to accept or be advised that their current practices contain room for improvement. Jealousy within the workplace can create a negative atmosphere for the return-migrant teacher, affecting them mentally and emotionally, which as a result could possibly make them rethink their return.

Similar to xenophobic occurrences on foreign land due to locals being jealous and fearful of foreigners, the study found a corresponding trend in the home country upon the migrant's return where the locals reject return migrants (which in this case are return-migrant teachers) because they are led by jealousy and fear of allowing the return-migrant to feel superior within the workplace. Furthermore, upon the migrant teacher's return to the previous place of employment, or to a different institution, the non-emigrants are vigilant, resentful of changes proffered by the return-migrant teachers in the sense that their (returnees) practices and mindsets have transformed and revolutionised. To non-emigrants, return-migrant teachers' views and changes in practices are foreign and the process involved in successfully conforming to it may be deemed unnecessary and time-consuming, especially in the workplace.

A handful of return-migrant teachers mentioned that their efforts in implementing foreign, forward-thinking, innovative administrative and teaching strategies within the work environment were rejected as the non-emigrant teachers showed no enthusiasm in listening to them, simultaneously displaying an attitude that immediately opposed the idea. It was redundant in the questionnaire, interview and focus group discussion that Shane was not happy with the lack of interest in the home school towards new strategies he wished to implement. He pointed out that the "non-progressive nature of professional individuals" is evident in the work place. For every suggestion he offered his school to encourage a new form of learning within their classrooms, he was supplied with numerous reasons as to why it will not work. No one was willing to attempt a trial run as this would mean investing more time and effort which they were not willing to sacrifice. Shane stated that his colleagues were not in favour of "change" as they felt "threatened". Vamos (2017) revealed that when a

person is jealous of another person, they are easily offended by suggestions made to them by that person and they never seem impressed by anything that person says. The articulation of Vamos (2017) corresponds with the return experiences of Shane. Adam shared similar sentiments and was of the opinion that schools in the public sector do not want to "burden" themselves hence adopting an attitude that is anti-change, an attitude that is also against international influence.

Lovania mentioned that upon accepting a teaching post at her current school when she returned, she found it challenging adapting to the traditional, old school methods of carrying out simple day-to-day activities. She immediately encouraged her superiors to acclimatise to a more technologically friendly approach within the workplace, which they declined to implement, insisting that the present methods were best; however, when the D.o.E. made it compulsory for schools to use the South African School Administration and Management System (SA SAMS) which is a software, computer program, the school was forced to conform to department requirements. Lovania became accustomed to paperless transactions in the host school and felt like she took a few steps back, almost as if she stepped into an earlier time zone, when she returned to the South African schooling system. Her colleagues and superiors were closed off to the idea of change because they could not relate to what she experienced abroad, having not lived abroad themselves. Lovania divided non-migrant teachers into two categories: those who view the return-migrant as a mentor and those who possess the mindset of "who does she think she is?" Lovania experienced both types of people and she is of the opinion that the reactions of the latter group were a result of jealousy.

Lauren also mentioned the challenges she faced in the home school upon her return as she tried to find her footing because the social circle to which she once belonged seemed to have excluded her intentionally. Lauren's exclusion from her social circle which impacted on her return migration experience is in keeping with Kunuroglu et al. (2016). Kunuroglu et al. clarified that the migrant may have a positive approach towards their return but when they feel left out from social interactions, this impacts the migrant negatively. The colleagues she considered her 'friends' reacted negatively towards her and they felt like she was being pushy by trying to implement practices she had learnt in the host school. They withdrew themselves from her socially because they were not in favour of the change they observed in her, nor did they understand her experiences. Lauren was of the opinion that jealousy on the part of the non-emigrants instigated this cold reception towards her and she also noted that none of her

colleagues, especially those with whom she was once friendly, ever enquired about her experiences abroad. According to Vamos (2017), a trait of jealousy is sudden avoidance which mimics the actions of Lauren's colleagues. In keeping with Vamos' (2017) findings, Lauren's colleagues took offence to her suggestions, revealing one of the characteristics of jealousy. Lauren's situation can indicate that her colleagues felt intimidated by her growth and the reason they never questioned her about her experiences may be due to avoiding feeding her ego; choosing not to give her any importance. The struggles experienced by return-migrant teachers within the work place upon return are in harmony with the findings of Setrana and Tonah (2014). Feelings of inadequacy/overconfidence and envy between co-workers can ruin relations.

Like Lauren, Thalasa also returned to the school where she had been previously employed with the intention of saving her job. However, when she tried to get back into the system, she endured backlash from colleagues who reiterated their views as to why she did not deserve to be re-employed as a state-paid teacher especially since, according to her colleagues, she exited the system at her own free will. Comments like: "She deserves it [that] she can't get a full-time job back" or "she's got her pension and she made money overseas" negatively impacted Thalasa's return experiences in the school at which she previously taught. Vamos (2017) also mentioned that jealousy displays itself within people by their happiness when something goes wrong in another person's life. It is evident from the articulations of Thalasa's colleagues that they were jealous of what they assumed to be a financial improvement on Thalasa's part and they made it clear that they wanted her to be penalised for progressing in her life. Their unreceptive reaction was in protest against the acceptance of return-migrant teachers into the South African education system because they felt like the return-migrant were better off than them, which like xenophobia, they resented the migrant due to jealousy.

Although not all non-migrants react negatively towards return-migrants, it does occur. This is an important factor as it may influence the migrant's decision on whether or not to remain in the home country. Should they not feel valued or their professional growth is stifled, this may result in the migrant putting into motion the process of re-migration.

5.6.3 New me, same them (W-curve)

Upon resettling into the home country, migrants often notice that the feeling of home and their surroundings have changed in their absence just as they transformed while they were abroad; however, simultaneously they may also notice that the mindsets of the non-emigrants have not changed due to the lack of exposure to international practices and way of life.
Van Meeteren et. al (2014) stated that sluggish service delivery, undesirable social interactions, hostility in the workplace, expectations of family, awareness of limited access to resources and narrow mindsets possessed by the non-emigrants are some of the reasons why return-migrants experience difficulty in the reintegration process. Lauren acknowledged that living and working abroad transformed her completely. She emphasised that when she returned, it seemed as though she had lived an entire lifetime whereas the non-emigrants around her seemed to have remained stagnant as no improvements were noticeable in terms of their mindsets and the way in which they carried out tasks within the workplace. Lauren soon found herself excluded from her professional social circle for being different. Apart from her professional setting, Lauren was not keen on being around family and missed her freedom of not being expected to visit her parents or extended family while she was abroad. She resented the feeling of obligation to continue with the old trend of visiting parents and other loved ones upon her return.

Lovania also felt like she took a few step backwards when she returned to the South African education system as technology seemed like a "dinosaur" to them indicating that the mindset was closed off to change. Terusha also acknowledged the challenges she experienced trying to readapt to life in South Africa as she became more cognisant of the fact that her mindset and outlook on life were altered during her time abroad. Her absence made her more aware of the "closed-minded" mentality of the non-emigrants, something she found difficult to comprehend. She had to remind herself that non-emigrants thought differently because they were not exposed to the different lifestyle and way of thinking that she was exposed to. Tim, on the other hand, had to adjust to the relaxed, delayed work ethic that is displayed by South Africans as he was used to quick service delivery abroad. Tim, Lauren, Terusha and Lovania's experiences coincided with the factors mentioned by Van Meeteren et al. (2014) that negatively affect a migrant's reintegration process upon return. such as sluggish service delivery, undesirable social interactions, hostility in the workplace, expectations of family, awareness of limited resources and narrow mindsets possessed by the non-emigrants. Marissa

also encountered challenges in readjusting because she experienced the same homesickness upon return as she did when she first emigrated. Her readjustment period was not complete when she chose to re-migrate.

Sussman's (2000) model on the four post-adaption cultural identities was evident in Lauren, Terusha and Lovania's post-return experiences. All three women possessed 'subtractive identities' according to Sussman's (2010) cultural identity model. The subtractive identity finds the return migrant feeling isolated for possessing a more revolutionised mentality. However, this study also found that Marissa and two of the above return-migrant teachers (Terusha and Lovania) simultaneously possessed the 'additive identity', since they still shared a greater attachment to the host country than the home country upon return (Sussman, 2010). A mix of identities can be possessed simultaneously by an individual, as argued by McNair (2014). Setrana and Tonah's (2014) findings also mirrored the experiences of the participants referred to above. Setrana and Tonah explained that returnees expect the progressive aspects of work life abroad to be the same upon return to the home country and as a result they find it difficult readjusting to a tardy, backwards system. The stage at which the return-migrants noticed the vast differences between the host and home countries sent them into a state of disappointment. This corresponds with Gullahorn and Gullahorn's (1963) "W-curve" theory whereby the culture shock the migrant endured in the host country is now also prevalent upon their return (cited by Leavey and Eliacin, 2013). The adjustment process that each of the return-migrant teachers are undergoing is known as "re-acculturation" which is in keeping with the definition supplied by Kunuroglu (2015). This stage involves attempts made by the return-migrant to readjust after becoming accustomed to new culture and way of life abroad.

In other words, just as the arrival into a new country stirs up excitement and is regarded as the "honeymoon" phase (Gullahorn & Gullahorn, 1963, as cited by Tanim, 2016), likewise the arrival back home fosters the same emotions for the reason that migrants have a different mentality on what to expect, much like a naïve bride. The home country could be likened to the groom. Upon entering the marriage, the bride realises that her partner is not what she expected him to be and as a result disappointment and fear set in. However, after daily interaction with the groom, she slowly develops an idea of his habits and adjusts accordingly; eventually finding her feet as a married woman. Similarly, a returning migrant may have certain expectations upon their return based on the assumption that the place and the people

haven't changed in their absence or they assume that their home country has evolved with modern times. However, shock sets in when they realise that everyone has moved on and their surroundings have changed, or in cases where migrants have returned from a developed host country and re-enter their developing home country, they seem to be flustered with the lack of improvement. However, through exposure to others and immersing themselves in every day practices upon their return, they become more aware of what to expect from others among other things and accordingly attempt to adjust their expectations and manner of completing certain tasks. It is at this point that the readjustment phase commences (Tanim, 2016).

This finding was also in keeping with Gu and Schweisfurth's (2015) findings revealing that "identity transformation" was an automatic stage which a migrant experiences upon return. Furthermore, the Gu and Schweisfurth (2015) stated that the migrant is fully aware of their transformation in different aspects, much like Lovania, Terusha and Lauren. As mentioned in 5.2.2, Lauren's mindset was altered by those she had interacted with abroad and she no longer lives by society's rules. However, the return-migrant teachers who had no issue settling into the home country possessed either of the two identities: Affirmative identity whereby they have a stronger tie to the home country as opposed to the host; or Global identity (aka intercultural identity) where they are able to absorb both cultures with ease (McNair, 2014, p. 32).

Unlike the return-migrants who possess subtractive and additive identities, Thalasa possessed minimal attachment to the host country and hence belonged to the affirmative identity (Sussman, 2000). This identity is accompanied by a less stressful experience post-return; however, Thalasa's experiences post-return left her highly stressed and depressed as she felt lost and overwhelmed in search of a job and filled with guilt and regret. This study found that the affirmative identity mentioned by Sussman (2000) does not necessarily guarantee a smoother transition post-return since the circumstances to which each migrant returns is different.

5.7 Re-migration: Still on course or concluded

This section on serial migration is divided into two sections: Still on course (to re-migrate one day) and migration as a concluded affair (no intention to re-migrate). The former also

includes return-migrants who may consider re-migration one day but have no intention to do in the near future.

5.7.1 Still on course

The following factors are pushing the South African return-migrant teachers to re-migrate: brighter prospects for their children, citizenship abroad, monetary elevation in the host country, better opportunities for a more fruitful life, convenient lifestyles, reuniting with loved ones abroad, socio-economic challenges in South Africa, unemployment and demotivating employment policies. Majority of the return-migrant teachers, precisely 40%, intend to exit South Africa once again and 30% articulated that they may consider re-migration if the opportunity proved to be worthwhile. Thus, a possible 70%, the majority, could re-migrate.

5.7.1.1 A move most beneficial for their children

Factoring their children into their decision to re-migrate one day, are parents Zahara and Donell and a future parent Trevor, who believe that conditions for their children's educational enhancements and healthy well-being are most favourable in the host country. Zahara believes that educationally, her children stand to benefit from the educational facilities and excellent resources that schools abroad offer which is absent in South African schools. Over and above the educational opportunities, health benefits were also factored into Donell's decision to re-migrate in the future. Exposure to other cultures, becoming more socially aware and tolerant, as well as opportunities for travel are only accomplished abroad according to Donell's reasoning. Donell does not want to rob his son of enriching experiences by keeping them confined to South African borders. Luke brought to light the challenge of division experienced in South Africa where there is a huge economic and cultural gap that needs to be amended, resulting in South Africa falling behind when compared to other countries. This is the same challenge that Donell wishes to save his sons from. Trevor's decision, however, is based on the prospect of his future children and believes he can offer his family a better life abroad. Feroza intends re-migrating when her children are older and they are able to benefit from the move. Adam, on the other hand, intends re-migrating to join his children who are currently still residing abroad.

5.7.1.2 Enhanced paycheques and a better standard of living

Laurence (2015) mentioned that teachers exited the South African education system due to poor salary scales compared to host countries. This study found that dissatisfaction with teachers' salaries in South Africa is still an issue, irrespective if the migrant had a positive or negative reintegration experience. Luke articulated that the salaries earned by teachers in South Africa are not enough to sustain themselves and their family, leaving little or no finances remaining to plan for the future. Teachers' salary brackets abroad seemed more tempting and give the migrant teachers more room to welcome choices and opportunities. Whitney stated that in countries like South Korea, teachers are "underworked and overpaid" whereas in South Africa it is unfortunately the opposite. Whilst monetary improvement is a factor that solidified Luke's intention to re-migrate, Afreen mentioned that she missed the high salary, and she is exhilarated by the thought of the salary abroad being three times greater than earnings in South Africa. This financially driven independence is a factor that tempts Afreen to move abroad after immediately feeling poor upon her return. Anesh will also consider re-emigrating should he not succeed in attaining a more financially rewarding post in the home country since he is currently unhappy with his financial position. However, Allister may consider re-migrating for financial reasons depending on whether the host country welcomes his family as well. Similarly, Lovania also wishes to emigrate again for financial reasons due to her current situation of being unable to attain a state-paid post since her return three years ago.

5.7.1.3 Peace of mind and convenient lifestyle

Maveshni was motivated to re-exit the home country although she enjoyed her job in the home country and was given the opportunity to grow within the workplace, the lifestyle she was able to live abroad however, is what encouraged her to engage in re-migration. Maveshni only returned to complete her studies and intended on leaving as soon as this goal was accomplished, and she is now currently residing in Oman. Elements that offered her a more convenient lifestyle abroad was the high level of safety and security she possessed in the host country, trustworthy public transportation facilities, excellent customer service, better salary scale and she was also able to finance her desire to travel which she was not able to achieve on South African earnings. Similar to Lovania and Maveshni's reasons for opting to re-migrate, Lauren added that she does not have intentions of re-migration at the moment, but she will consider it if her relationships status changes.

Lauren also added that the lack of room to practice innovative pedagogies, crime, narrow mentalities within the home country, financial gain abroad and travel opportunities were other reasons that may influence her decision to re-migrate. Terusha is also certain that she will re-migrate because she cannot see a prosperous life for herself in South Africa. If an opportunity arises, Layani will also consider re-migration to a country that correlates with the South African education system, although not possessing the intention to do so right now. Whitney is keen to re-migrate provided the opportunity is worthwhile. Her reason for being open to re-migration is due to the peace she experiences abroad, which she feels robbed of in South Africa due to the high crime rate. She hopes to give her children the opportunity to experience the level of security she experienced abroad. Head (2019) stated that crime, inconsistent economy, work-life imbalance and messy political issues made South Africa one of the most unattractive host countries. However, this study found that the same factors made it a less attractive home country, serving as instigating factors for re-migration.

5.7.1.4 Unemployment in the home country

Unemployment in the home country forced Marissa to become an entrepreneur. However, instability in the flow of work made it difficult for Marissa to enjoy a smooth reintegration upon her return. This as a result made her opt to re-migrate, returning to the same host country. Pixie emigrated initially for a similar reason: spousal unemployment, proving that unemployment is currently still problematic in South Africa. Pirvu and Axinte (2012) encouraged return over remittance and stated that return migrants are more valuable as they their savings along with them that can use more productively. However, in instances where the return-migrant cannot secure employment upon return, the benefits of their savings will now be used to survive whilst trying to secure a job. Akesson and Baaz (2015) explained that an influx of returnees can create chaos in job placements in the home country since there may not be enough jobs available for the returning migrant or there could be a mismatch with the availability of jobs and the qualification possessed by the returnee, despite how advanced the qualification.

5.7.1.5 Escaping political instability

Another socio-economic challenge that has another return-migrant teacher set on re-migration is the politics of the country. Solomon wants to escape the “mess” of the political system where biasness exists. Solomon stated employment opportunities show preference to certain

race groups and ignore the value and skills possessed by others. Aaron shares the same view as Solomon, stating that South Africa is experiencing brain drain as a result of the unfair protocol being followed to employ individuals for a post, a protocol that ignores "expertise and mastery". The articulations of Aaron and Solomon are in keeping with Somduth's (2018) findings where it was acknowledged that "race-based policies" are one of the reasons South African teachers are choosing to exit the country. The unpredictability of the South African government and the alarming state of the South African economy has played a major role in Sharon's decision to re-migrate in the future. Like Maveshni, a lack of safety in the home country also influenced Sharon's decision. Shane and Aaron are also wary of the political standing of the country and due to their fears, they may consider relocating. The poor infrastructure, limited access to resources in the South African education system and the close-mindedness of the non-emigrant teachers is pushing Shane towards re-migration.

5.7.1.6 Owning a home in the host country

For one participant, he is keeping his options open for retirement. Ishen owns a property in the host country and might choose to re-migrate upon retirement as a result. However, this plan is not cast in stone and he mentions that the property may just be a summer residence. Given the fact that Ishen is a property owner abroad, the idea of re-migration may linger in his mind. This is a fresh discovery that may prompt re-migration.

5.7.1.7 New placement policy affecting return-migrant teachers

Also, another factor that may make South African return-migrant teachers opt to re-migrate is due to the new employment law that affects the return migrants only. This law narrows the likelihood of the return migrant encountering a smooth reintegration period because they are subjected to challenges in securing state-paid posts. In Lovania's case, for the past three years since her return, Lovania has been financially, emotionally and mentally prejudiced because she has been unable to acquire a permanent or temporary state-paid post. She is forced to teach as a SGB teacher despite the norm of SGB-paid salaries being extremely low. Zoey and Thalasa had to engage in internal migration when they arrived to secure a teaching post because their efforts were going in vain when they returned. This study revealed that if teachers are subjected to Lovania's current situation, they too may seek better job opportunities and financial security abroad, if internal migration fails. This is a new finding that may trigger re-migration.

5.7.2 Pulling the reins on re-migration to a complete halt

The factors that were instrumental in the return-migrant teachers' deciding not to re-exit the home country were dependent on their commitment to their family, a positive work environment, and instability experienced abroad among other factors. The findings in this section were unique to this study as no other study revealed why people choose not to re-migrate.

The well-being of children and partners took precedence over re-migration despite how positive the migratory experience abroad. Courtney, Faye and Raqueeba did not want to uproot their children when they are very settled in the home country presently. Faye also added that remaining in South Africa was also a strategy to offer company to her widowed mum. Pixie on the other hand, has no intention to re-migrate despite her husband being unsuccessful in securing a post due to affirmative action. Pixie's loyalty to her husband is the reason she chooses not to exit the home country once again; however, death of her spouse will the only factor pushing her to re-migrate.

Encouraging work spaces upon return made a huge difference to the return migrants' experiences in the home country, prompting them to remain permanently. The less stressful classrooms and workload worked in favour of Tim and Christine's decision to remain in the home country. Christine stated that the stress and disappointment are penalties for high earnings abroad: a penalty which she thought was not worth it. However, not all the return-migrant teachers received a proper reception upon their arrival and that automatically destroyed their chances of having a positive working environment within that work space as colleagues display a certain degree of jealousy towards them as in the case of Lauren and Thalasa; however it had no influence over their decision not to re-migrate.

Uncertainty of work contracts abroad, strict rules and constant threat of deportation can also make a return-migrant teacher fear returning to the same situation should they re-e\migrate. Thalasa is traumatised by her 17-day experience abroad and wishes to remain in the home country, where everything has eventually fell into place since her return despite her rocky reintegration. Kazlyn has chosen not re-migrate for the reason of building experience professionally and socially. Zoey on the other hand, did not supply any reasons, but stipulated that re-migration is not a part of her future plans. She did, however, mention that she has

citizenship in Australia yet still has no plans to return. However, she may use it as a backup plan should the need arise.

5.8 Nature of return migration among South African teachers within the context of this study

This study has added to the meaning of the term 'return-migrant teacher' in the sense that the migrant may not have exited the home country as a teacher, however returning home after teaching abroad earns them the title of 'return-migrant teacher', including those who qualified solely in TEFL as well as those who possess non-teaching qualifications. However, without a teaching degree/diploma and SACE registration, it will be considered an illegal act for return-migrant teachers to practice teaching in South Africa (SACE, 2019).

This study has found that majority of the returning teachers are between the ages 20-29 years. Despite the South African return-migrants being of a relatively young age, the majority (83%) of the sample are seasoned teachers, comprising 20% in their 20's, 43% in their 30's and 40's and another 20% in their 50's. Specifically in Durban, KZN, the majority of the sample were Indian. However, this study failed to attract the majority population in South Africa which are Africans.

While the majority of the return-migrant teachers chased better salaries abroad, salaries in the home country shared no relevance to their return as majority of the return-migrant teachers fell within a more elite salary bracket abroad as opposed to their earnings in the home country. Despite the decline in financial earnings and a drop in one's lifestyle habits that a South African teaching salary will subject the return-migrant teachers to, depending from which host country they are returning, the majority of the return-migrant teachers are still choosing to return to the teaching profession in the home country rather than getting into a different field or becoming an entrepreneur. Regarding the new post establishment placement policy, it does not affect all returning teachers since those return-migrant teachers who possess high-in-demand subjects are automatically not penalised for their 'return-migrant' status.

Family was the most prominent reason that initiated return among the South African migrant teachers. Some reasons such as the loss of a parent or the sudden need to return for the well-being of one's children were unforeseen circumstances that triggered the sudden return of a few migrant teachers. Other reasons such as the desire to take care of aging parents and offering their children a chance to build stronger ties with grandparents were regarded as well-thought-out, planned returns. Apart from family, teachers were also pulled back for other personal reasons such as attaining higher academic qualifications and experience as well as returning due to pregnancy and following a retired spouse back home. Evidently, the pull is greater than the push, and the nature of the pull is personal rather than professional. South African migrant teachers in this study are actually re-entering the home country for personal reasons more than professional reasons. They did not voluntarily choose to return and they would have remained abroad had personal reasons not taken precedence.

This study also discovered seven additional reasons for return migration. Firstly, return migration may occur as a result of the accompanying spouse being unsuccessful in securing a post abroad. Secondly, fear as a result of death of a loved one in the host country can fuel the desire to return home to be around familiar faces. Thirdly, unaffordable school fees in host countries where migrant children are only allowed to attend international schools is another reason that initiates return to the home country. Furthermore, completing their studies in the home country or attaining experience in the South African education system to meet certain prerequisites in particular host countries for teaching post eligibility or to enter a different field, initiated return. News of pregnancy while residing in the host country also had significant impact on the decision to return home. Religion and social rules in the host country based on the dominant religion, where platonic relationships with the opposite sex is taboo and freedom to wear symbolic religious jewellery is discouraged, may also emerge as a driving force to return to the home country. Lastly, disagreement with the culture of learning and teaching in the host schools can also steer emigrants toward return migration.

This study contradicted Sussman's (2000) cultural identity post-adaption since the affirmative identity conveyed the message that minimal attachment to the host country results in a less stressful return experience. However, despite a return-migrant within this study possessing this identity, she still encountered great difficulty adapting post-return. It

is important to acknowledge the impact the return-migrant's experiences in the home country can have on their decision to re-migrate. The majority (70%) of the return-migrant teachers have indicated that re-migration is still an option (40% revealed that it was only a matter of time before their feet settled on foreign soil and the remaining 30% indicated that they would consider exiting South Africa again should a promising prospect intrigue them). Reasons for being receptive to the idea of re-migration stemmed from the following pull factors in the host country: brighter prospects abroad for their children, citizenship abroad, monetary elevation in the host country, better opportunities for a more fruitful life, convenient lifestyles, being a home-owner in the host country and reuniting with loved ones abroad. Factors that were instrumental in pushing the idea of re-migration were: socio-economic challenges in South Africa, unemployment and demotivating employment policies.

However, not everyone shared the same view. The remaining 30% of the return-migrant teachers chose to remain in their country of origin permanently due to their commitment to take care of their aging parents, better value system developed through family interaction, unwillingness to disrupt the schooling life of their children, post-traumatic stress over experiences in the host country, positive work environment, and building experience in the home country.

5.9 Conclusion

This chapter elaborated upon the reasons for return migration amongst South African teachers. Furthermore, their return experiences and intentions to re-migrate were analysed in correlation to the literature presented in chapter 2. The most potent triggers for return amongst the migrant teachers, in descending order, were homesickness, parental obligations, xenophobic displays amongst host learners and contract expiration dates. Whilst it is fair that the DBE endeavours to create employment for newly qualified educators and place surplus teachers, return-migrant teachers feel that they have been disregarded from the system despite bringing with them first world knowledge and skills. Crime and political uproar also play a sturdy role in their decision on whether or not to exit the home country once again.

CHAPTER 6

VALUABLE INSIGHTS

6.1 Introduction

The intention of this chapter is to gauge noteworthy insights of the study which have materialized from the data in an effort to understand the reasons for return migration among South African migrant teachers as well as their experiences post-return which influence their decision on whether or not to remain in the home country. To commence this chapter, I discuss the demographic and professional profile of the return-migrant teachers, followed by an explanation behind the reasons that prompted their return to South Africa, and thirdly, their decision on whether or not to re-migrate. Finally, I conclude this chapter by offering a few recommendations to the South African Department of Education based on this study.

6.2 Insightful information on the demographic and professional profile of the South African return-migrant teachers

In response to the first research question (What is the demographic and professional profile of South African return-migrant teachers?), from the group of return-migrant teachers in South Africa, the majority were from the province of Kwa-Zulu Natal. Furthermore, of the return-migrant teachers, women outnumbered men and it was also established that despite majority of the return-migrant teachers belonging the 20-29 year age category, the majority of the total number of return migrant teachers were seasoned teachers, i.e. they possessed a minimum of five years of experience in the teaching profession. It appeared to be a common trend among the return-migrant teachers to remain in the teaching profession upon their return. We are in dire need of the returning seasoned teachers as they have attained refined skills and valuable knowledge over the years in the home country as well as abroad, amalgamating pedagogies across continents. The returning seasoned teachers can also play an instrumental role in successfully mentoring the entrance of newly qualified graduates according to international standards. Pirvu and Axinte (2012) noted that it is more beneficial for the migrant to return than to remit because when they return, they bring with them their entire savings which can be used more productively in the home country. The DoE should thus encourage migrant teachers to return for the economic and professional upliftment of the country.

6.3 Personal draw cards to return home

In response to critical question 2 (i.e. Why are South African teachers returning to their home country after teaching abroad?), the most common reason that initiated return was family. The study found that personal reasons outweighed professional reasons for return (which constituted voluntary and involuntary return) and these personal pull factors are discussed in detail below.

6.3.1 "There was no quality of life over there without family"

Homesickness, playing a supportive role to elderly parents or grieving parents, returning to parental and spousal duties as well as missing physical interaction with family and friends were the factors that prompted return. Obligation to family steered the South African migrant teachers to return home, placing family at the peak of hierarchy. The migrant teachers filled many roles in relation to family: child, parent and spouse. Ultimately, the return-migrant teachers had to decide what was more important to them: a sparkling bank account or a happy family life. The latter was concluded to hold more value to the return-migrant teachers.

6.3.2 Attaining prerequisites

Returning to meet host country prerequisites and the completion of examinations were fresh findings revealed within this study. Certain host countries such as Abu Dhabi require foreign teachers to possess a minimum number of two to five years teaching experience within their home country before becoming eligible for teaching posts in the host country. Hence, a migrant may only return for the intention of meeting the criteria to teach in specific host countries, eventually leading to re-migration. Furthermore, in relation to tertiary studies, it is difficult for South African migrant teachers to successfully complete their qualifications abroad while being registered at a South African tertiary education. They would be required at some point to return for lengthy periods to attend important lectures or be present at examinations. As a result, the migrant teacher is forced to return to the home country to complete their studies since leave taking for long durations while employed abroad might not be possible.

6.3.3 Bundle of joy

Home visits resulting in the news of gestation may influence return significantly as the migrant may wish to raise the child around a supportive, familiar network of people. This was a new finding in this study. This reason for return is also linked to family since motherly obligation to provide a stable home environment for her child where both parents are physically present in the child's life was a major driving force than initiated a participant's return.

6.3.4 Building a life

Returning to build a new life and secure a stable future was a planned effort by the migrant teacher. The return-migrant teacher believed that the home country was the perfect place to build a life, despite the lifestyle offered in the host country. Evidently, the idea of home was related to a happy life. As suggested by Cassarino (2004), it is not unusual for migrants to return after achieving their goals and successfully accumulating their targeted amount as was evident in this study as well.

6.3.5 Tied-mover

Relocating in an effort to follow a partner was also a factor that triggered return in the present teacher migration study. A person who engages in migration to follow a spouse and foregoes employment opportunities because their partner takes precedence is known as a "tied-mover" (Preston & Grimes, 2017, p. 17). As indicated in the study, a migrant teacher may return to the home country to follow a spouse as a result of the retired spouse's desire to return back home, or the spouse's inability to successfully secure a stable job abroad, or as a result of the spouse being unreceptive to exit the home country to join the migrant teacher.

6.4 Re-migration stimuli

In response to critical question 3 (What is the status of their return to South Africa?), South Africa is at risk of losing the same professionals once again for similar reasons that initiated their first exit. Precisely 40% of the participants were certain that re-migration is inevitable whilst 30% will consider re-migration should the move be worthwhile. This study found the following attractive factors in the host country that were pulling them as well as dissuading

factors that hinder their stay in the home country, pushing them out again. These factors are discussed below.

6.4.1 Safety

Safety was a prominent draw card in the host countries. The implementation of strict laws and corresponding stringent consequences in certain host countries are meritoriously minimising crime. This is a unique feeling to the migrant teachers since crime is a prevalent factor in South Africa which was labelled the least safe country among 31 countries (Head, 2019). Some of the return-migrant teachers recalled leaving their doors unlocked or walking on their street at night in the host country without any fear of being murdered or raped. However, upon returning to South Africa, peace of mind and the feeling of safety and security were soon replaced with a sense of fear and vulnerability. Evidently, the host country is viewed as a place of serenity, making the idea of re-migration more appealing to the South African return-migrant teachers.

6.4.2 Transportation

Reliable and convenient transportation proved to be something the South African return-migrant teachers missed upon their return. The return-migrant teachers mentioned that public transportation abroad was efficient, affordable and easily accessible, and in some host countries certain modes of transportation such as the speed train allowed them to avoid traffic, saving them ample time. Owning a car in most of the destination countries was not necessary due to the availability of choices with public transport. However, upon the migrant teachers' return, they missed the convenience of not driving, not worrying about car instalments or car insurance and not being stuck in long hours of traffic. They also mentioned that public transportation facilities in South Africa such as the local taxis were not an option since they considered it to be unsafe.

6.4.3 Financial benefits and perks

Better salaries in the host countries made the South African return-migrant teachers feel more valued and also afforded them the opportunity to travel. The return-migrant teachers felt as though the teaching profession abroad gave teachers a higher professional status as opposed to the state school in the home country due the rewarding pay. Furthermore, free medical aid was an additional perk in the host schools; a perk that South African return-migrant teachers

really appreciated since medical aid schemes in South Africa is an expensive service that some teachers cannot afford.

6.4.4 Exposure to diverse cultures and a sense of acceptance

Some of the South African return-migrant teachers desire to develop better values and understanding among their children by exposing them to a diverse cultures, languages and social practices. Furthermore, broad-mindedness was evident in the host countries because there were no expectations of the migrant teacher whereas in the home country, the expectations of parents and family were considered a burden. Certain host countries displayed a sense of acceptance, where happiness and accomplishments were not measured by wealth and marital or parental status.

6.4.5 Well-resourced schools

Excellently resourced schools in the host countries are tempting parents to re-migrate to afford their children with rewarding opportunities. Parents are putting the future educational well-being of their children at the forefront, before their own personal needs.

6.4.6 Foreign property investment

Owning a home in the destination country and having the option of eventually using it as a retirement home can initiate re-migration. The return-migrant teacher is automatically tied to the host country in terms of the asset owned; the option to revert to the host country is higher.

6.4.7 Political uncertainty

Political instability and poor economic performances are pushing South African return-migrant teachers out of the home country once again as in the cases of Shane, Aaron and Solomon. These return-migrant teachers are of the view that the political battle in South Africa will negatively impact the country, and it is this outcome that the return-migrant teachers wish to avoid; hence, their willingness to re-migrate.

6.4.8 A coping mechanism when the relationship status changes

Change in the relationship status, such as the loss of a spouse or separation from a spouse in the home country, may influence the return-migrant's decision to re-migrate. Re-migration can be seen as a coping mechanism to ease the emotional trauma felt when a relationship is

dissolved and a new surrounding can serve as a method to deal with the grief the return-migrant teacher experiences.

6.4.9 ‘Host country’ to the return-migrant teacher, ‘home country’ to their children

Re-joining children who currently reside, and were born, in the host country was also another reason that pulled a return-migrant teacher back to the host country. In this instance, re-migration on the part of the return-migrant parent can be viewed as a guaranteed outcome to build and maintain stronger relationships with their children. However, if the return-migrant’s children relocate to their father’s country of birth to join him instead, this move would categorise them as quasi-returnees.

6.4.10 A discouraging placement policy

The implementation of the new placement policy for teaching posts that pushes return-migrant teachers to the bottom of the placement list may demotivate the SGB paid return-migrant teachers and unemployed return-migrant teachers, pushing them to search for better prospects abroad. The return-migrant teachers feel undervalued upon return as they are subjected to a long waiting list to secure a state paid teaching post in South Africa; as a result, the South African return-migrant teachers view the policy as a tool for punishing those teachers who exited the country and thereafter returned.

6.5 Recommendations made to the Department of Education

This study has brought to light particular deficiencies within the South African education system and its policies. Based on the findings of this study, the government institution structures should consider the following recommendations:

- **DBE:** Revise the placement policy. The new placement policy should only apply to those migrant teachers who exited the education system after its implementation to avoid causing prejudice to those who left prior to the development of the policy.

- **DBE:** Be clear about the aim of the placement policy. Was it developed to discourage teachers from exiting the profession or to discourage the return of migrant teachers so that the newly qualified teachers have the opportunity to be placed? It stands the risk of leading to a re-migration of returning teachers.

- **DBE:** Abolish the placement policy if the South African DoE truly believes that the skills and knowledge gained abroad is invaluable since South African schools stand to benefit from the implementation of first world practices.

- **Schools:** need to be tolerant, understanding and open-minded toward return-migrant colleagues who are eager to share their internationally acquired knowledge and skills for the professional development of the home school.

- **DBE and schools:** Offer a program/s for reintegration for return-migrant teachers, assisting them with a smooth transition; for example: counselling or support groups. This should in fact apply to all return-migrant professionals.

- **DBE:** Be cautious of their articulations as it may display an attitude that pays no care of the exodus of teachers. The statement made last year, 2018, by the spokesperson for the DBE, Elijah Mhlanga, where he mentioned that the emigration of teachers is advantageous to South Africa since it creates more teaching vacancies for the newly qualified teachers, disregards seasoned teachers and may make them feel undervalued. This could place South Africa at a greater disadvantage as it is already "in short supply of the valuable experience and good teachers," according to the SACE spokesperson, Thembinkosi Ndhlovu (Govender, 2018, p. 1).

- **DBE:** create a database for South African teachers who emigrated and for those who have returned in order to gauge the extent of brain drain and brain circulation experienced within the country. This information may assist in devising strategies to address the brain drain and simultaneously implement strategies to achieve brain circulation. It will also prove to be a useful source for future research.

6.6 Recommendations for future research studies

- A similar study with a larger sample size should be conducted to attain a more diverse sample and to determine the reasons for return and re-migration as there may be others not mentioned in this study.

- It is suggested that more innovative strategies be utilised to acquire a larger sample size within a shorter timeframe, such as print articles in the local newspapers/digitalisation- creating a website for more participants to be drawn in to be part of the study.

- Potential participants may ignore email requests to participate in the study; hence, use other electronic methods of contacting them such Facebook and WhatsApp.

6.7 Conclusion

The purpose that drove this study was establishing the demographic and professional profile of the South African return-migrant teachers, exploring the reasons for their return and determining whether they wish to engage in re-migration in the future. Through the use of research tools such as questionnaires, interviews and focus group discussions, a substantial amount of pertinent information was retrieved revealing that the reasons for return were more of a personal nature. However, the reasons they chose to exit initially shared similarities with the majority of the return-migrants' reasons for choosing to re-migrate in the future, which was less personal, i.e. for better prospects, financial benefits, better schools and infrastructure, political and economic stability, etc. This study, although conducted on a small-scale, aimed at developing a better understanding of the reasons for the return of South African migrant teachers and their mindset towards re-migration. The new placement policy for teaching posts discredits return-migrant teachers and the non-receptiveness of colleagues indicate resistance towards the re-entrance of these teachers. If the DoE is going to disregard the return-migrant teachers, this approach will have a ripple effect on the teachers and eventually the learners as well. This study hopes to appeal to the DoE to make the transition period for return-migrant teachers easier so that South Africa, as a country, can benefit from their skills.

Recommendations have been posed to the DoE with the hope that they will positively influence the return-migrant teachers' experiences as well as assist in addressing the brain drain issue South Africa is currently facing and promoting brain circulation. Recommendations for future research on this topic were also provided.

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APPENDIX A

Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus

Dear Participant (Teacher)

INFORMED CONSENT LETTER

South African return-migrant teachers and the status of their return

I, Dianne-Estelle Anganoo, a master's student at the University of Kwa-Zulu Natal (Edgewood Campus) under the Social Science discipline, am conducting research that aims to determine reasons for return teacher migration in South Africa as well as establish the permanency of the return-migrant's reappearance. This study on South African return-migrant teachers is part of a larger study by the South African Qualifications Authority-SAQA (Dr James Keevy), The Department of Higher Education and Training-DHET (Dr Whitty Green) and UKZN (Dr Sadhana Manik). I wish to gain your consent to forward a questionnaire to you for completion including conducting an interview with you to attain information which will be beneficial to the study.

Please note the following:

a) The questionnaire will take no more than 30 minutes of your time and the duration of the interview that will follow will consume a maximum of 1 hour at your convenience.
b) Be assured that all information supplied in this questionnaire including all forthcoming interactions will be treated confidentially and will be used for research purposes only.
c) Anonymity is guaranteed and no personal information will be shared with any third party.
d) All questionnaires and transcribed interviews will be kept in a safe place at The Faculty of Education for 5 years and thereafter it will be destroyed by means of shredding. Please note, your participation is voluntary and you can withdraw from the research process at any time.
e) If you are willing to be interviewed, kindly indicate if you are willing to be recorded (tick the appropriate column):

Recording equipment	**Willing**	**Not willing**
1. Audio recording		

For further queries pertaining to the research study,

I may be contacted via:
Mobile: 084 272 5007
Email: dianneanganoo@gmail.com

Alternatively, my supervisor Dr S. Manik, may be contacted on
Work: 031 260 3706
Email: manik@ukzn.ac.za

You may also contact the Research Office through:
P. Mohun
HSSREC Research Office,
Work: 031 260 4557
Email: mohunp@ukzn.ac.za

Your valuable contribution towards this study is highly appreciated.

****

DECLARATION

I, _____,
(full name of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in this research project. I understand that I am at liberty to withdraw from the project at any time, should I desire to do so.

_____ _____

Signature of participant Date

APPENDIX B

Questionnaire for South African return-migrant teachers: Reasons for and status of return as well as profile of returnees

Section A: Socio-economic profile

1.	Age	
2.	Gender	
3.	Race (African/ Indian/ Coloured/ White/ Other – if other, kindly specify)	
4.	Province and City	
5.	Marital Status (single/ married/ divorced/widowed/separated)	
6.	Number of children	
7.	Emigrated alone or with family	
8.	Portion of money earned abroad was sent home to take care of family members (yes/no – If yes, kindly state the percentage of salary sent home)	
9.	No. of visits p.a. to the home country	
10	Qualification/s	
11.	Institution at which latest qualification was attained	
12.	Subjects and phase taught prior to leaving SA	
13.	Total no. of years in the teaching profession (incl. years taught abroad)	
14.	No. of years taught abroad	
15.	Name of host country/countries	
16.	Grades & subjects taught in the host country	
17.	No. years since return	

18.	Current occupation	
19.	Job status since return (permanent/ temporary)	
20.	Current Sector (public/ private)	
21.	Place of residence prior to exiting SA (flat/house/semi-detached)	
22.	Type of ownership before exiting (own residence still freeing the bond/ own residence and bond paid off/ renting)	
23.	Place of residence upon returning to SA (flat/house/semi-detached)	
24.	Type of home ownership upon return to SA (own residence still freeing the bond/ own residence and bond paid off/ renting)	
25.	Income in the host country (gross p.a. – estimation in rands)	
26.	Income prior to exiting the home country (gross p.a.)	
27.	Income post-return (gross p.a.)	

Section B: Personal experiences

1. a) Did you have a single or multiple reasons for going abroad? (Indicate with an X)

Single _____ Multiple_____

b) State the reason/s.

_____

_____

_____

_____

_____

2. Why did you choose that specific country as your destination point?

3. Briefly describe your experiences in the host country with regards to the school context.

4. Briefly describe your social experiences in the host country.

5. Mention at least two positive attributes that you have noticed about schools abroad.

6. Mention at least two negative attributes that you have noticed about schools abroad?

_____

_____

_____

_____

_____

_____

7. a) Did you have a single or multiple reasons for returning? (Indicate with an X)

Single: _____ Multiple: _____

b) State the reason/s.

_____

_____

_____

_____

_____

_____

_____

_____

8. Describe your emotions and experiences of re-adjusting post-return taking into consideration all positive as well as negative factors that contributed to your experiences.

_____

_____

_____

_____

_____

_____

_____

_____

9. How long do think it took for you to readjust in the home country?

_____

_____

10. What skills or knowledge do you think was gained by being overseas?

_____

_____

_____

_____

11. Do you think that the skills and knowledge developed whilst abroad has had any influence on job opportunities for you in South Africa? Please explain.

_____

_____

_____

_____

_____

_____

_____

_____

12. Do you have any intentions of re-migrating? Please provide an explanation for your answer.

_____

_____

_____

_____

APPENDIX C

Interview for South African return-migrant teachers: Reasons for and status of return

Interviewee: _____ Interview (I) no.: ___

Date: _____ Interview method: _____

Questions:

1. What processes did you follow to attain a post abroad?

   _____

   _____

   _____

2. Can you describe your experiences in the school context regarding your relationship with your colleagues, the learners and the parents?

   _____

   _____

   _____

3. How did you find the readjustment period abroad? In what regard did you have to adjust?

   _____

   _____

   _____

4. What triggered your return?

   _____

   _____

   _____

5. Upon returning, describe what processes you had to follow to attain a teaching post.

   _____

   _____

   _____

6. Did the new placement policy affect your chances of securing a state-paid post?

_____

_____

_____

7. Were there any adjustments you had to make upon your return? If yes, kindly elaborate in what way.

_____

_____

_____

8. How did your family and friends react to your return?

_____

_____

_____

9. If given the opportunity, what internationally acquired knowledge, skills and practices would you bring into the South African classroom?

_____

_____

_____

10. Is re-migration an intention of yours? If yes, would you return to the same host country or a different one and why?

_____

_____

APPENDIX D

FOCUS GROUP DISCUSSION 1

South African return-migrant teachers and the status of their return

The objectives of the study are:

4. To determine the demographic and professional profile of returnees.
5. To explore the reasons why South African teachers who have been teaching abroad have then chosen to return to their home country.
6. To examine the status of return of South African migrant teachers.

Date	___ March 2019
Method of FGD	WhatsApp video call
Time	
Duration	
Number of participants	3
Topic for discussion	South African return-migrant teachers and the status of their return.

Ice breaker: Introductions

Procedures: Description of the FGD process (e.g. Participants may agree or disagree with one another as well as add to the comments articulated).

Significant issues to be discussed: Common experiences that triggered return derived from the questionnaires and individual interviews for comprehensive discussion.

A. EXPERIENCES IN THE HOST COUNTRY

Issue 1: Interaction with learners and staff

1.1 Majority of you encountered positive interactions with colleagues abroad. Can you please describe how receptive the native teachers were to you to as a foreign teacher?

_____

_____

_____

Layani (pseudonym) you said that the environment was pleasant and accommodating to certain extent. Can you please elaborate on this a bit more?

_____

_____

_____

1.2 Did anyone experience xenophobia? Are there any incidents that stand out for you?

_____

_____

_____

_____

1. 4 Ill-discipline was a common factor amongst two of you. How did the learners react to you, a foreign teacher? How did you cope with discipline? What disciplinary measures were implemented?

Thalassa I understand that you exited the host country before an actual placement so you can draw from what you heard from other expats.

_____

_____

_____

_____

Issue 2: Lifestyle adjustments

2.1 In general, what were some of the things you had to get used to abroad that is different from South Africa?

_____

_____

_____

_____

2.2 Were you able to interact with the locals abroad?

_____

_____

_____

a) Maveshni (pseudonym) you spoke about learning the language of the locals to complete basic day to day activities. Can you please explain this?

_____

_____

_____

b) Did anyone else encounter any problems completing day-to-day errands in the host country due to a language barrier or any other barriers?

_____

_____

2.3 Thalasa you mentioned how the expats had to live in a certain way by following certain rules, especially the females. Can you please explain?

_____

_____

_____

_____

a) Did anyone else experience this?

_____

_____

_____

B. REASONS FOR RETURN

Issue 3: Common reasons for return

3.1 It was common amongst your answers that the most influential factors that triggered your return stemmed from the home country. Were there any factors in the host country that may have also contributed to your return home? If yes, kindly recount these push factors.

_____

_____

_____

_____

C. RETURN EXPERIENCES

Issue 4: Placement

4.1 How easy or difficult was it for you to secure a post in South Africa upon your return? Did the new policy implementation regarding the D.o.E's line of preference in placements affect your job opportunities upon return?

_____

_____

_____

_____

_____

4.2 Do you agree with this policy? Why do you think the D.o.E has implemented this policy?

_____

_____

_____

_____

4.3 If this policy was in place prior to your departure, would any of you have still opted to migrate?

_____

_____

_____

_____

Issue 5: Work environment

5.1 Can you describe your experiences settling back into the South African education system? Did you have to make any adjustments? If yes, in what way?

_____

_____

_____

_____

_____

5.2 Did your colleagues and superiors treat you any differently knowing that you had returned from abroad?

_____

_____

_____

_____

5.3 If given the opportunity to implement skills and knowledge learnt overseas, what would you tweak in the South African schools?

_____

_____

_____

Issue 6: Lifestyle alterations and Social interactions

6.1 What were some of your experiences socially amongst your family and friends upon return?

_____

_____

_____

_____

_____

6.2 Have you ever felt 'home-sick' after your return?

_____

_____

_____

_____

6.3 Did you have to alter your lifestyle in anyway upon your return? Kindly explain in what way.

_____

_____

_____

Issue 7: Intention to re-migrate

7.1 Based on your return experiences and expectations for the future, do you have any intention to re-migrate and why?

_____

_____

_____

_____

7.2 Maveshni, you have already relocated. Did you have a single reason or multiple reason for opting to re-migrate? Kindly elaborate on the reason/s that prompted your decision to re-migrate.

_____

_____

_____

_____

You have now relocated to a different country of destination. Why did you refrain from going back to South Korea?

_____

_____

_____

Would anyone else opt to teach elsewhere should you decide to re-migrate and why?

_____

_____

_____

APPENDIX E

FOCUS GROUP DISCUSSION 2

South African return-migrant teachers and the status of their return

The objectives of the study are:

7. To determine the demographic and professional profile of return-migrants.
8. To explore the reasons why South African teachers who have been teaching abroad have then chosen to return to their home country.
9. To examine the status of return of South African migrant teachers.

Date	___ March 2019
Venue	
Time	
Duration	
Number of participants	3
Topic for discussion	South African return-migrant teachers and the status of their return.

Ice breaker: Introductions

Significant issues to be discussed: Common experiences that triggered return derived from the questionnaires and individual interviews for comprehensive discussion.

A. EXPERIENCES IN THE HOST COUNTRY

Issue 1: Interaction with learners and staff

1.1 Majority of you encountered positive interactions with colleagues abroad. Can you please describe how receptive they were to you to as a foreign teacher?

_____

_____

_____

_____

_____

_____

Shane and Lauren (pseudonym), you both referred to expat parties in the host country. Can you please elaborate on this a bit more? Who was responsible to plan such parties? Were any locals also present at these parties or was it strictly for expats?

_____

_____

Lovania, did you also experience something like this in Abu Dhabi?

_____

_____

1.2 Did anyone experience xenophobia? Are there any incidents that stand out for you? Were any locals intimidated by your presence?

_____

_____

_____

_____

1. 3 Discipline received mixed reviews; however, good discipline was a common factor amongst two of you. How did the learners react to you, a foreign teacher? How did you cope with discipline? What disciplinary measures were implemented?

_____

_____

_____

_____

Lovania, you mentioned that discipline was easier in the host country. How so?

_____

_____

_____

Issue 2: Lifestyle adjustments

2.1 In general, what were some of the things you had to get used to abroad that is different from South Africa? For example: transport, language, laws, food, cultures, etc.

_____

_____

Lauren, you mentioned that people possessed a different mindset abroad which you liked, their idea of accomplishment as opposed to the South African mindset. Can you please elaborate?

Is Lauren's story familiar to anyone else?

B. REASONS FOR RETURN

Issue 3: Common reasons for return

3.1 It was common amongst your answers that one of the factors, if not the main factor, that triggered your return stemmed from the home country: Family and spousal commitments. Were there any other factors in the home country that may have also contributed to your return home? If yes, kindly recount these pull factors.

3.2 Were there any factors in the host country that pushed you to return?

C. RETURN EXPERIENCES

Issue 4: Placement

4.1 Majority of you secured a job relatively quickly, i.e. you did not have to wait a long period of time to secure a post. Did the new policy implementation regarding the D.o.E's line of preference in placements affect your job opportunities upon return?

_____

_____

_____

_____

_____

4.2 Do you agree with this policy? Why do you think the D.o.E has implemented this policy?

_____

_____

_____

_____

4.3 If this policy was in place prior to your departure, would it have influenced your decision on whether or not to exit in any way?

_____

_____

_____

_____

Issue 5: Work environment

5.1 Can you describe your experiences settling back into the South African education system? Did you have to make any adjustments? If yes, in what way?

_____

_____

_____

_____

_____

5.2 Did your colleagues and superiors treat you any differently knowing that you had returned from abroad? If yes, in what way?

_____

_____

_____

_____

Lauren you mentioned that you had secured a post at your previous school upon return and your colleagues felt like you were being pushy. Can you please tell me more about this encounter?

_____

_____

_____

_____

_____

Shane, you mentioned an interesting way of commenting on a child's work: WWW (What went well) and EBI (even better if). Did you try to implementing this in your current school? If so, was it well received?

_____

_____

_____

Issue 6: Lifestyle alterations and Social interactions

6.1 What were some of your experiences socially amongst your family and friends upon return?

_____

_____

_____

_____

_____

Lauren (pseudonym), you said that chatting to me was the first time you were able to articulate your migration experiences. Can you please explain your statement?

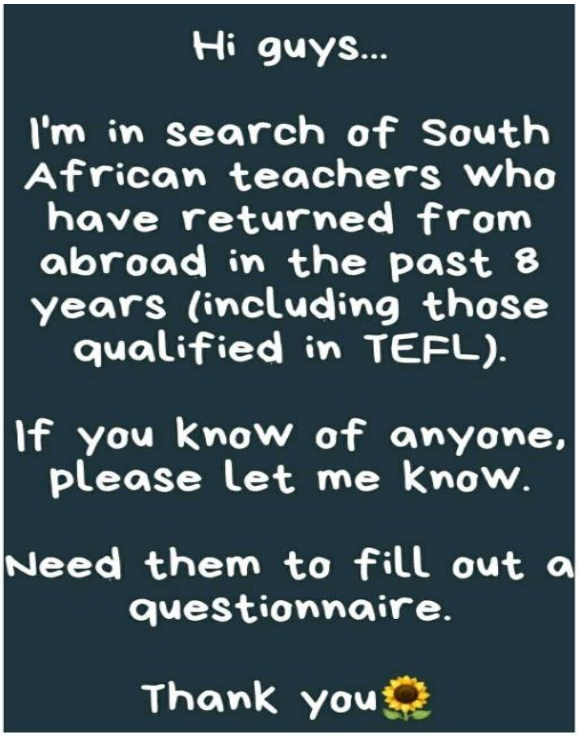
Has anyone else had a similar experience?

6.2 Have you ever felt ‘home-sick’ after your return?

Issue 7: Intention to re-migrate

7.1 Based on your return experiences and expectations for the future, do you have any intention to re-migrate and why?

APPENDIX F



Caption on Facebook:

"Hi Everyone.

I need some assistance if possible.

I'm studying through UKZN and conducting research on South African return-migrant teachers.

I humbly request all interested individuals who fit this category to message me via fb (sic) or email: dianneanganoo@gmail.com.
Or if you may know of anyone that meets this criteria please let me know.

All information supplied by participants will remain confidential and anonymity is guaranteed.

I am hopeful that one day my study can positively influence migrants' return experiences.

Thank you!"

APPENDIX G

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

20 November 2017

Ms Dianne-Estelle Anganoo 217081031
School of Education
Edgewood Campus

Dear Ms Anganoo

Protocol reference number: HSS/1316/017M
Project title: South African return-migrant teachers and the status of their return

Full Approval – Expedited Application

In response to your application received 1 August 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

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

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

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

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

Yours faithfully

.....

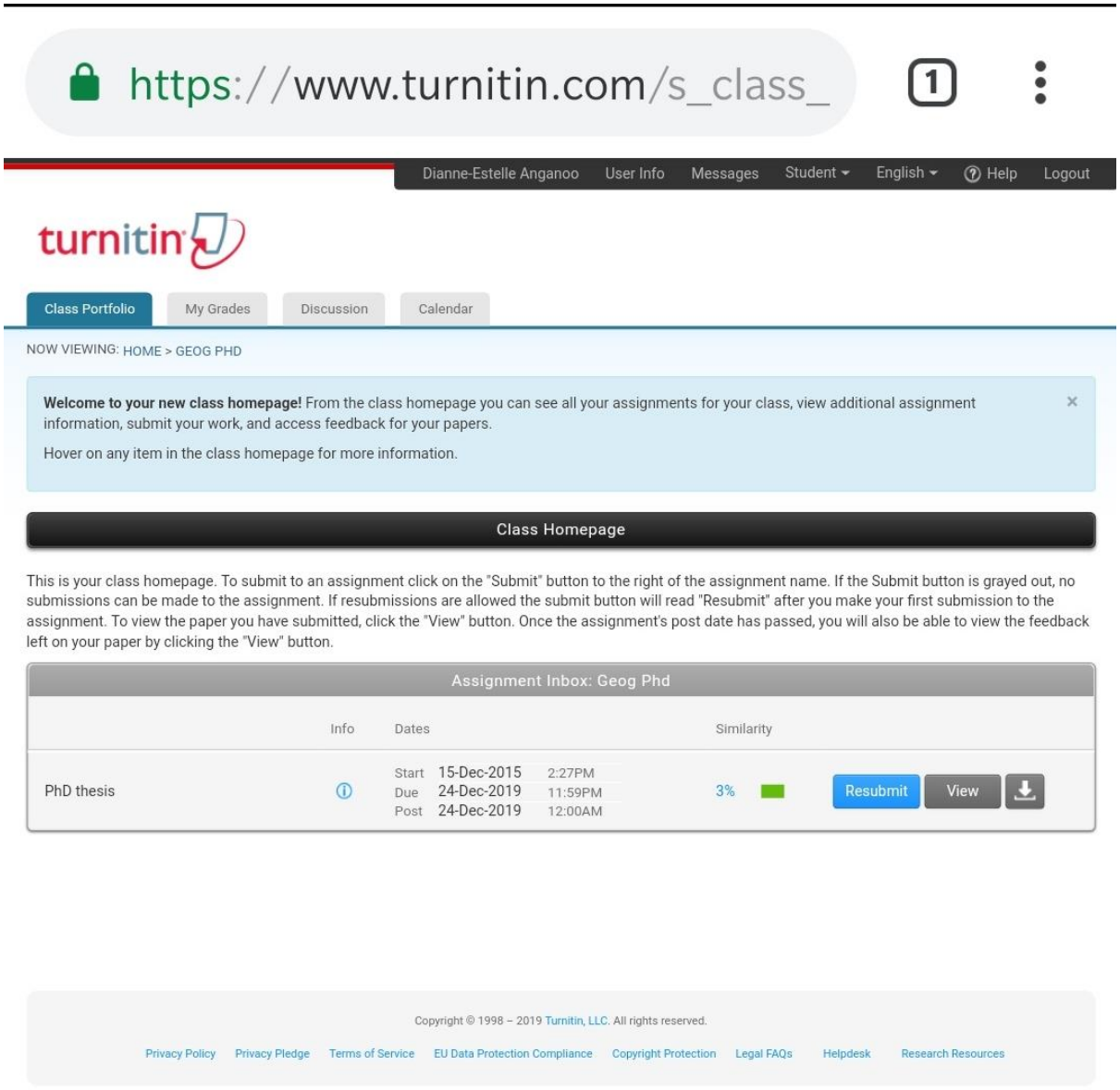
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Sadhana Manik
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

APPENDIX H


https://www.turnitin.com/s_class_
Dianne-Estelle Anganoo
User Info
Messages
Student
English
Help
Logout
turnitin
Class Portfolio
My Grades
Discussion
Calendar
NOW VIEWING: HOME > GEOG PHD
Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers.
Hover on any item in the class homepage for more information.
Class Homepage
This is your class homepage. To submit to an assignment click on the "Submit" button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read "Resubmit" after you make your first submission to the assignment. To view the paper you have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.
Assignment Inbox: Geog Phd
Info
Dates
Similarity
PhD thesis
Start 15-Dec-2015 2:27PM
Due 24-Dec-2019 11:59PM
Post 24-Dec-2019 12:00AM
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Research Resources