



**An exploration into the experiences of Job Satisfaction, Resilience and Retention
among high school teachers in rural KwaZulu-Natal: Mthonjaneni Municipality**

By

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DECLARATION

This research has not been previously submitted for any degree and is not being currently considered for any other degree at any other university. I declare that this Dissertation contains my own work except where specifically acknowledged.

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Signed.....

12 June 2019

Date.....

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ABSTRACT

Background

The South African education system is being confronted by a myriad of challenges such as lack of resources in general and the glaring shortage of teachers in schools especially in the rural schools. This essentially has lethal effects on both the teachers' performance and learner outcomes. In order to increase availability of teachers in the rural areas, a holistic policy regime that focuses on teachers' working conditions, wellbeing, rights and responsibilities has to be developed and implemented. Currently, there is scanty literature that explores high school teachers' job satisfaction, resilience and retention in the context of South African rural school.

Objectives

The main objective of this study was to shed light on the experiences and perceptions of the rural high school teachers regarding teachers' job satisfaction, resilience and retention in the light of the changes taking place in the South African education system. Furthermore, the research work aimed at extending the knowledge on the influence of Human Resources Management practices on employee job satisfaction, resilience and retention.

Methods

The study recruited seventeen teachers teaching Mathematics and Physical Sciences across five rural high schools through purposive sampling. Data was collected using semi-structured interviews which allowed the researcher to obtain an in-depth understanding of teachers' perceptions and experiences within educational institutions located in the rural set up. Furthermore, this study was guided by an Interpretative Phenomenological Approach (IPA) to research. Data was analysed through Thematic Content Analysis (TCA) which followed an iterative and inductive process, therefore enabling the researcher to make comparisons between participants' perspectives.

Findings

Job satisfaction for a teacher derives from the enjoyment associated with teaching, challenging work associated with the subject they teach and positive feedback obtained from learners. However, the study shows that teachers were the least satisfied with their workload and the lack of cooperation from learners. Additionally, the lack of resources, inadequate training and challenges related to the curriculum hampered the teaching and learning process. The interviewed teachers perceived resilience as an important factor that underpins professionalism in the teaching fraternity, more especially within the rural context. Support from colleagues and leadership enabled them to prosper despite the adversities they faced in the rural schools where they taught. The lack of support from the district educational inspectorate, however, undermined their resilience. The majority of the teachers indicated that they had considered leaving the teaching profession due to inadequate remuneration, insufficient parental support, declining discipline among learners as well as a lack of appropriate safety and security measures in their working environment. Overall, teachers were dissatisfied with the current changes in the education system, citing the exclusion of the rural stakeholders in the education policy and inadequate training for curriculum implementation which somewhat incapacitated the teachers.

Conclusion

The findings demonstrate that job satisfaction and resilience play a crucial role in the retention of teachers within the rural context; therefore there is urgent need for the application of the human resources management strategies in order to elevate the teacher's job satisfaction and resilience as well as maximising retention. Additionally, the implementation of effective and inclusive change management strategies is essential more especially for the successful implementation of new curriculum.

Keywords: Job Satisfaction, Resilience, Retention, Rural, High School Teachers

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Acronyms and Abbreviations

ANAS - Annual National Assessments

CAPS - Curriculum and Assessment Policy Statement

CDE - Centre for Development and Enterprise

CEI – Centre for Education Innovations

DBE – Department of Basic Education

DOE – Department of Education

GDP – Gross Domestic Product

GNS – Growth Need Strength

ICT – Information and Communications Technology

ILO – International Labour Organisation

NDP - National Development Plan

NSC – National Senior Certificate

NSFAS - National Student Fund Aid

OCB- Organizational Citizenship Behaviour

PIRLS - Progress in Reading Literacy Study

POB – Positive Organizational Behaviour

STATS SA – Statistics South Africa

UNICEF SA- United Nations Children’s Fund South Africa

CHAPTER ONE

INTRODUCTION AND STUDY BACKGROUND

This chapter provides a brief background to the study as well as the statement and a concise overview of the research problem. This will be followed by the research objectives and questions. In addition, it outlines the structure of this study as well as a summation the content that is covered in each chapter.

1.1 The Background of the study

According to The National Development Plan: 2030 (2015), an improvement in the quality of education increases employment opportunities and incomes, at the same time a faster economic growth certainly culminates in the expansion of opportunities for all apart from generating the much desired resources to raise the quality of education.

This assertion stresses the centrality of education in the socio-economic development of a country. Economic growth and labour-market outcomes constitute the economic benefits contributed by education whereas social benefits include crime reduction, social cohesion and improvement in the delivery of health care (Hanushek & Zhang, 2006). These authors further found out that countries with a high quality educational provision are likely to experience sustainable economic growth. Some scholars argue that the quality of a country's education is reflected in the abilities by its citizens to demonstrate competencies in reading and Science and Mathematics (Bauman & Winzer, 2016; Hanushek & Webmann, 2007). A country's reliance on a good education system on which the improvement of economic development and the betterment of the living standards depend is evident in its readiness to spend considerably on education. The South African government invests a great percentage of its Gross Domestic Product (GDP) on improving educational provision. The

2018/2019 Basic Education Department budget allocation was just below 23 billion rands. This budget is inclusive of the 29, 2 million rands allocated for the Rural Education Assistant Project. The Department of Education (DoE) allocated a further 370, 5 million rands towards the teaching of Mathematics and Science and Technology (DoE, 2018). The rationale for this effort is to mitigate the impact of the historically segregative education system of the pre-1994 era.

The South African education system was historically based on institutionalised segregative policies which were born out of the dominant political and social ideology (McKeever, 2017). This narrative developed as early as the 1600s when different education establishments existed. The apartheid education system was a divisive tool that tended to elevate inequality among different racial groupings (Msila, 2007). This separatist education system was manned by four exclusive administrative departments, each responsible for its racial grouping, namely: Black (African), White, Indian and Coloured (Msila, 2007). However, the most distinctive educational disparities existed between the department manning Bantu education and other departments responsible for other racial groupings. As such, Bantu education was inadequately resourced, with scanty teaching and learning necessities compounded by insufficient support materials, an apparent lack of teacher training and capacity building and other teaching and learning resources (Education Labour Relations Council South Africa, 2005; Lomofsky & Lazarus, 2001; Motala, 2011; Mouton, Louw, & Strydom, 2012; Naicker, 2000; Spreen & Vally, 2010). Ethnic schools and training colleges were created thereby institutionalising the exclusion of the African population (Nkondo, 1979). The Apartheid education system further fostered segregation through the exclusion of some learners from the conventional education system. The system was characterised by two components, namely; the mainstream and special education (Naicker, 2000). Overall, prior to 1994, the South African education system was mainly based on the philosophy of racial segregation and served the dual purpose of the then labour system.

1.2 Problem Statement

Seventy percent of Africa's population lives in rural areas where institutions providing basic education are often under-resourced, at the same time grappling with the complex challenge of recruiting and retaining qualified teachers (International Labour Organisation, 2016). Research indicates that the urban –rural divide in most countries is responsible for enormous disincentives for teachers posted in the rural schools. In a report published in 2012, the Department of Basic Education (DBE) noted that the shortage of teachers in South Africa operates at two levels. Firstly, the shortage that manifests in rural schools is caused by failure by these schools to recruit educators who are willing to work in the rural environment. Secondly, the shortage in urban schools arises when these teachers abandon the profession in pursuit of other career opportunities (DBE, 2012). The teacher-learner ratio obtaining in public schools are indicative of the urgent need to attract and retain teachers. In 2016 the teacher-learner ratio stood at 32, 5:1 (United Children's Fund South Africa (UNICEF), 2018). The tremendous shortage of teachers was reportedly evident in KwaZulu-Natal as an estimated 2800 classes and key subjects such as Mathematics as well as Physical Science did not have teachers (Mthethwa, 2017). Apparently, the escalating demand for teachers with expertise in these subjects is not met. Additionally, the Centre for Development and Enterprise (CDE) (2015) reported a high rate of teacher turnover as teachers were moving in and out of the education system. The report indicated that most of the qualified teachers who desert the profession do not return.

These challenges spelt a disastrous impact on learner performance. To that end, the Department of Basic Education reported that out of the 14447 learners in the King Cetshwayo District who completed the National Senior Certificate (NSC) matric exams in 2017, only 10344 learners passed matric. Furthermore, 9386 learners wrote the Mathematics exam and only 34.8% achieved 30% or above (DBE, 2018). Similar patterns were observed in Physical Sciences, as 6369 learners wrote the exam and only 61.9% achieved a 30% or above pass mark (DBE, 2018). At the Mthonjaneni Administrative area, 1924 matriculants were successful out the 2638 that completed

the NSC exams in 2017 (DBE, 2018). The following pass categories were also achieved: 564 learners obtained a bachelor pass, whereas 873 learners obtained a diploma. Furthermore, 478 learners obtained a higher certificate whereas 9 learners achieved a national senior certificate pass.

The main aim of this study was to explore the experiences and perceptions of the rural high school teachers with regards to job satisfaction, resilience and retention in light of the changes taking place in the education system. Currently, there is inadequate literature that simultaneously explores high school teacher job satisfaction, resilience and retention in the context of the South African rural schools. Although the Rural Incentive Scheme and Funza Lushaba Bursary Programme have been implemented to address the shortages of subjects and geographical inequities, they have not necessarily resulted in the absorption and retention of teachers (Novelli & Sayed, 2016). The findings of the study can assist policy makers in developing strategies that elevate job satisfaction, resilience and retention among rural high school teachers. This is in sync with the recommendations of the CDE (2015) which recommended empirical research which affords an in-depth understanding of the problems that hinder effective recruitment, training and retention of qualified, committed and competent teachers. This research aims at contributing towards the development of strategies that will make the goals envisioned in the DoE's Action Plan achievable. It further provides insights into the teachers' experience of job satisfaction, resilience and retention in the light of the reformation of the educational system. Although previous studies have been done on general challenges impinging on education, very little research has been published specifically with regards to these constructs as they relate to teachers within the context of the South African rural schools. The benefits of conducting such a study to the South African government include gaining an insight into sustainable ways of averting high staff turnover in rural high schools and its negative effect on human resource management.

1.3 Research aims and Objectives

The aim of the study is to explore the experiences of the South African rural high school teachers in the fields of Mathematics and Physical Sciences as far as job satisfaction, resilience and retention among teachers are concerned. Therefore, the research objectives include:

1. To explore the challenges faced and the opportunities exploited by teachers in rural high schools;
2. To explore the lived experiences of teachers in rural high schools regarding job satisfaction among teachers;
3. To understand teachers' experiences of resilience in rural high schools;
4. To understand the factors influencing the retention of teachers in rural high schools.

1.4 Research Questions

1. What are the challenges faced, and opportunities experienced, by teachers in rural high schools?
2. How do teachers in rural high schools experience job satisfaction?
3. What are rural high school teachers' experiences of resilience?
4. What factors influence the retention of teachers in rural high schools?

1.5 Chapter Outline

Chapter 1: Introduction

This chapter briefly outlines the experiences of teachers as well as the current state of the education system in South Africa. It also includes the statement of the problem which has been the motivation behind the study, an outline of the research objectives and research questions and it finally sums up with an outline of the structure of this thesis.

Chapter 2: Review of Literature

This chapter provides a review of related literature and the framework of the study. It initially outlines the current South African education system and curriculum changes. The chapter further reviews the available literature on job satisfaction, resilience and retention as it applies to the current study. Winding up the chapter is an outline of the theoretical framework (Job Characteristic Model) which guides the study.

Chapter 3: Research Methodology

This chapter basically outlines the qualitative research design. It also describes the sampling and research procedure. The chapter further outlines the data collection techniques and instruments as well as the research approach. Data analysis approach and ethical considerations are also outlined in this chapter.

Chapter 4: Results

This chapter presents the qualitative analysis and a discussion of the results in relation to the reviewed literature and the theoretical framework.

Chapter 5: Conclusion, Limitations and Recommendations

This chapter provides a conclusion of the study which focuses on the research results and the discussion of the findings. It further highlights the limitations of the study and it finally proffers recommendations for future research.

1.6 Chapter Summary

This chapter has provided the background to the study and it has highlighted the necessity of conducting the study. It has also identified the main objectives the study sets out to achieve and the research questions have also been listed and answered throughout the research report. It also presents an outline of the preoccupation all the chapters.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The challenges facing the current education system in South Africa are partially embedded in the historical foundation of formal education. The education system in South Africa has evolved from the dual system operational during the Apartheid regime to an inclusive approach in contemporary South Africa (Msila, 2007). The reforms in the education system have had a long-lasting impact on the teachers and the teaching practice (Tshiredo, 2013). The discussion begins with the identification of the challenges that ravage the education system in South Africa. This is followed by the general profiling of teachers in the education system. Thereafter, the study provides an analysis of the varying changes that occurred in the education system with the objective of discussing their impact on teachers. A review of the literature based on the experiences and perceptions on job satisfaction, resilience, and retention amongst teachers then follows. This discussion concludes with an outline of the theoretical framework underpinning the study.

2.2.1 An overview of education and the education system in South Africa

The dawn of democracy in South Africa resulted to the implementation of transformative educational policies. Nevertheless, various challenges are still hindering the successful provision of basic education despite these efforts (Meek & Meek, 2008). Teachers play a key role in the implementation of the educational policy and the curriculum. Therefore, these challenges can best be understood from the perspectives of the teachers themselves. Teachers within the rural context are mostly affected by these challenges. These challenges operate at three levels, namely; the first order, second order and third order. First order (the micro challenges) includes individual challenges whereas second order (the meso) are challenges experienced at school level (du Plessis & Subramanien, 2014). The third order challenges (the macro) affect the entire system (du Plessis & Subramanien, 2014). Among the various first order challenges are national sentiments emanating from negligence by the DBE and these are mostly prevalent amongst the

teachers. For most of the teachers, this is reflected through the limited support they receive from their respective district education officers and in the DBE's inability to train or capacitate teachers for the teaching of multiple-grades or multiple subjects (du Plessis & Subramanien, 2014). Due to these challenges, teachers often feel demotivated and hence they develop a negative perception of their profession.

The second order challenges are context based, for instance in 2016 the ILO fulfilled indicated that working conditions in urban areas were by far better than in rural areas. Teachers in rural based schools are often concerned about inadequate classroom facilities, insufficient school resources or inability to access leisure facilities. This includes the inaccessibility of information and communications technology (ICT) for both teaching and school management purposes (Hlalele, 2014). Issues of safety and sanitation within these contexts are also critical. The lack of infrastructure further results in overcrowding in classes. Overcrowded classes impact negatively on class and classroom management due to learner indiscipline, negative attitude and fluctuating learner attendance (Mtsi & Maphosa, 2016). Lastly, the challenge relating to teacher shortages, especially for subjects such as Mathematics and Physical Sciences results into high teacher-learner ratio and an increase in the teacher's workload (Adedeji & Olaniyan, 2011; Mabaso, 2017).

The third level challenges which teachers face are embedded in the education system. Such challenges include low teacher remuneration. Teachers often abandon classes and engage in other economic activities during work hours in order to augment their meagre pay or move to careers that offer better income prospects (ILO, 2016). Furthermore, teachers grapple with the lack of internal mobility within schools. This aggravates their frustration as they experience insufficient career pathing, lack of opportunities for career advancement, promotion and opportunities for further studies (Adedeji & Olaniyan, 2011; du Plessis & Subramanien, 2014; ILO, 2016; Quan-Baffour & Arko-Achemfuor, 2013). Lastly, rural teachers lack sufficient external training on the implementation of the curriculum, a scenario which becomes more evident during changes within the education system. Teachers also perceive language as a barrier to achievement of curriculum

outcomes (Sosibo, 2016)) This perception is understood within the context of subjects like Mathematics and Science where learners need time to grasp concepts communicated to them in their second language (Jantjies & Joy, 2016). Overall, these challenges are detrimental to the effective provision of basic education.

A partnership that ropes in all stakeholders is required for developing a successful education system, in which educators act as indispensable cogs in implementing educational policy and the entire curriculum (First Rand Foundation, 2016). Nevertheless, the role of teachers is not confined to the dissemination of knowledge and skills. Teachers contribute immensely in the knowledge economy, nation building, social cohesion and the promotion of peace (Novelli & Sayed, 2016; Quan-Baffour & Arko-Achemfuor, 2013). This is critical in capacitating students who should effectively engage with different patterns in the acquisition of knowledge and in ensuring that teachers are accountable for the teaching and learning process (Armstrong, 2015; Sabbah, Naser, & Awajneh, 2016). Nevertheless, the supply of the teaching personnel in South Africa is incongruent with the demand for teachers hence, in 2015, the CDE reported a shortage in teachers for Mathematics in the Intermediate and Senior phases as well as a shortage for Mathematical Literacy teachers in the Further Education Training phase. The age profile of the teachers is problematic hence in 2015 the CDE noted that most of the teachers are between 40 and 49 years of age. This indicates that the DoE is unable to attract and retain more and younger teachers into the teaching profession. Turnover is therefore a detrimental factor in the supply of and demand for teachers as the Centre for Education Innovations (CEI) identified recruitment, retention and deployment of teachers as a major challenge (CEI, n.d). Wilmot (2017) also attributed the lack of improvement in learner outcomes to shortage of teachers. The average teacher to learner ratio reported in public schools in KwaZulu – Natal was estimated at 1:32 in 2016 (Mampane, 2012; Mlambo, 2016). It is therefore imperative that in order to increase the availability of teachers in rural schools, a policy regime that focuses on teachers' working conditions, wellbeing, rights and responsibilities is essential (IOL, 2016)

Furthermore, disparities exist between public schools and independent schools in respect of the demand for and the supply of teachers. According to the DBE (2015), approximately 12 117 015 learners who enrolled in public schools in 2014 were taught by 390 608 teachers. In contrast, independent schools recorded an enrolment of 538 421 learners who were taught by 34 482 educators (DBE, 2015). This indicates the massive discrepancies in the provision of quality education and resources between independent schools and public schools in South Africa. In 2018, UNICEF SA reported a 32, 5:1 pupil-teacher ratio in 2016 for public schools and this is indicative of the increasing rate in the shortage of teachers within the public sector. The DBE noted that although 130 309 teachers were in demand, a projected 169 797 supply of teachers would be available in KwaZulu Natal. Nevertheless, in 2018 it was reported that approximately every thirty-one learners enrolled in public schools were taught by one teacher whereas only one teacher was allocated for every twelve learners enrolled independent schools (DBE, 2018).

Statistics South Africa (Stats SA) (2018) reported a decrease in functional literacy in South Africa as it was recorded at 13, 7% in 2017, a figure which indicates a decline from the rate of 27, 3% reported in 2002. Additionally, enrolment rates barely correspond to the grade 12 output in South Africa, hence a large number of learners who begin their schooling but do not pass matric (Modisaotsile, 2012). Furthermore, the Annual National Assessments (ANAS) revealed that a large percentage of grade 3 and 6 learners in South Africa had low numeracy and literacy levels (Modisaotsile, 2012). The Progress in Reading Literacy Study (PIRLS) in 2011 also reported that 59% of grade 4 learners had difficulty understanding what they had read (Spaull & Hoodley, 2017). In South Africa, the age group 24-65 has attained the highest level of education and forms the majority of the labour force (Stats SA, 2016). Moreover the gender based literacy analysis conducted by Stats SA (2016) indicates that males (44, 7%) have fewer numbers of individuals with no schooling in their group as compared to females (55, 3%). Nevertheless, more females were reported to have completed upper secondary school (grade 10, 11 and 12) in comparison to the males (Stats SA, 2016). In 2016 approximately 1,2 million individuals aged 15 to 34 reported being illiterate and the majority of these individuals resided in

KwaZulu-Natal or the Eastern Cape Province (Stats SA, 2016). Moreover, the shortage of qualified personnel within the discipline of Physical Sciences, Engineering, Medical Science and Finance were noted (Stats SA, 2016).

In 2016, South Africa had twenty-five public universities and fifty TVET colleges which were funded through institutionalised support such as the National Student Fund Aid (NSFAS) and the National Skills Fund for students pursuing education in the priority skills fields (Stats SA, 2016). Accessing higher education in South Africa is pivotal in raising literacy levels. However, people living in the rural areas are too marginalised to access it (Ramrathan, 2016). There are two ways of accessing higher education and these are; access through success and access by means of participation. Access with success refers to gaining placement in higher learning institutions through academic success. In contrast, access with participation entails the mentoring of students to make them participate effectively in the institutions of higher education. This suggests that access to higher education does not necessarily yield the required graduate outputs (Akoojee & Nkomo, 2007; Leibowitz & Bozalek, 2014). In South Africa, however, access to higher education is fundamental in unlocking the socio-economic development of the country (Stats SA, 2016). Notwithstanding apparent improvements in access to higher education, there are some factors hindering access to higher education. These include limited placement offered by public institutions of higher learning and the cost of higher education (Ramrathan, 2016). Subsequently, slight improvements have been observed in the accessibility of higher education among the different racial groupings. During the Apartheid era 74,8 % of the students enrolled in institutions of higher learning were White (Ramrathan, 2016). This has not improved as the Indian and White population groups are still dominant participants in higher education contrasted with the African and Coloured racial groupings (Ramrathan, 2016).

Education, training and innovation are key drivers in the implementation of South Africa's 2030 development objectives set out in the NDP (Butler-Adam, 2013). Overall, the NDP has 14 objectives and 16 action plans related to basic education. The educational goals stipulated in the NDP include the improvement of literacy, numeracy, the

performance of grades 3, 6 and 9 learners in Mathematics and Science by ensuring that a 90 percent pass rate is achieved each year. This underpins the underlying objective of raising the enrolment of learners who meet the requirements for studying Mathematics and Science related bachelor degrees in tertiary institutions of learning. According to the NDP South Africa aims at enrolling at least 450 000 learners who are suitable for the Bachelors programmes in Science and Mathematics by 2030 (National Planning Commission, 2011). The NDP reports plans to improve performance in international comparative studies by increasing the average for grade 6 learners in the Monitoring Education Quality. Additionally, in its report, the NDP outlines the necessity of improving grade 12 learner outputs to account for half of the learners who enter into the education system but fail to complete grade 12. However, this can be improved integrating private schools into the national education system. Also imperative is the idea of alleviating the disparities existing between independent and public institutions (National Planning Commission, 2011).

The NDP acknowledges the significant role teachers play in the successful implementation of the curriculum. Therefore, an action plan that aims at improving teachers' wellbeing, job satisfaction and skills has been devised. Further, the objectives related to teachers which are set out in the NDP include: improving human resource capacity; producing highly qualified teachers; improving the quality of training and recruitment for teachers; addressing shortage of teachers in some age groups and subjects such as Mathematics, Science, Technology and Arts (National Planning Commission, 2011). The NDP also envisions the intensification of cooperation between teachers' unions and the DoE so as to capacitate teachers. This collaboration encompasses continuous professional development strategies (National Planning Commission, 2011). Consequently, this should also entail the forging of partnerships between professional associations and the DOE. However, the NDP also takes into cognisance the importance of teachers' knowledge. Therefore, the whole plan is inclusive of goals meant to upgrading the skills of the teachers and their commitment to the subjects they teach. This also includes capacitating districts for them to effectively support curriculum implementation in schools. Lastly, in an attempt to motivate both learners and teachers,

the National Development Plan outlined plans to create conducive environments in schools through an improvement of educational infrastructure in schools (National Planning Commission, 2011).

2.2.2 Curriculum Changes in the South African education system since 1994

Since 1994, numerous policies and legal transformations have been crafted and implemented in the public education sector. These changes include access to school, the governance of schools, the deployment of teachers in schools, school-based financial regulation and educational curriculum changes (du Plessis, 2013). Pieces of legislation and policies such as the South African Schools Act (1996), the National Norms and Standard for School Funding, the Education Law Amendment Act and the implementation of the Annual National Assessments are some of the measures put in place to regulate the education system. Changes in the system have also targeted the curriculum being offered in public schools. The curriculum changes include the implementation of the Curriculum 2005, the Revised National Curriculum Statements, the National Curriculum Statements as well as the Curriculum and Assessment Policy Statement. Curriculum changes require teachers to adopt new teaching practices and be well informed with the pedagogical content knowledge. Teachers therefore share sentiments of confusion and anxiety towards constant changes in the curriculum (Cishe, 2017). The teachers' negative perception of these changes is also exacerbated by the inadequate training programmes offered by the Department of Education during the orientation and induction of teachers to new curricula (Cishe, 2017). Mamogale (2016) also associated these curriculum changes with high staff turnover and suppressed morale among teachers. Despite these challenges, the DBE has proposed and piloted a three-stream model. This strategic plan is meant to ensure that South Africa has at least 30 000 artisans by 2030 (Writer, 2018). The curriculum being offered by the current system is biased towards the academic and technical pathways (Writer, 2018). The proposed model would however, offer vocational programmes and skills in subjects like Technical Mathematics, Technical Science and Entrepreneurship which will capacitate learners to

fit into the job market upon completion of the Grade 12 (Simkins, 2018; Writer, 2018). The above-mentioned changes have impacted negatively on the teachers' perceptions in particular and the teaching profession in general. This study explores how this has affected teachers' job satisfaction, resilience and retention as key constructs in Positive Psychology. The study first looks at the evolution of Positive Psychology.

The science of psychology has been largely predominated by the healing doctrine. This disease focused approach is centred on repairing damage within human functioning. (Christopher, Richardson & Slife, 2008; Seligman & Csikszentmihalyi, 2000). As a result, psychology overlooked positive aspects of life, for example it does not explore the functioning of striving individuals nor that of fulfilled individuals. To eliminate this absence of positive aspects, the idealistic issue promoted by the American Psychology Association was a framework fostering the development of the science of positive psychology at the same time advocate for a science and profession that appreciates and permits individuals and societies to flourish (Seligman & Csikszentmihalyi, 2000). The focus on job satisfaction, resilience and retention in this study is therefore in sync with the current mandate of positive psychology. In light of the above context, this study firstly reviews previous literature on job satisfaction for educators teaching at high school level.

2.3 Job Satisfaction

Job satisfaction is a complex phenomenon in Organizational Psychology despite being an area of extensive research Vroom (1964) defines job satisfaction as a person's positive emotional orientation towards their job role whereas Locke (1976) defines it as the emotional gratification an individual obtains from their work. For Schermerhorn, Hunt, and Osborn (1994) the concept relates to the degree to which an individual's expectations in the psychological contract are being met. Hellman (1997) defines the concept as a combination of the worker's emotional and cognitive reactions based on the difference between what they already receive and what they want. Therefore, definition extends the conceptualisation of job satisfaction beyond affective factors to worker's emotional and cognitive reactions based on the difference between what they already receive and what they want. These various definitions conceptualise job satisfaction as a multi-dimensional

factor which is influenced by many interrelated intrinsic or extrinsic motivational factors such as work, peer work group and surrounding work environment (Al Jenaibi, 2010; Mishra, 2013).

Additionally, job satisfaction appeals to both the affective and cognitive domains. The affective components measure the degree of positive feelings induced by the job and they are concerned with the emotions associated with the job (Chanderjeet, 2017; Weis, 2002). In contrast, the cognitive components of job satisfaction are objective and logical (Chanderjeet, 2017). Factors such as employee autonomy, liberty and freedom in decision-making are characteristics of the cognitive aspect of job satisfaction (Samson & Nagendra-Babu, 2017). Overall, job satisfaction increases employee contentment and happiness, thus leading to higher levels of productivity and profitability (Van Scheers & Botha, 2014). Satisfied employees are often willing to develop their work related skills and they work harder to improve the competitiveness of the organisation they work for (Choi, Goh, Adam, & Tan, 2016). Overall, the benefit of job satisfaction on individual and organisational levels is abundantly documented.

Previous literature has depicted job satisfaction as an important factor in organizations in so as it affects work outcomes and the overall performance of employees. Moreover, it contributes immensely to issues like employee turnover, absenteeism, safety, stress levels and many others (Kelly, Lercel, & Patankar, 2015; Khan, Nawaz, Aleem & Wasim, 2014; Nagori & Singh, 2019). Miamako and Bамbele (2016) asserted that when fair and equitable human resources management practices are developed and maintained, the level of job satisfaction among employees increases, thus improving performance. Nevertheless, previous research attributes the level of job satisfaction experienced by employees to the various demographic factors such as age, gender, years of experience, occupational level and the highest level of qualifications attained. These factors are reviewed in this study. Arguably, demographic factors such as the employees' age, gender, job tenure, occupational level, educational level and personality impact on their level of job satisfaction (Chirchir, 2016; Eyupoglu & Saner, 2009; Gurbuz, 2011; Oktug, 2013; Perera, 2016). This observation is substantiated by previous research evidence

obtained from a study conducted by Ferguson, Frost and Hall in 2012. Similarly, Yucel and Bektas (2012) undertook a study which revealed a significant impact age has on a teacher's job satisfaction. Contrary to the above findings, some researchers have indicated the absence of a clear relationship between teachers' experience of job satisfaction and age (Darmody & Smyth, 2011).

In a study conducted by Govender and Grobler (2017) in South Africa, it is reported that different age groups ranked the importance of such factors as promotion, contingent rewards, co-workers and communication differently. Hinks (2009) reported high job satisfaction for young employees but it tended to decrease after a few years of employment and it tended to increase over time as employees' secured advancement in their careers. Similarly, in their study, Kabungaidze, Mahlatshana, and Ngirande (2013) observed a U-shaped relationship between age and a teacher's job satisfaction. The report indicated that older teachers were more content with their jobs than their younger colleagues. By implication, the older teachers are more likely to retain their jobs whereas younger teachers show greater inclination towards leaving the profession. Although previous studies have indeed examined job satisfaction, a further exploration of the link between age and job satisfaction is necessary (Riza & Ganzack, 2016).

Recent studies have established that teachers' job satisfaction is not gender specific (Bhat, 2018; Mabekoje, 2009; Maren, Pitarelli, & Cangiano, 2013). However, study findings contrary to this conclusion reveal that in fact gender affects teachers' level of job satisfaction. These studies found that male teachers experience higher levels of job satisfaction than their female colleagues (Abdullah, Uli, & Parasuraman, 2009; Mebrate & Lemma, 2017; Menon, Papanastasiou, & Zembylas, 2008). Contrasting research findings have reported that female teachers experienced higher levels of job satisfaction than their male counterparts (Anderson, 2011; Sharma & Jyoti, 2006). Empirical studies on teacher job satisfaction in South Africa are inconsistent and contradictory. Iwu, Gwija, Benedict and Tengeh (2013) conducted a research within the South African context which revealed that teacher job satisfaction varies from group to group. Dehaloo (2011) also supports this view. Also, contradictory findings were also reported by Mafora (2013) in an empirical study which explored the aspect of job satisfaction among 30

principals in 30 previously disadvantaged schools situated in rural villages and townships. This study identified a lack of association between teacher job satisfaction and the gender. It is therefore evident that though research on the effect of gender on job satisfaction is highly documented (Aytac, 2015), it is inconclusive on the influence of gender on teacher job satisfaction. The current study therefore explores gender as a factor that influences teacher job satisfaction. The objective of the study is to provide a conclusion on teachers' experiences regarding job satisfaction. Years of experience have arguably been advanced as an important factor in influencing job satisfaction, but inconsistent research findings focusing on relations between these factors have been reported. An analysis of 15 empirical studies by Ingersoll and Strong (2011) reported early career exit amongst teachers which is closely associated with negative experiences of job satisfaction. Nevertheless, some studies have reported that teachers with longer years of service have higher job satisfaction (Darmody & Smyth, 2011; Liu & Ramsey, 2008). In a study which explored job satisfaction among 36 teachers in the New York State, Gu (2016) found out that no link exists between the teachers' years of experience and their job satisfaction.

On the contrary, South African studies on job satisfaction among teachers revealed that years of teaching experience influence teacher job satisfaction (Iwu et al., 2013). Previous research reveals incongruent perspectives concerning the link between teachers' years of experience and job satisfaction. However, this study is advancing the perception that teachers' years of experience have no impact on their job satisfaction though there is limited research supportive of this perception within the South African context. In view of the above, the current study is bent on exploring the influence of teachers' years of teaching experience on job satisfaction with the objective of drawing clear and distinctive conclusions on this aspect in South African public high schools.

Teachers' occupational level refers to the position or rank which they occupy within a school's organisational structure and this influences their experiences of job satisfaction. Currently, limited research has been undertaken to establish the link between teachers' occupational level and their job satisfaction. Nevertheless, explorative studies done to

establish the relationship between these factors found that a teacher's position affects their job satisfaction. Previous research confirms that job satisfaction is higher amongst the teachers occupying high ranks in comparison to their lower ranking counterparts (Abdullah, Uli, & Parasuraman, 2009; De Nobile & McCormick, 2008; Eyupoglu & Saner, 2009; George, Louw, & Badenhorst, 2008). Similar empirical studies conducted in South Africa reported that opportunities for promotions increased teacher morale which therefore makes it an important demographic factor in determining their job satisfaction (Dehaloo, 2011; Maxwell, 2012). This study therefore aimed to explore this phenomenon further with the objective of unearthing the similarities and differences that exist between the current study findings and those of previous research.

Additionally, employees often utilise educational attainment to advance their careers. Therefore, educational level is argued to have an impact on job satisfaction. As such, research has documented a strong relationship between a teacher's qualifications and job satisfaction. Nonetheless, previous research reports that highly qualified teachers are the least satisfied as compared to their less qualified counterparts (Abiodun & Gbadebo, 2012; Ariki, 2014). This dissatisfaction is attributable to a mismatch between expectations associated with the profession and the realities faced by these highly qualified teachers (Abiodun & Gbadebo, 2012). Contrary to that view, Dehaloo (2011) found out that in South Africa, teachers who were holders of certificates were the most dissatisfied with their physical working environments and the overall school organisation in comparison to those who held bachelor's and master's degrees. Further, a study conducted in Namibia found no significant relationship between a teacher's educational qualifications and their job satisfaction (George et al., 2008). Such findings imply that teachers' educational level has no influence on their job satisfaction. The contradictions obtaining in various international and local studies are the motivation behind a further exploration of the influence of educational level on teacher job satisfaction. Overall, the impact of demographic factors on teachers' job satisfaction is difficult to determine since they are often interrelated (Mahmood, Nudrat, Asdaque, Nawaz, & Haider, 2011).

Research has found that teachers' working environment has as a crucial role to play in determining the engagement or disengagement of employees (Mokaya, Musau, Wagoki, & Karanja, 2013). It is further argued that the teachers' physical working environment also affects their job satisfaction because it is related to the tasks and activities they perform (Geethika & Chandika, 2015). Apparently, poor physical working conditions adversely affect teachers' job satisfaction for they demoralise them and betray their teaching abilities. Similarly, Amin (2015) reported that an improvement in teachers' working conditions leads to job satisfaction which in turn enhances job performance and motivation. Further studies substantiated this view in addition to the fact that dissatisfaction with working conditions is mostly prevalent in peri-urban or rural areas (Davis, 2017; Muhammad, Rehaman, & Ahmed, 2015; Waga & Simatwa, 2014). Teachers in these teaching and learning environs have cited the inadequate library facilities, teaching aids, office space, classroom space, electrical facilities, science laboratories and computer facilities as significant causes of their dissatisfaction with their physical working conditions (Ekpoh, 2018; Leigh, 2012; Ozturk, 2011). A similar conclusion was confirmed by studies conducted in South Africa as Dehaloo (2011) and Pule (2015) found that rural high school teachers within the South African context were demotivated by the inaccessibility of clean water, sanitation facilities, security and essential teaching and learning resources in their schools. Varsha (2015) undertook an empirical investigation on job satisfaction among 154 teachers in the ex- Model C schools as well as ex-House of Delegates schools in South Africa which echo the same sentiments. This study therefore explores the potential influence that a working environment may have on teacher job satisfaction.

According to Ryori (2015), job satisfaction amongst teachers is influenced by the social environment in which they work. The argument aptly assumes that urban schools enjoy a higher socio-economic status than the rural schools. By implication, teachers working at schools with high social statuses experience higher levels of job satisfaction than those schools with low socio-economic statuses. This study was conducted in Japan and the focus of the study was on the relationship between job satisfaction and job involvement of teacher with an urban-rural discrepancy. The study found that organizational climate

accounts for the high levels of teacher job satisfaction in both rural and urban schools. This was also reported by Lal Kumar (2016) whose earlier study looked at job satisfaction across a spectrum of teachers belonging to different gender groups, different school locality, type of management and teaching stream. This study concluded that there are no substantial disparities in terms of job satisfaction between rural and urban high school teachers. In a different study, Kumar (2015) explored job satisfaction amongst secondary school teachers and revealed that neither locality nor age impact the level of job satisfaction experienced by teachers. Rao and Subramanyan (2016) suggest evidence contrary to this by revealing that the locality and the gender of the secondary school teachers influence their level of job satisfaction. Apparently, previous research is riddled with contradictory and inconclusive findings as interpreted in relation to the influence that the locality of the school has on teacher job satisfaction.

However, subsequent research Hall, Altman, Nkomo, Peltzer & Zuma (2005) in South Africa revealed contradictory findings. In that study the researcher adopted a mixed method approach which included surveys, focus groups and interviews to explore the factors contributing to retention and job satisfaction among the 438 teachers across a spectrum of 33 schools. This study found that teachers working in urban areas were more inclined towards leaving the profession than those working in schools in the rural areas. Although research on job satisfaction is abundantly documented in South Africa, little research has explored teachers' job satisfaction within the rural context. This study is bent on shedding more light on job satisfaction among the rural high school teachers specifically in relation to the current curriculum changes. Additionally, it establishes how organizational changes influence job satisfaction among employees. In respect of the above, this study also explores the influence of management approach on job satisfaction among.

Although the social context is crucial in determining job satisfaction among the rural high school teachers, the style of management employed by the leadership within an organisation is even more critical in ensuring employee satisfaction as it informs the organisational climate and culture. Leaders of organisations are expected to execute

tasks competently despite having limited resources (Raiz & Haider, 2010). Leaders therefore employ numerous innovative leadership approaches in their interaction with employees and these leadership styles include transactional, transformational, autocratic, democratic, situational and charismatic. This also obtains in the education system as numerous studies demonstrate that the management approach employed by the leadership of schools has a significant effect on teachers' job satisfaction (Graham, Hudson and Willis, 2014; Sanduleac & Capatina, 2016). A democratic leadership style has been found to enhance teachers' job satisfaction as it promotes autonomy in terms of problem solving and critical thinking (Kiboss and Jemiryott, 2014; Machumu & Kaitila, 2014). Contrary, a transformational leadership style has been reported to influence teachers' job satisfaction more than other styles because it involves principals becoming role models for teachers and by the same token, they become sources of inspiration thereby creating a positive working environment (Cogaltay, Yalcin & Karadag, 2016; Kimathi, 2017; Korkmaz, 2007; Koutouzis & Malliara, 2017).

In South Africa, studies conducted by Kok (2018) explored the association between the various leadership styles and the wellbeing of teachers and they found that transformational and transactional leadership approaches result in high positive psychological states whereas the laissez-faire leadership style results in the development of negative psychological states among teachers. These psychological states impact on job satisfaction among teachers and hence transformational and transactional leadership styles unequivocally raise job satisfaction. Currently, there is inadequate literature that explores the effects of leadership styles on teachers' job satisfaction. In its investigation into teachers' experiences of job satisfaction, the present study delves into the impact of leadership style used by school administrators on job satisfaction among the teachers especially those in the rural schools. Nevertheless, this study holds the view that the rewards reaped by an employee have a direct bearing on job satisfaction of that employee. Therefore, it is imperative for the study to zero in on the literature which subjects to analysis the influence that rewards have on job satisfaction among teachers.

A combination of financial and psychological rewards affects employees' commitment to duty and their job satisfaction within an organisation as these rewards motivate employees. Therefore, fostering higher levels of commitment to duty within an organisation becomes a priority (De Gieter, De Cooman, Hofman, Pepermans, & Jegers, 2012; Terera & Ngirande, 2014). Financial rewards are extrinsic since they include pay, job security, benefits, and bonuses (Mahaney & Lederer, 2006).

On the other hand, psychological rewards are intrinsic as employees enjoy opportunities for growth, a sense of accomplishment, status, acknowledgements, satisfaction, self-esteem, challenge, autonomy and responsibility (Mahaney & Lederer, 2006). The relationship between financial rewards and job satisfaction is highly documented. However both financial and non-financial rewards affect job satisfaction. Studies have reported that teachers' job satisfaction is either positively or negatively affected by the manner in which they are being rewarded at their schools (Nawab & Bhatti, 2011; Shah, Rehman, Akhtar, Zafar, & Riaz, 2012). It has been reported that a transparent reward system motivates teachers to work harder to achieve their goals and also to attain a sense of achievement (Sha et al., 2012). There is a clear link between remuneration and job satisfaction. Therefore, financial rewards have an enormous impact on job satisfaction (Fatima & Ali, 2016; Usman, Akbar, & Muhammed-Ramzan, 2013). However, there are non-financial rewards which influence job satisfaction although they minimally impact on it. These non-financial rewards which increase job satisfaction include acknowledgement, reasonable workload, administrative support, autonomy in decision making and supervisory support (Fatima & Ali, 2016; Muguongo, Muguna & Muriithi, 2015). Furthermore, studies unravelled the fact that teachers dissatisfied with issues to do with advancement, compensation, supervision and working conditions (Mahmood, Nudrat, Asdaque, Nawat, & Haider, 2011; Stephen & Fish, 2010).

Studies conducted in South Africa found that teachers' level of job satisfaction is also adversely affected by mammoth workloads and the lack of recognition by and relationship with superiors (Iowa et.al, 2013). For Nyamubi (2017), generally, job satisfaction among high school teachers is diametrically influenced by their satisfaction

with monetary incentives, the school environment and the society. According to Christopher (2014) and Dehaloo (2011), stable salaries, recognition, encouragement as well as job security contribute to elevated levels of job satisfaction among high school teachers. Additionally, Mafora (2013) identified work related disincentive as the main source of dissatisfaction among teachers. Contrary to this view, Mabaso (2018) argues that compensation is closely associated with job satisfaction. This study adopted the explanatory hypothesis generating approach to examine the impact of compensation and benefits on job satisfaction among academic staff at higher education. Prior to this study, observations made regarding the association between job satisfaction and rewards have focused mainly on extrinsic rewards. Additionally, previous research has generally been restricted to the urban context. Therefore this study is also preoccupied with an exploration of the association between extrinsic and intrinsic rewards for teachers within the rural context with the objective of providing an insight into whether rewards for employees within a specific social environment affect job satisfaction

2.4 Resilience

The term “resilience” is adapted from developmental psychology. It can be defined as the ability to overcome adversity, uncertainty and or conflict. This term is commonly understood to mean ‘the ability to bounce back’ regardless of the challenges. The term involves the ability to cope positively with adverse situations as well as effectively adapting to change (Luthans, Youssef & Avolio, 2007).

Resilience basically implies the ability to positively adapt to significant adversity. Therefore, the term can further be defined as the willpower and the way power people adopt towards achieving a goal (Masten & Reed, 2002). Resilience has also been understood to mean the capacity by an individual to respond to adversity and therefore prosper notwithstanding the negative, or positive stressful experiences (Luthar, Cicchetti, & Becker, 2000; Luthans, Norman, Avolio, & Avey, 2008). Research is indicative of the fact that resilience reduces the negative effects of adversity using internal and external factors. It essentially sustains an individual’s health, wellbeing and performance over a long period (Wietmarschen et al., 2014). Similarly, Tugade and Fredrickson (2004)

define psychological resilience as one's ability to recuperate and adapt to stressful situations and negative emotional experiences. However, Connor and Davidson (2003) had previously conceptualised the term as a multidimensional characteristic which relatively differs across various contexts, cultural origins, time, age and gender. The definitions provided above perceive resilience as a process that has a modifiable characteristic. Subsequently, internal and external resources encompass resilience. Internal resources include physiological, psychosocial, energetic, cognitive, and gastrointestinal factors whilst on the other hand, external resources relate to social support and training (Wietmarschen et al., 2014).

Though various definitions of resilience have been proffered, it has generally been depicted as a positive phenomenon related to growth and affirmative transformation after a stressful event (Meredith, Sherbourne and Gaillot, 2011). Resilience is behavioural. It is an effective mechanism of dealing with and managing change as well as overcoming unwanted situations (Meredith et al., 2011; Paul & Garg, 2012). From this perspective, resilience is a process and a behavioural trait which enhances personal assets as well as shields one from the negative effects of stressors (Luthans, Youssef- Morgan, & Rawski, 2011). This implies that resilience is sustained by person-environment interactions. In contrast, this phenomenon is viewed as a flexible behavioural trait which is embedded in a person's observable personality.

All the definitions cited above depict resilience as divisible into three groups, namely; the personality or individual characteristics, environment and person-environment (Barasa, Mbau, & Gilson, 2018). The personality category identifies resilience as embedded in the individual's personality (Barasa et al., 2018). The trait embodies other characteristics such as internal locus of control, perseverance, emotional management and awareness, optimism, sense of humour, self-efficacy and problem solving ability (Barasa et al., 2018). The overarching notion within the second category is that external influences such as the amount of social support an individual receives determine the degree of resilience they have. Lastly, the person-environment perspective portrays resilience as a product of the interaction between an individual's personality and their direct environment.

Therefore, resilience can be influenced by the individual's family, peers and the social environment (Barasa et al., 2018).

Although resilience is influenced by numerous factors, research which is biased towards the exploration of this phenomenon has focused on both protective and risk factors. Protective factors modify an individual's response to adverse situations (Graber, Pichon, & Carabine, 2015). Protective factors essentially promote adaptive processes. Therefore, they aid in reducing the impact of risks and eliminate negative chain reactions (Graber et al., 2015). These factors are embedded in an individual and they are shaped by a specific context. Individual factors include problem-solving abilities as well as the capacity to control one's immediate environment (Newman, 2002). Protective factors shield an individual against daily stressors (Diehl, Hay & Chui, 2012). These factors manifest themselves in the form of optimism and hope, coping skills, protective family environment and social support (Graber et al., 2015; Yi et al., 2008; Youssef & Luthans, 2007). Coping skills enable individuals to regulate their emotions, utilise social support and access tangible resources (Graber et al., 2015).

Resilience influences the work outcomes of employees and it is increasingly becoming a major concern for Human Resources Management since it tends to increase performance and retain quality (Luthar et al., 2000; Day & Gu, 2010). This is supported by Kumari and Sangwan (2015) who argue that resilience capacity increases job performance. Organisational commitment and job satisfaction are crucial drivers of job performance but they tend to decline when employees experience job insecurity. Resilience in this instance substitutes the perceived job insecurity with increased job performance (Rus & Baban, 2013). Highly resilient employees are stress tolerant and more productive despite working in difficult environments (Abbas & Raja, 2015; Shatte, Perlman, Smith & Lynch, 2017). Overall, employees possessing the positive psychological capital (resilience, hope, optimism and efficacy) produce higher work outcomes and exhibit high levels of satisfaction and organisational commitment. Nevertheless, resilience among teachers has become a topical issue in the education sector in the wake of numerous teachers reporting work-related psychological ill-health conditions such as stress, anxiety and

depression. This study is therefore bent on unpacking the nature of resilience among teachers as well as reviewing the relevant literature on teacher resilience.

Research has depicted teacher resilience as a dynamic developmental process in which individuals take on positive perceptions in the face of their adversities (Day & Gu, 2007; Taylor, 2013). Bernard (2004) also defines it as an outcome emanating from the interplay between risk factors and protective factors. These factors often occur at an individual level and they are context specific. Individual risk factors include negative self-belief and lack of confidence or reluctance to seek help (Beltman, Mansfield & Price, 2011). On the other hand, individual protective factors are optimistic, consisting of factors such as high self-efficacy, altruistic motives and strong intrinsic motivation (Beltman et al., 2011). Contextual risk factors are relational, thus the protective factors within this category include mentoring relationships, support from colleagues as well as a strong and caring leadership (Beltman et al., 2011). Unsupportive leadership, negative management behaviour and heavy workloads for employees are some of the contextual risk factors which undermine resilience among (Beltman et al., 2011).

Overall, various definitions and perspectives have been forwarded to depict teacher resilience. Perspectives on teacher resilience fall into three categories (Clara, 2017). The first category caters for professional growth, teacher effectiveness and the retention of quality teachers. It essentially views teacher resilience as emanating from their own ability to adapt positively to their adverse situations. The second category of teacher resilience is concerned with teachers' responsive characteristics which enable them to counter adversity in positive ways. The third and final category focuses on the measures teachers adopt as they adapt positively to adverse situations (Clara, 2017). This research indicates that although teachers had sufficient knowledge of resilience in relation to their personal lives, they barely apply it to the context of their work (Clara, 2017). Findings contrary to these were, however, revealed by Day and Gu (2013) since they noted that teachers' perceptions of resilience are embodied in their professional practice which enables them to sustain their occupational workloads and successfully overcome inevitable uncertainties related to their workplace. Resilience among teachers often fluctuates owing to personal, relational and organisational settings (Day & Gu, 2013).

Resilience is undoubtedly fundamental in fostering positive work outcomes amongst teachers. Sanchez and Almagia (2017) view dispositional characteristics of resilience as culminating into satisfaction and positive job performance among teachers despite the complex environment in which they work.

Review of Literature on Teacher Resilience

Previous research has identified various factors influencing resilience among teachers. Good collegial relations have been found to increase teacher resilience and ability to cope in the workplace characterised by adversity. This assertion is supported by Greenfield (2015) whose study explores the aspect of resilience among primary school teachers in Greece. This study revealed that support from colleagues, leadership, family and friends as well as positive student-teacher relationships are some of the environmental factors which stimulate resilience in teachers. Riziqi (2017) further reports that institutional support, a conducive social network and a positive personality enable one to acquire resilience. According to Webb (2018), teachers' relationships with colleagues and students enabled them to persevere regardless of teaching in schools with poor working environments. Further research by Yonezawa, Jones and Robb-Singer (2011) discovered that professional development increased teacher resilience and retention. Factors such as opportunities for inclusive decision making, adequate time to complete tasks, having the appropriate equipment and material as well as opportunities for professional development stimulate the development resilience among teachers (Richards, Levesque- Bristol, Templins, & Graber, 2016). The above citations are applicable to the present study which looks at the benefits of teacher resilience.

The benefits of teacher resilience are extensively documented in research, globally. Previous research has found that resilient teachers are persistent and as a result, they are able to strike a balance between their needs and those of their students (Gloria, Faulk, & Steinhardt, 2013). In a study which launches an enquiry into teacher resilience, Betoret and Artiga (2010) found that resilient teachers are capable of combating burnout. This was also supported by Richards et al. (2016) whose investigation discovered that higher teacher resilience reduces the perception of burnout among teachers. Furthermore, it is

argued that teachers' resilience capacity positively affect their recruitment, retention, training and professional development (Smethem & Hood, 2011). Further, research is supportive of the fact that teacher resilience assists in reducing occupational stress, turnover and uneasiness associated with organisational changes (Patterson & Patterson, 2001). However, specific individual characteristics of teachers enable them to triumph over stressful occupational situations. These attributes include the willingness to adapt to change; sureness of their capability to teach; taking risks and self-efficacy (Taylor, 2013; Raath & Haay, 2016; Vance, Pendergast, & Garvis, 2015). Moreover, in their investigation of the experiences and perceptions of resilience across 200 graduate and early career teachers Price, Mansfield and McConney (2012) revealed that resilient teachers are among the most highly motivated due to the ability to employ various coping strategies, possessing a strong sense of self-efficacy and the ability to collaborate well with others. According to Yonezawa et al. (2011), the significance of teacher resilience is evidenced by the mutual relationship that exists between student-teacher relationships and student academic performance. By implication, friendly student-teacher relationships result in improved academic performance amongst students. Similar studies were conducted in South Africa by Mampane and Huddle (2017) in which they used the mixed method research design to investigate the benefits of a resilience intervention and the findings confirmed that teacher resilience is beneficial to the education system. This study found that teacher resilience had a positive consequence on students' academic results. In exploring resilience, the current study advances research work that contributes various strategies which may be implemented to promote resilience among high school teachers especially persons deployed in the hard-to-staff schools within the rural context complementing earlier studies which have already established that it takes longer for teachers in the rural context to implement strategies that enable them to overcome risk factors (Ebersohn, & Ferriera, 2012; Ebersohn, 2014). The current study also reviews literature on the influence of resilience on organisational citizenship behaviour (OCB).

Resilience is progressively more recognised as a contributory feature in Positive Organisational Behaviour (POB). Positive Organisational Behaviour refers to psychological capacities and human resources abilities which are developed in order to

enhance organisational performance (Luthans & Church, 2002). As a feature of the Positive Organisational Behaviour, resilience enables flexibility, adaptation and improvisation in situations characterised by change or uncertainty (Youssef & Luthans, 2007). The current study recognises the relevance of Organisational Citizenship Behaviour (OCB) as a form of Positive Organisation Behaviour. Previous research particularly the one that explored the state of the relationship between resilience and OCB in Indian organisations revealed that resilience does indeed have an influence on OCB. Further research indicates that OCB enhances resilience in organisations (Gabriel, 2015). An investigation conducted in South Africa into employee psychological capital and OCB within a sales environment revealed that resilience results in high levels of energy which therefore increases performance. In this regard, resilience therefore enhances OCB (Meintjes & Hofmeyr, 2018). Although studies investigating the impact of resilience on OCB have been conducted, there is currently limited literature detailing these constructs in the education sector specifically within the rural context. This study therefore delves into the exploration of resilience as a crucial factor for the enhancement of employee performance within the education sector. The current study also delves into the influence that resilience has on organisational commitment.

A study undertaken by Jaaron and Backhouse (2014) found out that affective commitment is essential for the engineering of organisational change and it is informed by employees' individual resilience. Similar findings were established in a study led by Paul (2017). Earlier research conducted by Paul, Bamel and Garg (2016) explored the construct of resilience among the 345 manufacturing industry employees in India and revealed that resilience is instrumental in developing and fostering organizational commitment. Further research by Meng, Luo, Huang and Wen (2017) identified a positive relationship between employee resilience and organisational commitment. However, previous research which investigated the influence of resilience in the success, commitment and retention of novice teachers in the USA confirmed that resilience contributes towards the success of teachers in their work which results in greater commitment to teaching as a career. It is therefore evident that there is limited literature which looks at how resilience informs organisational commitment. Therefore, in its

exploration of the experiences of resilience among rural high school teachers this study provides an insight into this phenomenon.

2.5 Retention

Employee retention refers to the strategies adopted by an organisation in its bid to retain the current workforce whilst ensuring that operational requirements are achieved (Mita, Aarti & Ravneeta, 2014). It has also been defined as an arrangement in which the employees are encouraged to remain within the organisation for a maximum period of time or until the completion of a project (Bidisha & Mukulesh, 2013). Additionally, Stauss, Chojnacki, Decker and Hoffman (2001) define retention as a six factor phenomenon consisting of emotional–cognitive constructs and behavioural intentions. Emotional–cognitive retention constructs include customer liking, identification, commitment and trust. Behavioural intentions include readiness to recommend and repurchase intention (Stauss et al., 2001). On the contrary, Workforce Planning for Wisconsin State Government (2015) views retention as a process which systematically uses policies and practices to account for the needs of employees thereby creating an environment that inspires personnel to remain within the organisation.

Various perspectives on employee retention have been developed and a case in point is that expounded by Taylor (2010) who established four categories of turnover, namely; the pull factors push factors, unavoidable turnover and involuntary turnover. Pull factors attract employees to seek alternative employment elsewhere despite the positive emotions they may be experiencing in their current organisation (Taylor, 2010). Within this category, turnover is unrelated to employee job satisfaction. In contrast, push factors are directly linked to employee satisfaction as they alter the employee's perception of the organisation therefore pushing them to find alternative employment in a different organisation. However, unavoidable turnover occurs due to conditions beyond the organisation's control. Such inevitable eventualities include illness, retirement and maternity leave which compel employees to terminate their employment. Lastly, involuntary turnover refers to terminations exclusively initiated by the employer (Taylor, 2010).

Fink (2011) suggests that personality testing is the key factor in the retention of employees. Fink (2011) further explains that personality testing provides an insight into the individual's personal interests, job needs, and work style and career satisfaction. The underlying assumption underpinning this notion is that personality testing minimises the risk of hiring individuals who are unsuitable for the job. Contrary to this view Cardy and Lengnick-Hall (2011) postulate a customer-based model which emphasises the long term contributions of employees to organisational success. Employees are described as internal customers, and hence employment policies and practices should focus on building and maintaining good relations with them. Similarly, Panoch (2001) recommends that organisations should focus on retaining its valuable and good employees as they are increasingly becoming scarce.

Retention is a phenomenon determined by a cluster of factors which are either personal or organisational. These factors which include developmental opportunities, quality supervision, job stress and colleague stress. The following additional factors impact on retention: compensation and appreciation of work done; provision of challenging work; promotion and development chances; the attractive atmosphere within the organisation ;relationships with colleagues; work-life balance; communication and supervision (Kossivivo, Xu, & Kilgore, 2016). Nevertheless, practices have the greatest significant bearing on collective turnover (Muir, 2014). These practices include internal mobility, high-commitment human resources system, staffing selectivity and participation-enhancing work design (Muir, 2014).

Review of literature on Retention

Numerous studies have explored the retention of teachers; however, there is increasing interest in the retention of teachers in the rural schools. Previous research found that retention is affected by professional, organisational and personal factors. (Handal, Watson, Petcock & Maher, 2013). This is also echoed by Goodpaster, Adedokun, and Weaver (2012) in their research on teachers deployed to work in the rural schools. This implies that retention is strongly influenced by organisational climate. Nonetheless, the exclusion of the rural context in educational policies, curriculum and pedagogical

practices is seen as disadvantageous to the retention of quality teachers in rural schools (Theobald & Wood, 2010). Accordingly, Mafora (2013) perceives the lack of policy and procedural guidelines on the part of the South African Department of Education as a contributory factor to the inability of the Department in question to retain teachers. However, numerous other factors contribute towards employee retention or the lack of it.

Various factors have been identified as contributing towards the deprofessionalisation of the teaching career resulting in the increase in teachers' intention to leave the teaching profession. Hayes, Preminger, Tran and Bae (2017) explored the association between teachers' professional development and their retention. This mixed-method study identifies professional development as one of the crucial factors that prop up teacher resilience. These research findings confirm those made by Huang and Cho (2010) who revealed that professional development is an effective retention strategy as it enhances a sense of belonging among employees. In South Africa, research reveals that the lack of professional support mechanisms for teachers within the rural context erodes their morale which in turn aggravates their intention to leave the profession (Nelson Mandela Foundation, 2005; DoE 2005). Both international and local research report that dissatisfaction among teachers working in remote rural schools emanates from their limited access to professional support and learning opportunities (Handal et. al., 2013; Sedivy-Benton & Boden-McGill, 2012; Theobald & Wood, 2010; Van Rensburg, Noble & Mc Ilveen, 2015)

An exploration of teacher resilience by Van der Merwe and Keyser (2014) also established that teachers' intention to leave their organisation was exacerbated by their experiences of negative human resources practices. The current study therefore looks into the innumerable issues that contribute towards the retention of teachers in rural high schools with the objective of providing insights into how this can be improved particularly within the context of the rural schools.

In addition, previous research in Australia reveals that teachers perceive inadequacy of educational resources as a huge hindrance to the provision of quality teaching and

learning (Theobald & Wood, 2010; Handal et al., 2013). Similar observations were made in South Africa as teachers expressed concern over the deteriorating condition of classroom instruction fanned by the scarcity of teaching and learning facilities and other necessary school resources. This is adequately documented in Adedeji and Olaniyan (2011) in a research study that investigated the conditions of teachers and general instruction in rural schools across the African educational spectrum. Dissatisfaction has been reportedly exacerbated by the lack of support specific with regards to curriculum change and implementation (Handal et al., 2013).

Research conducted previously indicates that employee rewards systems often influence the ability by organisations to retain competent employees (Wickramasinghe & Sajeevani, 2012). Additionally, the strong and positive aspect of total rewards on employee retention is well documented in previous studies. For instance Ali, Amin and Hamid (2016) investigated the impact of intrinsic and extrinsic rewards on employee turnover intentions among Malaysian employees. This study revealed that rewards are strongly associated with employees' intention to remain in an organisation. Similarly, in Kenya, Wangari and Were (2014) found that compensation, work-life balance, training and career growth impact positively on employees' intention to leave or remain in an organisation. This scenario had previously been discovered by Terera and Ngirande (2014) in a research which investigated the impact of employee rewards on the retention of nurses in South Africa. However research suggests that extrinsic rewards, particularly compensation has a profound impact on employee retention (Ali, Amin & Hamid, 2016; Wangari & Were, 2014) therefore this study also reviews literature on the impact of compensation on teacher retention.

Adding to the above point, Hughes (2012) conducted a survey investigating the impact of personal and organisational characteristics on retention among the 782 teachers in the United Kingdom. This study reported that teachers' salaries determine their level of satisfaction. This has also been confirmed by Mafora (2013) whose research findings revealed that the retention of teachers in the South African context is determined by a rigid salary structure, lack of facilities and socio-economic conditions. Further research

by Makhuzeni and Barkhuizen (2015) revealed that leave benefits, balance between work and personal life and good leadership motivate teachers to hold on to the teaching profession. However, some researchers have suggested that extrinsic rewards are not associated with teacher retention (Fisher, Molly, & Royster, 2016, 2016; Ulferts). Nonetheless, various strategies have been developed to foster the improvement of teacher retention within the rural context. These strategies include the use of non-monetary rewards, benefits and provision of housing to persuade teachers to continue working in the rural schools (Dessoff, 2010). However, alternative research investigating the impact of extrinsic rewards on the retention of teachers is imperative. Therefore, this study delves into the literature which applies positive psychology in enhancing employee retention.

Furthermore, De Stercke, Goyette and Robertson (2015) contribute a new approach to teacher retention which differs from the traditional thought as it focuses on increasing employee happiness. From this new paradigm, the happiness of employees can be fostered through the implementation of strategies which appeal to employees' emotional intelligence and mindfulness. However, the current research advocates for the integration of both the traditional and the employee well-being based approach as an effective strategy in the maximisation of teacher retention. This integrated approach is understood to be quite effective because of its consideration of contextual, professional, organisational and personal factors. Overall, it should be reiterated that, currently there is scanty literature that explores teacher retention from the perspective of rural-based high school teachers. Therefore, this study provides guidelines concerning rewarding strategies that are geared towards retaining teachers within the context of rural South African educational institutions.

2.6 Job satisfaction and resilience

Job satisfaction has been conceptualised as the employees' feelings towards their jobs and their components whereas resilience is defined as their ability to meet the task demands in one's work environment through stress management and coping strategies

(Henderson & Milestein, 2003; Udechuku, 2008). Previous research conducted in the USA and Australia with nurses as respondents has identified a considerable degree of interconnectedness between job satisfaction and resilience (Brown, Wey, & Foland, 2018; Matos, Neushotz, Quinn Griffin, & Fitzpatrick, 2010). Echoing the findings in the previous research, in their study Varshney and Varshney (2017) investigated the influence of resilience on job satisfaction for construction managers in Saudi Arabia and found that resilient employees have greater understanding of certain situations or contexts and that knowledge increases their level of job satisfaction. Further research has identified self-efficacy, coping style, educational level and job-related stress as some of the factors which shape employees' resilience (Ren, Zhou, Luo, Haung & Zeng, 2018).

Organisational factors such as job-related stress also influence job satisfaction (Iqbal & Waseem, 2012). Additionally, Robbins, Judge, Millet and Boyle (2013) suggest that personal characteristics affect an individual's level of job satisfaction. Similar findings concerning resilience were contributed by Gupta, Sood and Bakshi (2012). In a study conducted in South Africa, Terera and Ngirande (2014) revealed that developing and implementing strategies that promote job satisfaction among employees and fostering resilience for managing adversity during a period of change and uncertainty increase employee retention (Terera & Ngirande, 2014). This study also exposed a mutual connection between job satisfaction and employee resilience. It should be asserted that as organisational change is underway, employee job satisfaction is known to accrue many benefits for organisations as the process is closely associated with low turnover and high organisational commitment which are only manifest when employees find satisfaction in their jobs. The influence of a number of variables on job satisfaction has been explored in great detail. However, this study provides an insight into these constructs with particular reference to the teachers working within the context of rural high schools.

2.7 Job satisfaction and Retention

In their research Renzulli, Macpherson and Beattie (2011) suggest that increased job satisfaction does not affect employee retention. However, findings running contrary to this view were contributed by De Lay and Washburn (2013) in a study on mid-career

teachers. The study findings revealed that satisfaction with one's career minimises the effect of challenges related to increased intentions to leave the teaching profession. This is supported by Stanz (2009) who researched on employee retention among engineers in South Africa. This study depicted job satisfaction as a key element in determining employee retention. In this regard, the current research contends that job satisfaction and retention among teachers are associated and they are influenced by similar factors.

Furthermore, leadership has also been singled out as an important factor for both teachers' retention as well as their job satisfaction. Studies exploring job satisfaction and retention of teachers in the United States of America suggest that teachers' positive perception of their leadership ensures their intentions to remain in their jobs as well as being more satisfied with their roles (Glennie, Mason, & Edmund, 2016; Shaw & Newton, 2014). Extrinsic motivators such as salaries and benefits have also been identified as factors influencing both retention of teachers and their subsequent job satisfaction as illustrated in previous research which reveals that the higher the salaries the more persuaded the teachers are to hold on to the profession (Hendricks, 2014; Luekens, Lyter, & Fox, 2004; Miller, 2012). The exploration of these constructs in the current study seeks to provide insights into the perceived association that exists between job satisfaction and retention with particular reference to educational employees within the rural working environments.

2.8 Resilience and Retention

According to Das & Barauh, (2013) the ability by an organisation to encourage its personnel to stay in it for a long period of time refers to retention whereas, the ability by employees to recover effectively from difficult conditions is regarded as resilience. Gu and Day (2007) state that teacher selection and retention can be enhanced by having a better understanding the degree of their resilience. This is further supported by Mclauchlan (2016) who advanced the notion that resilience determines career retention and satisfaction among teachers. A study conducted by Hong (2012) on teacher retention found that the differentiating factor between leavers and hangers-on in the teaching profession is their belief in self-efficacy. Those who could hang on (stayers)

demonstrated positive beliefs in self-efficacy whereas leavers had negative beliefs in self-efficacy. A similar view has been expressed by Mclauchlan (2016) who found that resilient teachers had a positive outlook of their self-identities and their competencies. In this regard, the identification of key protective factors in teacher resilience fosters effective teacher retention (Muller, Gorrow, & Fiala, 2011).

Factors such as motivation of teachers, their relationships within the school context, their working conditions and the type of teacher-leader relationship are crucial in fostering resilience among teachers (Gu & Li, 2013; Mansfield, Broadley, & Weatherby-Fell, 2016). Additionally, the support offered by the administration, its flexibility and moral purpose have great influence on teacher resilience (Cooper-Gibson Research, 2018; Price, Mansfield & Conney, 2012; Tehseen, & Ul Hadi, 2015). A recent research by Cooper-Gibson (2018) also confirmed that these factors indeed have an impact on the ability by schools to retain teachers. The current research holds the view that an understanding of the factors which promote teacher resilience is instrumental in guaranteeing teacher retention. Although previous literature explores the association between resilience and retention, currently there is limited literature which simultaneously explores these constructs within the South African context. The current study therefore strives to address this research gap by focusing more especially on the teachers within the rural context.

2.9 Job ssatisfaction, resilience and retention

Job satisfaction, resilience and retention are significant in the improvement of performance, productivity and work outcomes. Hudgins (2016) quantitative study investigated the resilience, job satisfaction and turnover intentions among 89 nurses. This study revealed that there is an association between resilience, job satisfaction and the turn over intentions among nurse leaders. It further revealed that job satisfaction and retention are influenced by similar factors. However, the locally available literature hardly explores these constructs for teachers within the rural context in a simultaneous fashion. There is urgent need to explore these factors as teacher shortages continue to impede the implementation of strategic plans within the education system which affects economic

growth, especially within the contemporary knowledge economy (SACE, 2010). Moreover, the current research aimed at establishing how teacher job satisfaction can be elevated and how teacher resilience can be promoted so as to address the shortages of teachers and the whole thrust of retaining competent teachers particularly within the context of rural schools. Consequently, these concepts needed to be examined within the context of the reforms in the educational system to ensure that effective and efficient human resources management policies are formulated and implemented within the South African education system (Dehaloo, 2011).

2.10 Theoretical Framework

A theoretical framework underpins the execution of the research study in so far as it guides, builds and supports the entire dissertation (Grant & Osanloo, 2014). Precisely, this section of the study introduces the framework which guides whole study. It also unpacks the theoretical assumptions and concepts that underlie the theoretical framework. A discussion of the appropriateness of the model to the current study is also presented. Thereafter the shortcomings of the theoretical framework are articulated in the context of this study.

The research is guided by the tenets of Job Characteristics Model (see figure 1.). Basically, this theory asserts that job design impacts on the workers' motivation, work, performance and job satisfaction (Hackman & Oldham, 1976). The Job Characteristic Model (JCM) details the relationship among the features of a job and an employee's personal, affective and behavioural responses to that work (Kumar, Abbas, Ghumro, & Zeeshan, 2011). The view that the performance of employees and their personal outcomes is achieved through the enrichment of the job was first coined by Hackman and Oldham (Faturochman, 1997). The Job Characteristics Theory, therefore, describes the relationship between the characteristics of the job and an employee's response to the work or the job performed. Hackman and Oldham (1980) further identify specific task conditions under which individuals employees prosper. The Job Characteristics Model is underpinned by five job characteristics which affect the three psychological states of an individual worker. These characteristics affect an employee's personal, affective and behavioural

response to work (Kumar, Abbas, Ghumro, & Zeeshan, 2011). Additional moderators which bridge the gap between job characteristics and psychological states are knowledge and skills as well as growth need strength (Kumar et al., 2011).

Job characteristics focus on the conditions under which an individual works. Their presence increase their internal motivation and performance. Skills variety, task identity, task significance, autonomy and feedback motivate employees to perform better (Fan, Javed, & Roa, 2014). Skills variety refers to the level to which an employee performs a job from the beginning to the end (Fan et al., 2014). Therefore, this entails valuing identifiable and visible outcomes. In contrast, task significance measures the degree to which an employee's task impacts on the lives of other people (Fan et al., 2014). As such, a meaningful job is that which impacts positively on the wellbeing of other people. In addition, task variety results in employees experiencing the meaningfulness of the work they do. That culminates in employees placing high value on their work (Fan et al., 2014).

The autonomy of the employee refers to the extent of freedom, discretion and independence granted to them as they perform their job (Arnold, Cooper, Robertson, 1998; Jonge, 2016; Taavi, 2017). This entails the independence the employees exercise in determining the procedures to be followed when performing tasks and the freedom they enjoy as they schedule their work according to their own preference. When employees work in a working environment that is characterised by autonomy, they assume responsibility for their work outcomes. The final job characteristic presented in the Job Characteristics Model is feedback, which advances the notion that an employee should get clear and direct communication about the effectiveness of their performance (Fan et al., 2014; Mukul, Rayhan, Hoque & Islam, 2013). Positive work outcomes such as high internal motivation, high job satisfaction and high quality performance are experienced by employees who work environments that balance these critical states (Tosi, Mero & Rizzo, 2000). Overall, there are various internal, external and social factors which influence affective or behavioural outcomes. On the one hand, internal outcomes include autonomy and development of skills, whereas on the other hand, external factors

encompass job security and salary (Jelstad, 2005). Lastly, feedback from other employees and co-worker relations fall under the social factors.

As indicated earlier, the general framework of the research has its basis in the Job Characteristics Model. The model asserts that critical psychological states often develop intrinsically motivated employees. This results in the development of personal outcomes which include high internal motivation, high-quality performance and high satisfaction on the one hand and positive work outcomes such as low absenteeism and turnover (Hackman & Oldham, 1976). Moreover, work outcomes are categorised into behavioural and affective domains. Behavioural outcomes include improved performance and a decrease in turnover intentions (Jelstad, 2005). In contrast, affective outcomes consist of satisfaction and organisational commitment (Jelstad, 2005). Thus, psychological states are generally believed to impact on employees' work behaviour.

These tenets of the Job Characteristic Model are particularly in sync with the current research which seeks to explore employee job satisfaction, resilience and retention in the context of the rural high schools. Context satisfaction relates to perceived payments, equality, job security and relationships with co-workers or supervisors which are external to the job (Ghosh, Rai, & Chauhan, 2015). Lastly, Noor and Rudzi (2010) argued that job characteristics such as autonomy, feedback, skills variety, task identity and task significance have an impact on job satisfaction. In essence, the job characteristic model can assist in providing feedback with regards to how satisfied an employee is with their job.

The Job Characteristics Model is instrumental in studying resilience as it is rooted in factors which Oldham-Warring (2016) refers to as good work. Factors such as autonomy, task variety, strong workplace relationships and employment security result in good work. Social support is known for reducing negative outcomes hence the support is thought to affect work-related outcomes such as job satisfaction and turnover intentions (James, Bensen, & Pitt-Catsoupes, 2011; Ng & Sorensen, 2008). Overall, the Job Characteristic Model is appropriate as the framework guiding the current study basically

because the social job factors such as co-worker relations and feedback have an impact on the resilience of employees. The Job Characteristic Model is arguably an appropriate framework for studying an individual's job satisfaction and it is influenced by particular job characteristics within the model (Bozeman, Scogin, & Stuessy, 2013). Therefore, that makes the model appropriate for the exploration of job satisfaction. This framework has also been helpful in portraying the relatedness between job satisfaction and organisational components.

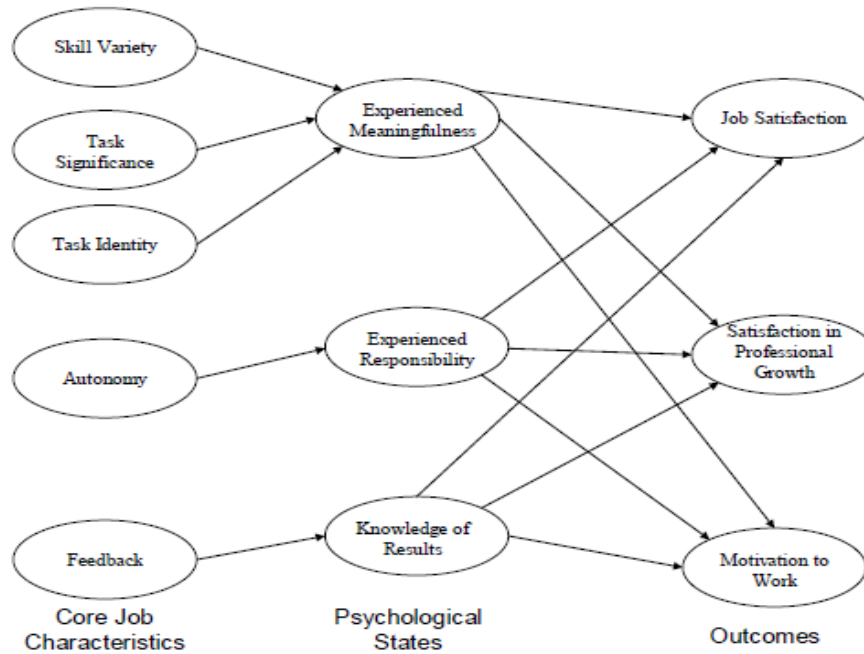


Figure1: Hackman and Oldham's Job Characteristics Model (Bozeman, Scoggin, & Stuessy, 2013)

Various internal, external and social job factors of the Job Characteristic Model have an influence on the retention of employees, job satisfaction and resilience. Therefore, this model is appropriately chosen for the current study. Social job factors such as relations with co-workers impact on retention. Research indicates that the central factor in the retention of employees is the work environment. To that effect, Sivarkumar, Navaneethakumar and Kumar (2013) argue that the relationship between the employees and their manager, peers or subordinates have a major role in the retention of employees. Furthermore, Mackenzie and Wallach (2012) state these employees feel comfortable with

working in an environment where their work is appreciated. Moreover, the support given by co-workers directly affects the retention of employees (Akhter, Malik, Khwaja, & Mehmood, 2018). External job factors such as remuneration also influence the rate of turnover among employees. Sivarkumar et al. (2013) found that monetary rewards such as bonuses and non-monetary rewards such as recognition collectively influence employee retention. Research is indicative of the fact that internal job-based factors such as autonomy and development unequivocally increase employee retention. Michael, Prince, and Chacko (2016) found that job autonomy affects job satisfaction, thus eventually influencing employee retention. Training which develops skills also impacts on employee retention. Moreover, job factors such as monetary rewards, supervisor support, co-worker support and social integration influence the turnover of employees (Mackenzie & Wallach, 2012).

Regardless of the appropriateness of the Job Characteristic Model to the current study, some limitations have been observed with regards to guiding the research. Basically, the assumption of the study is that job characteristics have an effect on job satisfaction. However, Judge and Klinger (2015) found that intrinsic job characteristics are perceptual making them susceptible to biased influence such as mood. Additionally, employees with low Growth Need Strength (GNS) do not necessarily experience increased satisfaction. This notion is further reiterated by Mishra (2013) who states that job satisfaction is related to the state of an individual. James and Jones (1980) also found that the three psychological states do not determine the relationship between the core job dimensions and the outcome variable job satisfaction. Also, the Job Characteristics Model does not take cultural differences into consideration. Thus, affective or behavioural outcomes will differ from culture to culture (Pearson & Chang, 1997). Moreover, the Job Characteristic Model glosses over contextual factors such as ergonomics, work conditions, equipment used and physical demands (Li, 2012).

2.11 Summary

This chapter focused on the general profiling of the South African education system. It also presented detailed the available literature on job satisfaction, resilience and retention

with the objective of contextualising the current study within the canon of previous research. The chapter rounds up by outlining the theoretical framework (Job Characteristic Model) which underpins the research work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter details the methodology and methods employed in undertaking the research study. The major objective of the current study is to provide an insight into the experiences and perceptions of rural high school teachers with particular reference to job satisfaction, resilience and retention in the light of changes in the South African education system has been undergoing. The research methods employed in the study were closely aligned with the research objectives since they are compatible with an explorative approach to research. This chapter describes the research methods underpinning the study and these are the research design; the sampling technique used to determine participants; study procedure; data collection strategy and data processing techniques. It also provides an explanation of the ethical issues and procedures the researcher considered as well as the strategies used for ensuring quality throughout the entire research.

3.2. Research Design

The study adhered to the qualitative research design which is incongruent with a large proportion of previous research conducted on the topic. Qualitative research generates its findings through statistical procedures and it is less structured. This was mentioned by Hancock, Ockleford, and Windride (2007). It was further confirmed by Rahman in (2017). Qualitative research is constrained by the situation under which it is conducted apart from focusing on interactive processes and relying on a thematic analysis of the research data (Nueman, 2011). Such a research is conducted in a natural setting, which allows it to focus on varying perspectives that represent reality amongst the people, and above all, it is an iterative research process (Hancock et al., 2007). The research design is also instrumental in making people's behaviour understandable within a particular context as it explores the rationale for and the background of their attitudes or opinions (Guest, Namey, & Mitchell, 2013; Hancock et al., 2007; Sutton & Austin, 2015).

Moreover, qualitative research describes and details how social systems function (Guest et al., 2013).

Furthermore, qualitative research is preferred for providing localised knowledge and a contextualised understanding of a given phenomenon (Guest et al., 2013) and for being the appropriate research design for the exploration of the experiences of job satisfaction, resilience and retention among the teachers within the rural context. Secondly, this research approach often details knowledge and understanding of people's perceptions or experiences obtained through interviews (Guest et al., 2013) and contributes in the development of an understanding of rural high school teachers' perceptions and experiences of job satisfaction, resilience and retention.

3.3 Sampling

3.3.1 Research Site

The study was conducted in Mthonjaneni Municipality which is the administrative centre of the King Cetshwayo District Municipality to the North of the province of KwaZulu-Natal. Mthonjaneni Municipality is a rural area accommodating an estimated population of 78 883 (King Cetshwayo District Municipality, 2017), 2018). The main economic sectors of the area are; agriculture (33, 5%), community service (20, 9%), manufacturing (14%) and finance at 10.9% (Municipalities of South Africa, n.d). In 2016 an estimated 53, 5% of the population lived in formal dwellings. (Municipalities of South Africa, n.d). In 2016, the following education dynamics were observed for the population residing in areas under the administration of Mthonjaneni Municipality: 17.7 % of individuals over the age of 20 years did not have formal schooling; 25.4% had a matric qualification and only 6.1 % had higher educational qualifications (Municipalities of South Africa, n.d). Furthermore, the district in which Mthonjaneni Municipality is located is amongst those who have been reported to have the lowest level of qualifications amongst the residents aged between 25 and 64 in the country (Stats SA, 2016). The educational institutions cited in this research are no fee-paying schools and they vary in their quintile category. Schools that fall in the quintile 1 category are the most disadvantaged while those in quintile 5 category are the least poor (Van Wyk, 2015). The following dynamics were

noted with regards to the participating educational institutions: 3 schools were identified as quintile 3 institutions, whilst the remaining being quintile 2 institutions (KwaZulu-Natal Provincial Government, 2013). Therefore, the researcher was interested in exploring the challenges experienced by teachers teaching in the disadvantaged schools in critical subjects such as Mathematics and Physical Sciences.

3.3.2 Sampling Technique

The researcher used a non-random sampling technique in recruiting participants. The participants were enlisted by means of the purposive sampling technique. Purposive sampling technique requires the researcher to use a wide range of methods to locate all the possible cases of a population which is highly specific and difficult to reach (Nueman, 2011). This sampling technique enables the researcher to select specific participants who are well-informed about the phenomena under investigation (Etikan, Musa, & Alkassim, 2016). Therefore, the technique was appropriately selected for the current study since it enabled the selection of the participants who met the specified criteria. The employment of the purposive sampling permitted the researcher to study the subgroup of a larger population which made it easy to reach specialised cases. In addition, purposive sampling enables the researcher to concentrate on respondents with particular characteristics and such people are better positioned to assist with the relevant data needed for the research (Etikan et al., 2016). To be specific, the participants had to meet the following criteria: they had to be teachers that have a teaching degree or diploma with a minimum of two years teaching experience at their current workplace. Preference was given to Mathematics and Physical Sciences teachers teaching grades 10 – 12 in rural high schools.

3.3.3 Participants

The sample consisted of 17 high school teachers of Mathematics and Physical Sciences who teach in grades 10-12 across 5 high schools in KwaZulu- Natal. The sample was inclusive of 2 principals, 4 heads of department commanding the Science discipline and 11 Mathematics or Physical Sciences teachers. The teachers were selected as participants

basing on the subjects and the grades which they teach. Concerning the sample size, researchers must determine how the point of saturation will be reached (Saunders et al., 2018) as well as the appropriate sample size that is illustrative of the population. The current research followed a phenomenological approach. Therefore, a minimum of 10 participants was essential to reach saturation. The researcher focused on the diverse positions held by educators within the 5 selected schools. It was important to gain insights from the perspectives of both the school managerial echelons and the subordinates. The sample size adequately represents each perspective from each school.

3.4 Research Procedure

The participants were recruited after the researcher had received permission to conduct the research from the educational institutions under the jurisdiction of the KwaZulu-Natal Department of Education (See Appendix A) and the Internal Ethics Board at the University of KwaZulu-Natal (See Appendix B). Once the ethical clearance was received, prior to data collection, a pilot study was conducted and three teachers teaching in the rural schools in KwaZulu-Natal were interviewed. The purpose of the pilot study was to test the accuracy of the research instruments and the effectiveness of the sample technique. The pilot study also assisted the researcher in identifying problems arising from the research methods and data analysis techniques.

Once the pilot investigation was concluded, the researcher then contacted the principals of the various educational institutions expressing interest in conducting research at each one of their schools. After holding discussions with each one of the school principals, arrangements were made to visit the study sites in each school. Following the site visits, grade 10 and 12 high school teachers teaching Mathematics and Physical Sciences as well as subject Heads of Department for Science within five high schools in rural KwaZulu-Natal were approached. Teachers were furnished with information about the study. Those who volunteered to participate were provided with an information sheet (See Appendix C) and they were made to complete the informed consent form (See Appendix D) to indicate their voluntary agreement to take part in the study. Once sufficient participants were identified, semi-structured interviews whose duration ranged

from 45 to 60 minutes were conducted in locations convenient to teachers in each school. Each participant received a token of appreciation in the form of stationery packages to acknowledge for their participation in the study. Letters expressing gratitude to each of the five participating schools were dispatched thanking them for their cooperation in the research. A report summarising the findings of the study was made available to both the Department of Education and the participating schools. The mini-dissertation is also available upon request.

3.5. Data Collection Techniques and Instruments

The data was collected following a semi-structured interview schedule (See Appendix E); a biographical data sheet (See Appendix F) and a voice recorder. Semi-structured interviews were streamlined into a formal guide with a list of open-ended questions and topics which had to be covered during the scheduled conversations between the participants and the interviewer (Nueman, 2011). Therefore, a semi-structured interview schedule was followed in recording the open-ended questions on job satisfaction, resilience and retention. The interview schedule was considered an appropriate data collection instrument in so far as it gave the researcher the freedom and flexibility required in planning, organising and implementing the interviews (Gubrium, 2002; Holloway & Wheeler, 2010; Kallio, Pietila, Johnson, & Kangasniemi, 2016). Semi-structured interviews allowed the researcher to probe the respondents further and to expand on the participants' responses.

A tape recorder captured the conversation between the researcher and the participants. The tape recording of the interviews was considered a very reliable data collection technique for it enabled the researcher to capture the participants' emotions, pauses and the intonation embedded in the speeches (Crichton & Child, 2005; Halcomb & Davidson, 2006). The technique was also considered a less time-consuming approach to data collection than other means (Tessier, 2012).

Lastly, the participants' demographic information was collected through a biographical questionnaire (See Appendix F). Basically, the participants' demographic information

was specifically collected for the purpose of illustrating the sample accurately as well as determining whether or not the participants sampled for the study were representative of the general population under spotlight during the investigation (Hughes, Camden, & Yangchen, 2016). The demographic information which the researcher collected was reflective of the participants' age, gender, racial group, the highest qualification obtained, the number of years the participants' had spent working at their schools and the subjects which they taught.

3.6 Research Approach

The current research is underpinned by the interpretative paradigm. This research paradigm seeks to unearth the participants' perceptions and experiences during the study interviews. The interpretive paradigm perceives reality as a social construct which is particular and relative to a certain context (Willis, 2007; Yanow, & Schwartz-Shea, 2011). The core purpose of the Interpretative Paradigm Approach (IPA) is to attain in-depth information about and understanding of the phenomenon under study (Thanh & Thanh, 2015). The interpretative paradigm approaches research from the perspective of the qualitative methodology and therefore, it advocates for a flexible research design. It exploits instruments such as interviews, focus group discussions, observation and non-numerical analysis (Tuli, 2010).

The study also approached research from an Interpretative Phenomenological Analysis (IPA) perspective whose objective is to describe the participants' specific experiences and events; exploring how participants interpret the world around them and their personal world, and hence, the approach entails conducting a detailed examination (Hancock, Ockleford, & Windridge, 2007; Smith & Osborn, 2008). The IPA is inclusive of both the phenomenological and the interpretative paradigms in its approach to research (Hancock et al., 2007). Its phenomenological aspect is evident in its quest for interpreting the participants' meaning of their experiences. The IPA takes on an insider's perspective in its interpretation of the participants' lived experiences (Hancock et al., 2007). This demonstrates its interpretative nature. Additionally, the approach has a psychological interest in the meaning of the participants' experiences (Larkin & Thompson, 2012).

Phenomenology, hermeneutics and idiography are key theoretical perspectives of the IPA (Pietkiewicz & Smith, 2012). Phenomenology seeks to fully grasp the nature of human experience, hence the approach captures the participants' experiences and it examines the way in which they conceptualise their experiences (Creswell, 2013). Double hermeneutics are observable in IPA as the approach conjures up the manner in which participants conceptualise their experiences which calls on the researcher to decode the participants' meaning of their experiences (Pietkiewicz & Smith, 2012). This was applicable to the current research which focuses on understanding and conceptualising the experiences of job satisfaction and retention of, and the resilience by teachers. Lastly, IPA is idiographical as it involves understanding the distinct experiences of particular people in their distinctive and specific contexts (Smith, Flowers & Larkin, 2009). Therefore, the approach was appropriately designated for the current research so as to study the experiences lived by high school teachers within the rural context. Overall, the IPA was considered appropriate due to its exploratory approach to research (Larkin & Thompson, 2012) which allows the participant to assume the position of an expert whilst simultaneously enabling the researcher to remain an explorer.

3.7. Data Analysis

The Thematic Content Analysis (TCA) is a data analysis method interprets the research data through the identification of themes and patterns in the textual data (Clarke & Braun, 2017). The current study applied the analysis in identifying the themes. Themes may be defined as similar ideas which are grouped together to formulate configurations within the data in order address the research questions which seek an in-depth understanding of participants' experiences or perspectives. The Thematic Analysis technique is part of the big Q approach to qualitative research which is open-ended, inductive exploratory and focused on theory generation (Kidder & Fine, 1987; Willig, 2013).

Additionally, thematic content analysis enables the researcher to examine the similarities and differences in the perspectives of the research participants (Braun & Clarke, 2006). Therefore, it was instrumental in the comparison of the participants' perceptions and

experiences. It also provides insights into new, unexpected perspectives (King, 2004; Braun & Clarke, 2006). This approach offers a thick description of data set through its flexibility in summarising both large and small data set (Braun & Clarke, 2006; Clarke & Braun, 2017). That approach was relevant in analysing the data in the current study because it basically sought to derive meaning from a large qualitative data set. The TCA is associated with the psychological interpretation of data; hence, it is widely explores the participants' experiences within the positive psychology framework (Clarke & Braun, 2017). Therefore the approach was relevant for the current study.

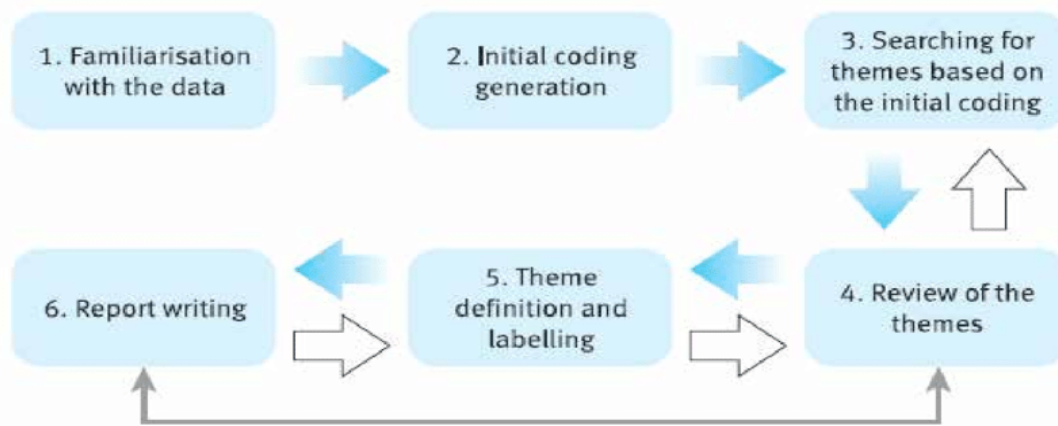


Figure 2: Schematic Representation of Thematic Analysis (Howitt and Cramer, 2011)

The data analysis adhered to an iterative process and the inductive approach to thematic analysis. The inductive approach uses a bottom-up approach which is strictly guided by the data as opposed to using a pre-existing coding frame (Braun & Clarke, 2006). The data analysis was also approached at a semantic level. Therefore, the identified themes were at a surface level at this which the objective is to move from a descriptive to an interpretative level. The researcher, therefore, focuses on the accounts of the participants and applies the previous literature to authenticate the patterns identified in the data (Braun & Clarke, 2006).

Prior to the data analysis, the researcher transcribed audio interviews verbatim. During this transcription, crutch words, fillers and erroneous speech were eliminated. This process began with the researcher deciding on the appropriate sequential organisation and

layout. A tentative transcription of the audio interviews was then conducted though the transcripts were subject to review to ensure that accuracy in textual representation of the participants' accounts was maintained. Upon completion of the transcription, the researcher multiplied the copies of the interview transcripts and made post-interview as well as field notes from participants' observations. According to Braun and Clarke (2014), data analysis begins when the researcher familiarises themselves with the data corpus. The researcher, therefore, began the process of conducting the thematic analysis exercise with the reading and re-reading of the transcripts, noting important issues and highlighting the data which were deemed relevant to the objective of the research and the research questions.

The next phase of the thematic analysis was the generation of initial codes, which entailed reducing data into chunks of meaningful data sets (Clarke & Braun, 2017). This was completed using NVivo. The coding process, therefore, included dividing data into meaningful units which are in turn developed into domains. Thereafter, the researcher identified different categories and then proceeded to search for patterns which captured significant aspects that resonated with the research questions (Braun & Clarke, 2006; Clarke & Braun, 2014). The codes were then examined and each pile was labelled using key phrases in the data. The labels were regarded as candidate or preliminary themes which were later reviewed (Braun & Clarke, 2006; Clarke & Braun, 2014).

The researcher thereafter ensured coherence existed between the themes and the data that supported them. Further checks were conducted on each theme to ensure that it was supported by sufficient data (Maguire & Delahunt, 2017). This ensured that the themes were distinguishable from one another but remained coherent. Finally, the researcher conducted further checks to ensure that the themes were interrelated to the entire data set and the coded data. In concluding the thematic analysis exercise, the researcher named and defined each theme in a brief summary.

3.8. Trustworthiness

Trustworthiness is concerned with ensuring that the researcher persuades the readers that the findings of the study are relevant and authentic. Trustworthiness can only be achieved when the criteria for credibility, transferability, dependability and conformability are met (Lincoln & Guba, 1985; Pandey & Patnaik, 2014). Trustworthiness can be achieved through the implementation of a series of techniques.

3.8.1 Credibility

Credibility is comparable to the internal validity of the study and it is a significant factor in ensuring trustworthiness (Gunawan, 2015). This criterion is concerned with maintaining the accuracy of the study conclusions in relation to the representation of the participants' views and it further ensures that the researcher interprets those views are interpreted authentically (Polit & Beck, 2012). The researcher made use of the member checks method to ensure credibility. In addition, the use of audio recording device warranted credibility as it accurately captured the accounts of the participants. Lastly, a comprehensive treatment of the data was undertaken by the researcher to ensure its credibility. The comprehensive data treatment exercise entailed a thorough inspection of the data to ensure that the generalisations made were sufficiently supported by the relevant data.

3.8.2 Transferability

Transferability is comparable to external validity and refers to the applicability of the findings of the study to other situations, subjects, questions and problems (Anney, 2014; Gunawan, 2015; Polit & Beck, 2012). Transferability of the findings was ensured through the use of the purposive sampling technique. Further, this sampling technique entailed sampling individuals with characteristics that were closely related to the demands of the research questions and therefore, it was an appropriate instrument for transferability (Anney, 2014). Additionally, the researcher provided a detailed description of the participants who took part in the research and the findings of the research for ease of reference when comparing the current study to other studies conducted within a similar framework.

3.8.3 Dependability

Dependability is comparable to the study's internal reliability (Guwanan, 2015). This criterion examines the comparability of the conclusions when another researcher has applied the same methodological stipulations outlined in the study as they are applied within the same context and with the same participants (Nowell et al., 2017; Polit & Beck, 2012). The researcher ensured that the study achieved this criterion by consistently referring to a similar interview schedule throughout the data collection procedures.

3.8.4 Conformability

Conformability is concerned with the neutrality, objectivity and presentation of research findings as mentioned by Shenton (2004) and later reiterated by Gunuwan (2015). The principle of conformability ensures that the research findings do not simply slip into a presentation of the researcher's biases. As such, the findings of the study must remain authentic and representative of the participants' experiences or ideas (Polik & Beck, 2012). Therefore, the researcher ensured that the reported findings addressed the research questions and that they were supported by research conducted prior to the current one.

3.9 Ethical Considerations

Ethical principles such as the informed and voluntary consent; the confidentiality of information; the anonymity of the research participants; the beneficence and non-maleficence as well as reciprocity were upheld as integral parts of the qualitative research design underpinning this study (Halai, 2006; Scott, 2013). These principles protected the participants from malpractices, thus ensuring that they were not exploited nor disempowered throughout the research study (Beckmann, 2017; Vanclay, Baines, Taylor, 2013). Moreover, these principles were crucial in ensuring the maintenance of rigour, credibility and dependability of the study (Halai, 2006).

Voluntary and informed consent were sought prior to the commencement of the data collection process (Halai, 2006). Informed consent was sought for its insistence on ensuring that the participants were well informed about the procedures, requirements and

risks associated with the research study so that they could make informed decisions about their participation in the research (Scott, 2013). Consequently, before each interview was conducted, the researcher requested the participants to sign a form representative of a written version of the informed consent to indicate that participation in the study was sincerely voluntary. The consent form emphasised the deliberate nature of the agreement to participate in the study and the participant's right to withdraw from the study was also indicated. Provision of prior information on the key elements of the study was crucial in assisting the participants to make informed decisions regarding participation in the research study (Ennis & Wykes, 2016). Therefore, the researcher referred to an information sheet when notifying the participants about the purpose of the research study, its procedures, duration and the risks and benefits associated with it.

Confidentiality is a core principle in research ethics. Thus, the participants were given the assurance that their identity and all the information they provide during the research would be kept private and confidential (Morse & Coulehan, 2015; (Scott, 2013). Confidentiality is accompanied by the principles of privacy, autonomy and respect for research participants (Petrova, Dewig, & Camilleri, 2014). This was essential in data collection procedures, handling processes and storage (Scott, 2013). By adopting pseudonyms, the researcher ensured the anonymity of all the participants. Additional arrangements were made with the supervisor of the research to store the data securely for five years. The data corpus would then be disposed of after five years through the erasure of the audio-taped interviews and the shredding of the transcripts.

The principles of beneficence and non-maleficence were considered in the research. Beneficence is a principle which promotes morality and it is generally achieved by clearly outlining the risks or benefits associated with participation in the study (Pieper & Thomson, 2016). On the contrary, non-maleficence is a principle which compels the researcher to refrain from causing harm to the research participants; thus, it is responsible for weighing the benefits against the background of the cost of participating in the research study (Scott, 2013; Singh & Ivory, 2015). To adhere to the principles of beneficence and non-maleficence, the researcher refrained from subjecting participants to

high-risk procedures and incriminating questions. Also, a token of appreciation was provided to each participant to acknowledge their participation. This is in accordance with the principle of reciprocity. The reciprocity principle seeks to uphold the ethical practices in research which ensures that the researcher acknowledges the research participants for the time and effort they invested in the entire study (Given, 2008: Halai, 2006).

Lastly, however, follow-up interviews were not conducted. Future research could consider increasing the size of the sample. Also, applying the data collection triangulation technique which entails the use of both individual interviews and focus group discussions during data collection progression could also increase access to richer data.

3.10. Summary

This chapter detailed the research methods adopted in the study. It detailed the methodology, research design, sample and sampling technique applied in carrying out the study. The data collection strategies, data analysis techniques and ethical issues were also specifically considered in this chapter. The next chapter is a detailed presentation of the findings of the study and their subsequent analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides the results obtained from the research study. It briefly profiles the study sample. Then a textual description of the findings of the study is afforded, supported by data extracts, tables and figures. This chapter further provides an in-depth discussion of the results obtained from the research study particularly within the context of existing literature with the objective of highlighting how the findings differ from or reflective of the current discourse (see figure 3).

4.2 Sample Profile

The study sample comprised 17 high school Mathematics and Physical Sciences teachers teaching grades ranging from 10 to 12 across the 5 selected high schools in rural KwaZulu- Natal. The demographic characteristics of interest to the researcher included race, gender, age, marital status, highest qualification, years of experience, the position held and the subject taught by the participants. The sample, therefore, consisted of African teachers. As deduced from the statistics in Table 1, the sample consisted mostly of male teachers. The age group 31- 40 years consisted of the majority of the participants in the sample, followed by 41-50 years age group. All the interviewed teachers were below 61 years of age. Table 1 also indicates that 65% of the participants were single while 35% of them were married. All the participants in the sample were qualified teachers, with the majority of them in possession of a teaching degree (52%) whereas 24% had a postgraduate qualification. The majority of the participants had 16 -20 years whereas those in the minority group had 5 years or less teaching experience. Post level 1 educators (64%) dominated the sample, followed by the Heads of Departments (24%) and principals (12%). It was, however, observed that the principals had over 20 years teaching experience apart from possessing postgraduate qualifications. Heads of Departments had 16-20 years teaching experience on top of holding diplomas as their highest qualification. Overall, a larger proportion of the sample (64%) were Mathematics

teachers, whereas the remaining one (24%) consisted of Physical Sciences teachers. Only one teacher specialized in the teaching of both Mathematics and Physical Sciences.

Table 1 The demographic characteristics of the interviewed high School educators

Demographics	Educators (n=17)	Percentage
Race		
African	17	100
White	0	0
Indian	0	0
Coloured	0	0
Gender		
Male	10	59
Female	7	41
Age		
20-30	4	24
31-40	7	41
41-50	5	29
51-60	1	6
61+	0	0
Marital Status		
Single	11	65
Married	6	35
Divorced		
Widowed		
Highest Qualification		
Diploma	4	24
Degree	9	52
Postgraduate Studies	4	24
Years of experience		
0-5	5	29
6-10	3	18
11-15	2	12
16-20	5	29
21-25	1	6
26+	1	6
Position held		
Principal	2	12
HOD	4	24

Educator	11	64
Subject		
Mathematics	11	64
Physical Sciences	4	24
Maths. & Phys. Sciences	1	6
Life Sciences	1	6

Data was coded according to school names and occupation. As indicated below:

E- Educator

HoD – Head of Department

P – Principal

In this study E1 refers to Educator (E) participant number one (1). This is applicable throughout the study up to E11 which refers to Educator (E) whereas (11) indicates that the participant is the eleventh teacher interviewed during the study. HoD1 refers to Head of Department (HoD) whereas (1) refers to the first HoD to be interviewed. Additionally, HoD4 refers to an interview with a Head of Department (HoD) whereas (4) indicates that they were the fourth person to be interviewed within this portfolio. Lastly, P1 refers to Principal (P) whereas (1) indicates that this participant was the first who held this position to be interviewed by the researcher. This is also applicable to P2 referring to a Principal (P) implying being the second principal to be interviewed by the researcher.

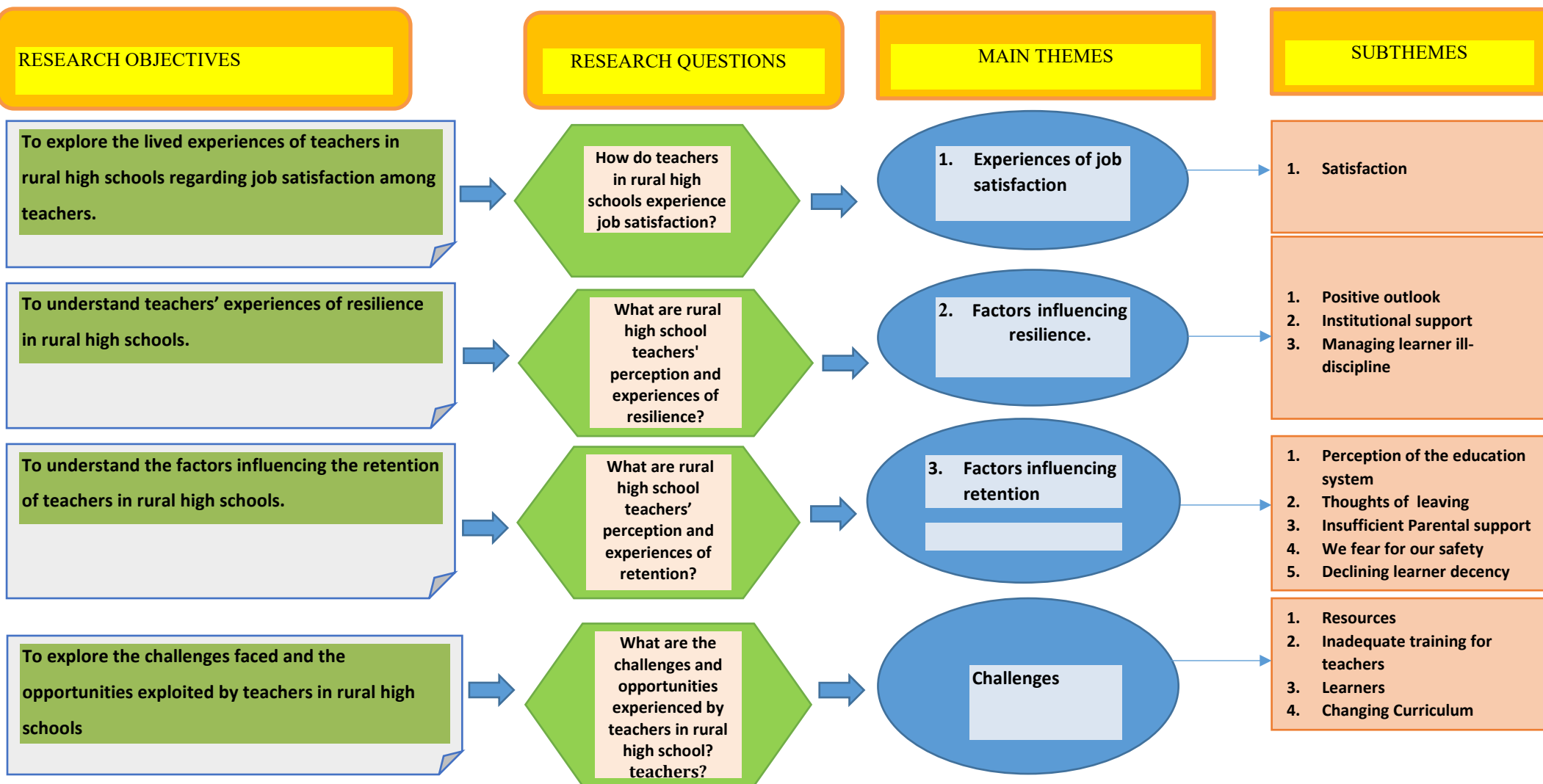


Figure 3: Systematic Themes Diagram for High School Educators

4.3 Theme One: Experiences of job satisfaction

The perception that individual teachers have on their jobs derives directly from their experiences and therefore this perception influences or determines their level of satisfaction. The various perspectives explored in this study proffered insights into teachers' experiences and perceptions regarding their role. Therefore, seeks to respond to the research question; "How do teachers in rural high schools experience job satisfaction?" The subtheme 'satisfaction' provided an insight into this broad theme.

4.3.1 Satisfaction

Of the interviewed participants, six teachers expressed positive attitudes towards their job, while eight of them expressed dissatisfaction with their roles as teachers. For the participants who were satisfied with their teaching roles, enjoyment derived from the various challenges presented by the subjects they teach. Therefore, they were motivated by challenging work. They further indicated having great interest in Mathematics and Physical Sciences. The participants thus, held positive perceptions of their roles. Participant two's statement alludes to this perspective:

E2: *"I am happy to be a Science teacher because the subject keeps on challenging me. Every time, I need to ponder on scientific challenges and think for solutions."*

The teachers in this study identified challenging work with psychological rewards which reportedly made them satisfied with their job. These findings are congruent to a study conducted by Mahaney & Lederer (2006) in which the researcher also emphasised the important impact of intrinsic rewards on teachers' job satisfaction. Additionally, Okeke and Mtyuda (2017), in a study on teachers' perspective regarding job dissatisfaction revealed that the teachers' satisfaction derived from enjoyment emanating from teaching their subjects and this resonates with the present study.

Some teachers were of a contrasting view since they expressed dissatisfaction with their professional roles. This finding shows that a great amount of the participants in the research study hardly enjoyed their work. They attributed the lack of cooperation from learners as the major source of their dissatisfaction and demotivation. This is specifically conjured up from the perspective of an educator and the management:

E4: *“Frankly speaking, I would not lie and claim that I am satisfied. Another participant had this to say:*

HOD4: *“I do not enjoy teaching. I am totally demotivated. The teaching career is demotivating.”*

This study confirmed the apparent dissatisfaction characteristic of the teaching profession citing various reasons that will be discussed further in the upcoming sub-themes.

A participant was quoted as saying:

E11: *“I am partially satisfied with my job due to the workload which makes me overwhelmed by the work.”*

Research done prior to the current research has also identified workload as having an influence on job satisfaction (Iwu et al., 2013, Varsha, 2015; Fatima & Ali, 2016). Furthermore, the findings of the study resonate with the findings proffered by Huyghebaert, Gillet, Beltou, Tellier and Fougereau (2018) which reiterated that workload had a negative impact on the teachers’ job satisfaction. Additionally, Peters (2013) aptly attributed teachers’ dissatisfaction with their professional work to heavy workloads. Lastly, Chughati and Perveen (2013) noted public schools teachers were overloaded due to official and quasi clerical paperwork which resulted in their dissatisfaction. The above mentioned scenario also dominated the narrative amongst the teachers who took part in the current study.

Additionally, positive feedback is known to reinforce behaviour and in this particular context, the teachers who took part in this study were motivated by the positive feedback that they received from the learners. For most of the teachers, this was reflected in the learners’ enjoyment of the subject as indicated in the responses cited below:

P1: *“When the learners enjoy what the teachers teach them, they begin to develop interest in the subject thereby boasting about it to other learners. When a teacher asks them to attend lessons during the weekends, some learners show enthusiasm but others do not. Those learners who are showing enthusiasm keep the teacher motivated and ready to come back for these learners.”*

This was also reflected in the echelons of educational management as HoD 2 further indicated that learners' appreciation of the teachers' efforts had a positive effect on their motivation:

HOD2: *"When learners show appreciation for the little contribution that their teacher has made in building them, the teacher is motivated and this enriches the relationship that exists between them and the teacher. Even though some of the learners might have moved out of school, the teacher feels that at least there is something that they had contributed"*.

Although the influence of the students' disposition on the motivation of learners is largely documented in previous research, the current study established a link between student motivation and teacher motivation. The findings indicate that when learners displayed positive behaviour such as appreciation of teachers' efforts, enjoyment of a subject and engagement with the subject content, teachers become more motivated to teach and therefore prolong their service in the teaching profession. Previous research has also found that positive student performance and good understanding of a subject have a positive influence on teacher motivation (Lortie, 1975; Menlo & Low, 1988). This was also noted in a recent study by Rice, La Vergne and Gartin (2011) who found that highly motivated students positively influence teacher motivation.

Furthermore, this study exposed two contrasting perceptions on the teaching profession. On the one hand, some teachers perceived the teaching profession as a calling whereas on the other, others perceive it as an alternative career. In this context, teachers referred to the teaching profession as a calling to refer to the enjoyment they draw from their role that has often resulted in them being motivated whereas others explicitly indicated that they love the teaching career and had a passionate liking for learners. The following responses substantiate this view:

HOD1: *"To me teaching is a calling and it is just an interesting calling."*

Another participant had this to submit:

E10: *"I enjoy being a teacher because for me, it is a calling."*

The perception of teaching as a calling is also extensively documented in previous research (Willemse & Deacon, 2015). This perception is linked to teachers' optimistic outlook of their work which in itself is a reflection of the motivation driving the performance of their duties (Willemse & Deacon, 2015). These findings also illustrate the significant contribution made by educational changes in shaping teachers' perception of their profession.

Nonetheless, contrary findings are reflected in responses of five teachers who took part in the current study. Such teachers assert that their appointment to their teaching posts is attributable to the compelling economic climate characterised by unemployment. To that end, participant seven (7) expresses the following view:

E7: *“The teachers that are joining the education system do not take the profession as a calling. They did not receive relevant training as teachers at university. They did non-educational courses only to be absorbed by the teaching sector because of unemployment. It is very difficult to convince such teachers to have a liking for the job because they are only pursuing teaching because they want money.”*

Furthermore, the study found that the bulk of the teachers who teach Mathematics and Physical Sciences had previously pursued educational paths such as Engineering or Bachelor of Science degrees before being appointed to their current teaching posts. Participants E6 and HOD4 testified this similar experience: Respondent E6 said:

E6: *“From matric, I did a Bachelor of Science Degree and then I did a Post Graduate Certificate in Education.”*

A Head of Department (HoD4) commented:

HOD4: *“The teaching career is not valued in the South African context. I have a Bachelor of Science Degree but I ended up pursuing a Post-Graduate Certificate in Education so that I could be fully absorbed into the education system.”*

This study further established that the teachers who initially acquired teaching qualifications opposed the use of the Post Graduate Certificate in Education qualification

as criterion for entrance into the teaching profession. Previous research conducted by Verbeek (2014) found a similar perception, depicting teachers as detesting the acquisition of the qualification in question. Some teachers opposed the idea of joining the profession through the Post Graduate Certificate in Education programme citing the view that such teachers pursued these studies due to a lack of job opportunities, a development which is thought to have adverse influence on the education system. This was elaborated by HOD4 in the expression cited below:

HOD4: *“Most of the teachers who are in the education system hold on to it because of lack of other options. For example, some of them studied Psychology and if they happen to be rejected by their own area of speciality, they just acquire a Post-Graduate Certificate in Education and then become a teacher. This compromises the competitiveness of our education system.”*

4.4 Theme Two: Factors related to Resilience

Workplace challenges are unavoidable though they can be managed and minimised through various strategies. Employees adopt numerous coping mechanisms to overcome the challenges within their peculiar contexts. This study identified factors such as having a positive outlook, managing ill-discipline, institutional support and motivating learners as coping mechanisms exploited by teachers. This theme therefore aided the researcher to: explore the concept of resilience amongst the teachers in rural high schools; identify teachers’ perceptions and experiences; shed more light on how resilience may be enhanced to enable teachers to deal with the changes obtaining in the system and therefore succeed in executing their work irrespective of the negative conditions pitted against them. The interviewed teachers made some recommendations aimed at improving teachers’ readiness to face workplace related adversities.

4.4.1 Positive outlook

As previously reported, maintaining a positive outlook is crucial for overcoming workplace related challenges and this is especially important for individuals in the quasi-charitable professions like teaching (Grant & Kinman, 2015). This study found that nine teachers had a positive outlook of their work environment. Teachers resorted to psychological faculties such as hope, faith and confidence to confront and manage the adversities they faced on a daily basis. The ability to discern the positive outlook of the work environment as well as focusing on the positive aspects of their jobs enhanced the teachers' ability to overcome these challenges. This is expressed by P1 from a managerial perspective. The respondent indicates that although teachers are faced with numerous challenges, they are able to maintain acceptable learner performance:

P1: *“Our schools are in rural areas, but we need to focus on things that give us enjoyment. As a school situated in the rural areas, it might not provide us with nice equipment, adequate material to enable us to teach our learners, but there are learners who are passing all the same (meeting the subject requirements needed for progression).”*

E11 further indicates that for some teachers, spirituality is the mechanism that enables them to cope with their challenge riddled environments.

E11: *“We need to focus on positive things. My Christian background makes me able to neglect negative things. I often tell people how possible it is to teach in the rural areas if one is capable of focusing on the positive things disregarding the negative things which will always be there, anyway.”*

These findings are indicative of the significance of optimism in enhancing the teachers' resilience. An optimistic individual has a positive view of events apart from being a realist. So teachers would take pride in acknowledging positive things happening in their lives but at the same time looking for external sources for negative things which may occur (Luthans & Luthans, 2004). The current study findings study vindicate the notion

that optimism is perceived to have a buffering effect on the any hardships being within experienced the in the rural school setup. Similar observations were made in Beltman et al. (2011) in their review of empirical studies on the resilience of early professional teachers. This review found that strong intrinsic motivation cushioned teachers against stressful situations (Beltman et al., 2011).

4.4.2 Institutional support

Organisational climate and culture are influential in determining whether an employee is able to cope with the challenges obtaining in their environment. The current study reveals that positive work relationships buttressed by efficient communication among colleagues enable some teachers to adequately wad off stressors bedevilling their working environment. This was articulated by five teachers who stated that communicating challenges with colleagues enabled them to effectively deal with stressors in their contexts. The responses by E4 and E6 cited below are reflective of such dynamics:

E4: *“To overcome challenges related to work environments, we used to sit together meeting with colleagues to discuss issues. Talking about problems and getting advice from colleagues as well other people boosted our morale.”*

Another respondent said:

E6: *“I often share my adversities with colleagues who have been here for some time making them better equipped to proffer sustainable solutions based on their experience. What we just need is communication.”*

Additionally, eight teachers indicated that despite receiving sufficient support within their respective schools, they barely enjoyed the same from the Department of Education. Teachers perceived the education inspectors in a negative light, indicating that they neither appreciated their performance nor provide developmental strategies which positioned them for better performance. Participant HOD4 alluded to this and made these recommendations:

HOD1: *“The department should support teachers in terms of resources. When teachers go to the class without enough books, they get demotivated. Government must just*

motivate and encourage teachers. In fact, it must not be just a question of coming to work for seven hours. Whether one is frustrated or not, one just has to go home.”

Research shows that institutional support such as good relations with co-employees; support from colleagues and positive student-teacher relationships increase teacher resilience (Greenfield, 2015; Rizqi, 2017; Webb, 2018). Overall, these findings are indicative of the significant role that social support has in enhancing the resilience of employees especially for teachers. Additionally, teachers indicated that there is a urgent need for psychological support, a perception held by the majority of the teachers in the study and accentuated through participant one’s recommendations:

E1: *“The Department of Education should consider providing a social worker who is going to work within the schools providing support to both learners and the teachers. Teachers are also facing problems. Maybe some of these problems are being caused by learners.”*

The lack of provisions such as professional support and development from district education administrators has also been noted in previous research by Bantwini and Moorosi (2018) which found that the Department of Education is seen as ineffective in addressing challenges encountered by teachers in different schools. In the same vein, Nkambule and Amsterdam (2018) also found that inadequate support was provided to teachers. Further research indicated that district education officials focused more on administrative deliverables at the expense of making efforts to capacitate teachers in terms of professional development or other forms of support for teachers (De Clercq & Shalem, 2014; Mavuso, 2013; Van der Berg, Taylor, Gustesson, Spaul, & Armstrong, 2011). Similarly, Bantwini and Moorosi (2018) suggest that a review of the working conditions particularly the creation of supportive teams and increased support from the district education officials could salvage low teacher morale. Overall, the findings of the current study as well as previous research indicate that district officials focus mainly on administrative deliverables as at the expense of providing mentorship and coaching to teachers.

4.5 Theme Three: factors influencing retention: Threats to the education system

Immense amounts of time and capital are invested in the recruitment of talent into organisations. However, to ensure good returns on this investment, organisations should also consider establishing effective teacher retention strategies. The following factors were identified as threats to the education system in that they exacerbate the Department of Education's inability to retain teachers in the system. Therefore, the sub-themes emerging the main theme; Threats to the education system are cited as follows: *teachers' perception of the education system; thoughts of leaving the system; insufficient parental support; safety and security issues; declining learner decency and the rewards system.* This theme addresses the following research question: *What are the rural high school teachers' perception and experiences of retention?*

4.5.1 Teachers' perceptions of the education system

In this study, nine teachers demonstrated two contradictory perspectives of the education system. Some teachers felt that the education system was failing dismally due to the constant policy changes being implemented within the system. Participant two illustrates this point:

E2: *"So far, the education system is in turmoil. It is in bad shape. The policy that the Department of Education has adopted poses a real challenge to us".*

Participant HOD4 further reiterates the same sentiment from a managerial perspective through the following expression:

HOD4: *"Our education system is really in an appalling state. Unless new laws and strategies are enforced to help motivate learners and restore the dignity of the South African education system, the worst could happen in terms of loss of competitiveness."*

A negative perception of the policies being implemented within the education system in South Africa was identified in the present study and it has also been illustrated in previous studies more especially in relation to advocacy for inclusive education policy (Nel, Tlale, Engelbrecht, & Nel, 2016). Furthermore, previous research by Tshiredo (2013) on the impact of the curriculum change on the teaching and learning of Science revealed that teachers struggled with the implementation of spontaneous educational changes that occurred in quick succession. These findings illuminate the importance of integrating teachers' perceptions in organisational policies and change processes as these policies affect their satisfaction with their working conditions.

However, in contrast some of the teachers viewed the system from a positive perspective. This perception is premised on the understanding that the education system in South Africa provides opportunities to all:

E10: *"In South Africa, we have an inclusive system which provides opportunities to all."*

Additionally, E11 indicated that the education system has improved since the advent of the democratic dispensation:

E11: *"The post-independence education system has made strides educational provision as compared to the system during the Apartheid era. However, there are some changes that need to be enforced for the provision of qualitative education."*

4.5.2 Thoughts of leaving the profession

The idea of wanting to quit the job among employees in an organisation is arguably instrumental in evaluating its current retention strategies. This study found that seven teachers had been contemplating the decision to leave the profession whilst the other ten were steadfastly showed their inclination towards remaining in the teaching profession. The majority of the Teachers were of the perception that the problems within the education system would not be resolved soon. Therefore, they had considered exiting the system. Participant 1 responded in this way:

E1: *“I am not going to stay in the system anymore because of the challenges that we are facing which are not going to be solved any time. I do not think I am going to stay here any longer.”*

P1 expressed this from a managerial perspective and E7 indicated that some teachers were actively seeking employment in other sectors as they consider moving to more lucrative jobs:

P1: *“When young teachers realise that their counterparts in other sectors are enjoying more rights and earning more money, therefore they cannot continue hanging around the education sector.”*

E7: *“Sometimes I even apply for other jobs.”*

These findings are congruent to previous studies which found that teachers considered leaving the teaching profession citing dissatisfaction with salaries, role conflict, policy overload and lack of support from children’s parents. These were some of the factors influencing their decision to leave (Hall, Altman, Nkomo, Peltzer & Zuma, 2005; Mampane, 2012; Pitsoe, 2013; Vumara, 2005) as cited in the Department of Education (2005). Moreover, it was observed that younger teachers indicated the greater urge to exit the occupation in comparison to their older counterparts. This was previously noted by Kabuingaidze, Mahlatshana and Ngirande (2013) in their investigation of the impact of some demographic factors and job satisfaction on employees’ turnover intentions.

Despite the thought pattern highlighted above, other teachers in this study had not considered exiting the education system due to their passion for the teaching profession. These teachers were optimistic that the challenges and problems confronting the education system would eventually be resolved. Some demonstrated self-efficacy as they believed that they could potentially become agents of educational change within the school communities. Participant HOD1’s response substantiates this point:

HOD1: *“I love my school. At this age, I do not see myself leaving the profession. I hope that one day things will be restored to their normal condition.”*

Additionally, this study found that although teachers were actively seeking employment in other sectors, the shrinking job opportunities within the South African labour market tied the teachers to the teaching profession. The below comments reiterate this perspective:

E6: *“I have stayed because I have not been able to find a better job than this one.”*

HOD4: *“Even if I do wish to resign, there a problem of unemployment in South Africa. There are no job opportunities. If I do resign, I will not get another job elsewhere.”*

These findings suggest that a fraction of the teachers remain stuck in the education system due to the job and financial security it offers. This factor could have a potential unfavourable impact on teachers’ morale, job satisfaction and commitment to education as they become preoccupied with changing careers. This view is supported by E6 whose response cited below:

E6: *‘I have applied for jobs somewhere else. I applied for post as a Medical practitioner and I am still waiting for a reply. It is not something that I have always wanted to do before but I have realised that I cannot stay in teaching profession much longer.’*

Lastly, the present study found that employees’ working conditions affect the retention of teachers and it contributes towards their decision to pursue alternative professions. Similarly, De Villiers (2007) cited dissatisfaction with working conditions as the main reason teachers were opting for alternative careers. Greater efforts therefore, need to be directed towards ensuring that the teaching profession offers competitive pay, opportunities for career progression for it to remain an attractive career with reduced loss of teachers who migrate to other professions.

4.5.3 Insufficient parental support

The educational triangle explicitly illustrates the importance of forging a partnership and maintaining relationship between parents, teachers and students to ensure sustainable support for the teaching and learning activities. However, this study found that seven teachers were dissatisfied with the lack of cooperation from parents as they mentioned the lack of interest the parents exhibited towards the learners’ education as one of the detrimental factors. For most of the teachers this was reflected in the parents’ inability to instil the passion for education in their children and the insufficient provision of learning

tools. From teachers' experience, parents neither assist learners with their school work nor participate in disciplining them. These findings were supported by numerous participants in their responses. The participant HOD4 illustrated this as follows:

HOD4: *“Parents do not cooperate with us. They allow learners to stay at home the whole day without even questioning why they are not at school. That is why we get poor results.”*

Participant HOD4 further indicated that disciplining learners is a challenge due to lack of partnership with parents and the community:

HOD4: *“The most crucial support that we need should come from parents because if we are deprived of that support, we do not know who to approach regarding the learners' performance.”*

Participant E5 also reiterated this perception:

E5: *“The problem begins at home. Most of the parents do not value education. These days, learners are disrespectful and they do not have interest in education. There is a problem on the part of the parents because education succeeds if learners, teachers as well as the parents come together. There is a problem with the lack of participation by the parents.”*

The lack of parental involvement in schools and educational activities identified in the present study has been confirmed by numerous other studies (Maphanga, 2006; Naicker, 2013; Okeke, 2014; Shezi, 2012). The present study found out that teachers blamed insufficient parental support as contributing towards their demotivation thus contributing to an in-depth understanding of the factors determining motivation in teachers teaching in the rural context. Mestry (2007) also reported similar findings with regards to parental support. In their study they explored the effect of collaboration and communication in an effort to stimulate active parental involvement in schools. The prevalence of this phenomenon is predominant in underprivileged schools such as those in the rural setup.

4.5.4 We fear for our safety and security

Safety and security issues are crucial factors that contribute in shaping an employee's perception of their working conditions. The teachers participating in this study recommended the need to improve security measures within their work environment. The contributory factors cited by six teachers include the absence of onsite security personnel as illustrated by the school management and the educators in the responses below:

P1: *"We do not even have security systems in our schools."*

This view was also reiterated by participant nine:

E6: *"The safety of every human being in the workplace is a priority but at our school, we do not even have a security guard. So I am concerned about my safety."*

An additional safety concern raised by high school teachers working in the rural environment borders on factional fights which begin within the community and permeate into the schooling environment as indicated in the account given by participant E11:

E11: *"The challenge of factional fights is affecting many schools in this area. Learners start the fights at home but they allow those fights to spill into the school environments. We then have to intervene so that nobody loses their life."*

The findings concerning teachers' dissatisfaction with the safety and security measures in their work environment were also expressed in previous studies (Ansah-Hughes, 2016; Pule, 2015). The impact of the lack of security on teacher motivation was explicitly articulated in this study. This confirms the findings by Pule (2015) on the effect of the security of the work environment security on job satisfaction and job security. Teachers expressed concern over the escalation of violence within the school environment which was reportedly originating from factional fights that usually occurred in the community but spilled into schools. These findings are in sync with prior research which documented schools as increasingly becoming platforms where rival gangs conduct violent acts (Burton & Leoschut, 2013; Jefthas & Artz, 2007; Mncube & Harber, 2013). Additional studies reported gangsterism as being prevalent in high schools. Lastly, fights in which the boys use sticks erupt in the communities but often permeated into schools and this occurs especially in rural communities (Mngoma, 2013; Ncontsa & Shumba, 2013).

4.5.5 Declining learner decency

The moral disposition of the learners is a prominent element in determining both the teachers' job satisfaction and their intent to exit the teaching profession. In this study, six teachers stated that the declining learner performance is indicative of the little value learners place on education. Some teachers even compared learners that are currently in the system and the school leavers lamenting that the current ones are not motivated to learn. The teachers concluded that increased indiscipline among learners was a clear indication of the declining learner decency. They further expressed dissatisfaction with the learners' non-adherence to school rules. For most of the teachers, this was indicative of a decline in the calibre of learners the education system is producing. Participant HOD2 substantiates this perception as below:

HOD2: *“When I started teaching, there would be 80 learners in the same class, but a teacher could discipline them without even resorting to corporal punishment. I could instruct the learners to do class work without them being resistant.”*

In a study, du Plessis (2014) previously indicated that the problem of indiscipline exhibited by learners exists in South Africa and it is increasing at an alarming rate. Similar studies have also found that there is deterioration in the discipline of learners in South African schools (De Wet, 2007; Masitsa, 2008; Tungata, 2006). Consequently, these findings indicate that learners have become so ungovernable that they are now obstructing teaching and learning in schools. This was also found to have had an opposing effect on teacher motivation. Similar findings were also reported in Mengistu (2012) whose study concluded that indiscipline and unruly behaviour exhibited by learners tended to reduce teachers' job satisfaction.

The present study reveals that teachers have left the profession due to their incapacity to discipline learners. Educators 1 and 3 are among some of the respondents which reflect this view:

E1: *“Due to issues related to drugs and indiscipline, it is now very difficult to discipline a learner. A teacher may have a way of dealing with indiscipline, but at some point the teacher comes to terms with the realities of their limited powers, a scenario which makes them unable to go beyond.”*

E3: *“A friend of mine left the teaching profession because he could not stand being insulted by learners.”*

In the South African context, this frustration is attributable to teachers’ inability to manage discipline within the post-corporal punishment period. The eradication of corporal punishment and the enactment of pieces of legislation regulating learner discipline reportedly erode the authority of teachers in the classrooms and around the schools (Segalo & Rambuda, 2018; Wolhuter & Russo, 2013). These findings are indicative of the need for the authorities to manage the exodus of teachers that is being attributed to indiscipline by learners more specifically in respect of teacher retention. These findings are also reflected in previous research studies (Magaba, 2018; Naong, 2007).

4.5.6 Remuneration and Rewards System

In developing an understanding of teachers’ perceptions of retention, this study found that the general sentiment amongst teachers was that remuneration is a contributory element for retaining teachers in the education sector. Therefore, some teachers left the profession due the dissatisfaction emanating from poor salaries. Thirteen teachers reported dissatisfaction with their salaries with some teachers reporting incongruence between their salaries and workloads. Educator 2 and participant 4 expressed responses mirroring this view:

E2: *“I think the first reason educators leave the system is dissatisfaction with their salaries. The salary we receive from the Department of Education does not commensurate with the workload.”*

E4: *“Basically, it is the issue of inadequate salaries that cause dissatisfaction. There is a lot of work but the remuneration is poor in comparison to other workplaces which are dissatisfactory.”*

Earlier research also reflects similar findings concerning the exodus of teachers who flock to more paying jobs (Hall et al., 2005; Maserow, 2015). The teachers' outcry concerning poor salaries which reportedly prevent them from affording a good standard of living was also stressed in Makhuzeni and Barkhuizen (2015), in their study which explored the effect of the total rewards strategy on teachers' turnover intentions. However, findings contrary to these have been reported by SACE (2010) which did not recognise salaries as a crucial feature in influencing teachers' intention to leave their profession. Overall, these findings indicate that the need for the restructuring of the rewards system in the education sector so as to retain teachers for critical subjects such as Mathematics and Sciences in the rural areas. These findings are also indicative of the effect that the rewards system has on an organisation's ability to retain skilled employees.

Financial indebtedness was an additional factor which forced teachers to leave the education system. Participant 1 alluded to this phenomenon as below:

E1: *'Teachers are opting for early retirement taking advantage of Government's policy framework that allows them to access their retirement packages. The reason is that they hardly maintain a good standard of living. A teacher neither affords a car nor a house. Teachers cannot send their children to university. It is all about affordability.'*

Participant HOD4 also alluded to the high levels of indebtedness among teachers which propels them into early resignation in order to gain access to their pension funds:

HOD4: *"The second stressor is money. Some teachers resign so that they can gain access to their pension funds so that they can pay off some of their debts. I think the situation would be better if we had access to the money in our pension fund. Allowing teachers to use one third of the available funds would encourage teachers to stay."*

The findings in the current study echo those established in a previous research conducted by Mampane (2013) which found that financial indebtedness caused stress amongst teachers and this propels their exit from the education system in order to access their pension funds. Furthermore, in their research exploring the reasons for teachers' early

retirement, Mafukata and Mudau (2016) revealed that teachers resigned in order to settle their debts using their pension pay-out. South African teacher trade unions have also mentioned that financial indebtedness compels teachers' resignation for them to gain access to their pension funds. Overall, there seems to be a great need for financial management training targeting the teachers who have remained in the education system.

Additional dissatisfaction emanates from the low benefits provided to teachers. Teachers stated that their benefits were particularly low in comparison with other public sector employees.

E8: *“Other departments give more benefits than we get. We are working in the rural areas yet we do not get rural allowances. Some departments provide housing allowance and we do not have that kind of allowance. There are a lot of things which include access to transport. Other departments provide transport to their employees but we have to organise our own.”*

Their dissatisfaction was exacerbated by the non-provision of rural allowance despite the remote location of their schools. This is reflected in a response by participant E10 who commented on teachers' remuneration package, thus:

E10: *“The benefits are very low especially the housing benefits. We do not get any rural allowance.”*

The lack of speciality incentives for Mathematics and Physical Sciences teachers further intensified teachers' dissatisfaction with their work. Participant E10 illustrates this point, thus:

E10: *“We were promised that Mathematics and Physical Sciences teachers will receive rural allowances, but up to now that has not yet materialised.”*

Similar findings were documented in previous research that explored the influence of compensation on employee retention. These studies identified financial rewards as a factor influencing job satisfaction among teachers (Fatima & Ali, 2016; Mahmood et al., 2011; Nawab & Bhatti, 2011; Stephen & Fish, 2010; Usman, Akbar, Muhammed-Ramzan, 2013)

The interviewed teachers also expressed dissatisfaction with the lack of recognition by the education administration. They further indicated that their efforts were not being recognised despite producing good results and they did not receive incentives for the long working hours. Participant 1 raised the following concern:

E1: *“Even if a teacher produces the best learner, authorities can give him or her 10 laptops whilst the teacher does not get any token of appreciation. Education officials keep on praising learners as if they can succeed without their teachers. We have to put more extra hours into our work which are not paid for.”*

These findings complement the previous studies which established links between the teachers’ level of satisfaction and non-financial rewards such as recognition (Fatima & Ali, 2016; Muguongo, Muguna & Murithi, 2015). The present study also found that both financial and non-financial rewards have an impact on the teachers’ job satisfaction. However, financial rewards have a greater impact on teachers’ job satisfaction; hence, the participants’ were emphatic on them.

4.6 Theme Four: Challenges

Following the analysis of the participants’ accounts, *challenges* emerged as a major theme. In this context, challenges refer to the factors which hinder the effectiveness of high school teachers in the discharge of their professional roles, more especially in the rural context. Various challenges were identified. Therefore, sub-themes such as *resources* emerged. This theme resonates with the current research objective which aims at exploring the challenges experienced and the opportunities exploited by teachers in rural high schools hence the need to address the following research question: *What are the challenges and opportunities experienced by teachers in rural high schools?* The sub-themes are discussed below:

4.6.1 Resources

The challenge related to the lack of resources was viewed as a major one among the rural high schools; hence, eight teachers in this study emphasised the detrimental effect that lack of the necessary resources and teaching aids has on teaching and learning. This was viewed as a huge challenge for teaching and learning. This perception was prevalent amongst Physical Sciences educators as HOD3 raised the following concern:

HOD3: *“Challenges are apparent, especially with the experiments. Sometimes the teachers have to do the experiments instead of learners doing them on their own. Most of the time, learners have to imagine what the teacher will be talking about without physically interacting with the objects. So, most of the time learners have to imagine because of lack of resources.”*

Participant E8 also expressed difficulty associated with teaching Physical Sciences owing to lack of appropriate teaching facilities:

E8: *“Another thing that makes teaching in rural schools a challenge is the unavailability of laboratories. If a teacher wants learners to conduct experiments, they have to take them to town and the teacher has to organise transport although the learners do not pay.”*

Participant E8 further highlighted the lack of basic resources essential for the teaching and learning of Mathematics:

E8: *“Learners cannot learn Mathematics effectively without having a calculator or the basic understanding of a calculator. They only bring calculators during the examinations but they do not know how to use them.*

The above participant’s responses illustrate the lack of resources as a key hindrance impeding the teaching and learning process specifically in Mathematics and Sciences.

A similar trend is further reported from a managerial perspective by participant HOD4 who shared the following sentiments with teachers in relation to Curriculum and Assessment Policy Statement (CAPS) requirements:

HOD4: *CAPS requires the learners to be involved more in the practical aspect, but we do not have enough equipment in our schools. We do not have apparatuses let alone the laboratories. We end up teaching theory at the expense of practical experiments. When the teacher involves the learners through practical lessons, they are able to better understand the concepts.*

The participant further argued that inadequate resources compromised the quality of teaching provided to students and this has a negative impact on student motivation. This sentiment is captured below:

HOD4: *“The inadequacy of resources compromises the learners’ grasp of the subject concepts because there are certain skills which they should acquire through the aid of practical experiments, for instance, the reading of the volume on the burette. They are only able to label the instruments in the exam. That alone demotivates learners because the subject itself is challenging and they cannot conduct experiments because we lack the instruments or tools.”*

The socio-economic context of many rural schools is associated with a glaring lack of resources, deteriorating facilities and limited funding earmarked for the procurement of equipment or technology. This was also true for the high schools which participated in this study. In the same vein, previous research identified the lack of educational resources, lack of facilities such as laboratories for subjects such as Science as having an impact on the teachers’ job satisfaction (du Plessis, 2014; George, Louw & Badenhorst, 2008; Okeke & Mtyuda, 2017). However, research reveals that teachers are prepared to work in sufficiently resourced schools. Therefore, the lack of resources adversely influences the retention of teachers. Previous studies found that the socio-economic contexts and the working conditions impact on teachers’ job satisfaction (Buchanan, Prescott, Schucks, Aubusson, & Burke, 2013; National Commission on Teaching and America’s Future, 2002; Ryori, 2015). Additionally, research revealed that teacher retention is also influenced by teachers’ working conditions (National Commission on Teaching and America’s Future, 2002; Buchanan, Prescott, Schucks, Aubusson & Burke, 2013). The factors relating to working conditions which encompass class sizes, inadequate teaching and learning facilities and a lack of textbooks affect teachers’ job satisfaction (Leob, Darling – Hammond & Luczak, 2005). These findings are in sync with the Job Characteristics Model which emphasises the importance of task specific conditions under which individuals work as determining factors for internal motivation and performance.

4. 6.2 Inadequate training for teachers

Training and skills development are crucial for the professional development of employees and even more so during organisational transformation. Successful educational change is driven by teachers' capacity to implement that changes (Ryan & Ackerman, 2005). However, eight teachers who took part in the current study indicated that some training was provided to assist them cope with change implementation (this is particularly linked to changes in curriculum which is detailed in sub-theme four). The participants, however, added that these training initiatives were insufficient due time constraints as indicated by participant HOD3 in the statement below:

HOD3: *“We are staff-developed through workshops, but a two or three days workshop falls far short. The time allocated is not enough for a new concept that needs to be taught to learners. It is not enough because within those days a teacher cannot teach everything that needs to be taught. The teacher and the learners cannot tackle all the questions in that short period.”*

Similar findings concerning the training of teachers for the implementation of change have also been revealed in previous studies (Badugela, 2012; Maharaj et al., 2016). It is evident from the findings that teachers need to be capacitated with adequate skills to meet the demands of policy changes which require continuous professional development. In a research study, Nunalall (2012) investigated the impact of persistent curriculum policy shifts on the professional lives of the Foundation Phase teachers. The study established that teachers were also dissatisfied with the mode of training offered to them. The majority of the teachers were dissatisfied with the cascading training and its method and further indicated that the knowledge received through this method often resulted in confusion. This is in sharp contrast with a situation where change implementation issues are clarified. In the same way, previous research studies revealed that the cascading method of training has often led to misinterpretation and distortion of the information which is crucial for the implementation of the educational changes (Nunalall, 2012; Vally, 2003).

4.6.3 Learners

The general sentiment shared by fourteen of the teachers who took part in this study is that learners do not have the will power to fully dedicate themselves to their school work especially in critical subjects such as Mathematics. Therefore, the learners are apparently demotivated. Participant E8 and participant P2 indicated that learners detest Mathematics:

E8: *“As Mathematics teachers, we are facing a lot of challenges as compared to other subjects because learners don’t like Mathematics at all.”*

P2: *“Learners do not like Mathematics and they do not have enough in-born motivation to do Mathematics. They even refrain from attempting to do activities assigned to them. The learners fail to apply their minds when it comes to mathematical activities.”*

In response to this issue, participant 12 mentioned that due to the lack of dedication towards Mathematics, learners’ class attendance was even very erratic.

E8: *“Learners’ level of attendance is quite pathetic. They do not attend lessons at all. In fact, they detest Mathematics.”*

On the same subject, previous research reports that learners’ non-attendance of lessons can be attributed to their disinterest in a particular subject. This is influenced by their attitude and the lack of motivation for learning (Goyker, 2012; Mboweni, 2014; Teasley, 2004). Learner participation in the teaching and learning activities has been deemed as a crucial factor in determining teachers’ job satisfaction, resilience and retention. Similar revelations were made by Afshar & Doosti (2016) in a research study investigating the difference between satisfied and dissatisfied teachers with regards to job performance. However, these findings contradict other researches which explored similar factors. The identified contradiction regarding the motivation of teachers is underpinned by its significant role as far as increasing learner participation is concerned (Dornyei, 2005; Dornyei & Ushioda, 2011; Mifsud, 2011).

For the majority of the interviewed teachers, the lack of disciplinary initiative is exacerbated by the increased emphasis on learner's rights. Teachers aired the view that the learners tend to misconstrue the rights granted to them to the point of even exceeding those provided for in the relevant legal acts. To that end, participant HOD4 states the following:

HOD4: *"Learners exercise more rights than educators. For example, this is even observable in the media. If a teacher does something wrong such as applying corporal punishment when disciplining a learner, that causes furore as that teacher comes under heavy criticism."*

Participant HOD4 further highlighted that educational policy and legislation are more inclined towards upholding learners' rights in comparison to what is done to teachers:

HOD4: *"When a learner stabs or kills a teacher, not much is heard from both the government and the media."*

The above sentiments also attest to the view that more support is readily granted to learners in comparison to the welfare of teachers. Additionally, seven teachers indicated that the insistence on the learners' rights has an adverse impact on the morale of the teachers. This finding is substantiated by numerous participants. The perspectives of both the educators and school management are captured in the comments cited below:

E5: *"I agree with the notion that there is indeed vehement emphasis on learners' rights, but teachers' rights are rarely alluded to. That state of affairs makes teachers feel useless. Most of us feel emasculated and unimportant in the world."*

HOD4: *"Most of the laws and policies being implemented give power to learners at the same time curtailing that of the teachers. Learners have been granted a lot of rights which does not commensurate with those granted to teachers."*

The findings that detail the detrimental effects of increased rights for learners are documented in a study by Rossow (2003) who reiterates that such a scenario has caused confusion and increased uncertainty for the generality of the teachers. Rossow (2003)

also indicated that the over-emphasis of the rights of the learners has resulted in the learners developing a negative attitude towards teachers. The present study found that the rights syndrome and the negative publicity of the teachers' conduct as they grapple with indiscipline among the learners have increased teachers' intentions to leave the teaching profession. This finding was also articulated in previous research exploring teachers' perceptions regarding the rights of the learners (Hayward, 2003; Liebenberg, 2017).

The present study found that teachers had apparently lost control of the teaching and learning process as learners' indiscipline gets out of hand. Teachers attributed this situation to the obliteration of physical punishment in schools. The statement cited below confirms this perspective as held by teachers:

HOD4: *“The challenge the educators are seized with is that they have no alternative way suggested by the relevant department stating how we should discipline the learners.”*

Participant HOD4 further indicated that teachers do not know how to discipline learners in the wake of the abolition of corporal punishment:

HOD4: *“Now, learners are just misbehaving. When teachers were trained during the times corporal punishment was applicable, such cases of indiscipline were easier to control. So, since there is no corporal punishment, we find ourselves in a dire problem because we do not know how to effectively discipline the learners.”*

Although teachers reported a negative attitude and low motivation amongst learners as contributing toward appalling learner performance, they however, made use of various motivational strategies in order to improve that performance. They further emphasised that external intervention could be more effective. Participant E9 alludes to this perception in the comment below:

E9: *‘Our learners need some external force to motivate them to acquire a positive perception towards studying Mathematics and further guidance is needed on the opportunities available to them once they have passed Mathematics. This could possibly instil in them a degree of passion for the subject.’*

These findings are congruent to findings from previous studies which showed that motivating students has a constructive influence on their academic performance as it redirects their perspective of a subject (Garba, 2014; Tella, 2007).

Owing to the frustration stemming from the calibre of learners that enrol for Mathematics and Sciences, two participants proposed that the capabilities of learners who wish to pursue Mathematics or Sciences should be evaluated in order to improve the performance of learners within these disciplines. These sentiments are illustrated in a comment by participant 2 who reported the dire need for the school management portfolios to intervene in the learners' subject choice:

E2: *“I think the Department of Education and the management of the schools need to pay more attention to learners to assist them in making informed choices of the career streams. Mathematics or Science needs intelligent and hard-working learners.”*

Participant 2 also recommended the provision of career guidance for grade 9 learners in order assist them in making informed decisions regarding their subject choices:

E2: *“The management of the school needs to intervene by organising workshops for learners in Grade 9 just to sensitise them on how to choose an appropriate streams, the expectations in Science, what is needed in any other stream. Learners should know the calibre of learners who meet the requirements for them to choose this Science stream.”*

The discoveries of the current study indicate that there is an urgent need for teachers to employ guidance and counselling for learners especially those within the rural context. This was also established in antecedent research by Rousseau and Venter (2009) in which the researchers are emphatic about the instrumentality of career guidance in raising learner performance as it aligns their interests with their capabilities. Above all, career guidance ensures that learners who pursue Mathematics and Physical Sciences have positive attitudes and the much needed intellectual capability to tackle these subjects. Similar findings concerning the effectiveness of career guidance for grade nine learners

in relation to improving learner performance have also been put under spotlight by Bromfield, Carstens, Pretorious, Vercueeil and Walls (2013).

Lastly, whilst participant E2 mentions the need for students to receive career guidance from Grade 9, participant HOD1 further recommends that such learner-centred career guidance interventions must be headed by schools:

HOD4: *“I think if the Department of Education allows us as a school to check whether learners who want to do Science have all the resources, then they will be able to procure calculators and other instruments. We must also consider the potential of a learner. It must not just be a matter of parents wanting learners to do Science subjects just for the sake of it.”*

4.6.4 The changing curriculum

The majority of teachers mentioned the challenge posed by the changing curriculum. Many of them also mentioned that there is lack of change management strategies which should accompany the Department of Education’s implementation of particular programmes. Nine teachers perceived the current curriculum as challenging and overloaded with content as indicated by participant eleven in the statement below:

E7: *“Sometimes we find it difficult to keep pace with our work schedule that we are given. It is almost impossible to finish the work within the stipulated timeframes. In particular, the Mathematics curriculum is becoming more challenging.”*

The interviewed teachers reported that the updated curriculum was so fast-tracked that it left them with little time to teach all the required content as articulated by participant 3:

E3: *“I think the pace at which it is being implemented is a little too fast. The learners take time to grasp the content and the teacher needs time with them. It is only within an hour in which you have to administer correction, introduce a new topic, assign learners tasks and homework.”*

On another note, teachers depicted a negative perception of the changes in the curriculum as they indicated that the recently implemented CAPS curriculum poses challenges due to

time constraints which are exacerbated by the large amounts of content to be covered. As reported in previous studies, pessimism towards educational change arises from the perception that changes do not always result in improvements in performance but it creates confusion which therefore increases teachers' dissatisfaction with their work (Wallace & Fleit, 2005; Yim & Moses, 2016). As mentioned in the previous sub-theme, teachers have a crucial role in the implementation of educational policies, but they are not capacitated to effectively implement the abrupt changes (Mestry, 2009; Nel et al., 2016). Lastly, majority of teachers in this study mentioned that there is lack of change management which should accompany the Department of Education's implementation of a particular programme. This is reiterated by Participant E1 in the statement below:

E1: *'Our curriculum is badly instituted. We always alter it now and again which is also affecting our system including teachers and the learners. With reference to my subject, it is also negatively affected by the relentless changes. For instance, there are certain aspects or topics which we exhibit mastery as educators, but sooner than later those particular topics are struck off the curriculum only to be substituted by other ones.'*

The teachers' perspective of insufficient change management mechanism within the education system in South Africa has also been illuminated in a study by Nunallal (2012) which found that new educational policies are introduced whilst teachers are still adopting the existing one. Therefore, they are given inadequate time to implement these policies.

4.7 Summary

This chapter profiled the sample designated for the study. The study findings were also presented using descriptive texts. The main themes were identified as follows: role related experiences; overcoming challenges; threats to the education system and challenges. This chapter further underlined the relevance of the previous research to the current findings. This was conducted through a comprehensive discussion of the findings of the study in relation to the previous literature and the implications of these findings were also indicated.

CHAPTER FIVE

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a presentation of the conclusion deriving from the study. This conclusion is based on the research findings and discussion. It further highlights the limitations pitted against the study and it sums up the study with recommendations for further research.

5.2 Conclusions drawn from the study

The purpose of this study was to explore the experiences and perceptions of teachers teaching in rural high schools as far as job satisfaction, resilience and retention are concerned paying particular attention to the changes that have been taking place in the South African education system. It set out to explore the challenges faced and the opportunities exploited by teachers working in rural high schools. The literature related to the constructs assessed in this study was reviewed and the Job Characteristics Model was applied as a theoretical framework and instrument underlying the qualitative inquiry of the research results.

The findings resulting from this study are also indicative of the significant impact that psychological rewards such challenging performance key result areas have on teachers' job satisfaction. Enjoyment emanating from challenging work is often associated with the complexity of subjects such as Mathematics and Sciences whereas dissatisfaction stems from the lack of cooperation by learners. Moreover, the study found out that teachers who draw satisfaction from the job have greater interest in their teaching subjects than those that are dissatisfied. Furthermore, learners' attitude and motivation for learning were reported to be prominent in shaping job satisfaction and resilience among teachers. This study therefore asserts the view that teachers' perceptions of their profession are

unequivocally pivotal as reflections of their attitudes which ultimately inform their approach to work.

Concentrating on the positive outlook of their working environment, discerning hope and having faith and confidence enables them to focus on the progressive facets of the school environment which assists the teachers to overcome the challenges obtaining in the rural milieu. Such positive perceptions enabled them to manage stressful situations associated with their working environment. Teachers exploited the support rendered by the colleagues in managing the stressors as they grapple with their inhospitable environment. This illustrates the great influence that social support and institutional support have particularly on teacher resilience. Moreover, parental support in their children's educational endeavours is potentially instrumental in increasing teacher resilience. Overall, the findings indicate that teachers working in the rural milieu are resilient; hence, they are able to manage stressors such as the ill-discipline that is characteristic of learners' behaviour. Lastly, this study is conclusive on the fact that teachers' attitude towards their job is the most influential in determining their resilience.

This study advances the perception that ineffective change management has a negative impact on teacher job satisfaction. This study further concludes that teachers hold on to the profession because it offers both financial and job security. Additionally, the glaring lack of active parental involvement in rural schools also has negative repercussions for teachers' performance thereby increasing their inclination towards leaving the profession. Such findings reiterate the effect of social support on teacher resilience. Inadequate provision of safety and security measures in rural high schools as well as increased violence and factional fights also contribute negatively towards teacher retention and job satisfaction. Moreover, the declining learner performance on the one hand and the increased learner misbehaviour on the other, have exacerbated teachers' intention to abandon their jobs.

The research findings therefore testify that resilience of the teachers emanates from intrinsic motivation and optimism which enable them to look beyond their school

situation and overcome the adversities that characterise their situation. Lastly, the need for clearer disciplinary guidelines was also communicated by teachers in this study as the abolition of corporal punishment has caused confusion in the system and feelings of incapacity on the part of the educators.

This study also identified the challenges which are bent on negating the retention of teachers within the rural context. A large proportion of the teachers who participated in the study reported contemplating intentions to exit teaching as a profession.. The findings of the present study also revealed that most of the teachers opted out of the profession owing to the dissatisfaction sired by their meagre salaries coupled with financial indebtedness which therefore compel them to opt for early resignation in order to access their pension funds. These findings indicate that extrinsic factors such as salaries, benefits as well as safety and security greatly influence teacher retention as understood in conjunction with intrinsic aspects such as lack of respect from learners and the absence of recognition by the Department of Education.

The South African education system has experienced various essential changes since 1994. The underlying objective of the curriculum changes was to ensure a reflection of the democratic principles underpinning the new dispensation (Adu & Ngibe, 2014). Despite these efforts, teachers continue to grapple with numerous challenges which are context specific but still reflective of the changes occurring in the education system. The challenges identified in this study include the lack of resources to implement the curriculum, learner-related challenges and keeping abreast with the changing curricula. This implies that teachers within the rural context cannot implement the curriculum efficiently. As Maharaj et al. (2016) previously mentioned, the absence of necessary resources during the transformation results in difficulty implementing the new curriculum. The difficulties in curriculum implementation are further exacerbated by the over-emphasising learner rights at the expense of learners' responsibilities as well as motivating them to take on positive attitudes towards learning subjects such as Mathematics and Physical Sciences. However, teachers mentioned the various strategies they employ to motivate students to perform better. Teachers who contributed in this

study further made recommendations on the various strategies which can be implemented effectively in an attempt to improve learners' performance particularly in Mathematics and Physical Sciences.

5.3 Limitations

The research approaches employed in this study sought to maintain a high standard of credibility, trustworthiness, transferability, dependability and conformability. However, inevitable methodological limitations were noted. The use of individualised interviews limited the collection of rich and diverse data. This logically follows from the observation that some participants were either reluctant to speak or they were uncomfortable with voicing their opinions on certain issues. Additionally, follow up interviews could not be conducted due to time constraints and this ended up affecting the conformability of the study. Although the study was approached in manner which ensured objectivity, the data is subject to some degree of bias due to the researcher's preconceived ideas on the constructs explored in this study.

5.4 Recommendations

Although the study exploited precise research methods, there are, however, recommendations which, if applied, could assist in yielding better results, more specifically for future research related to the current one. Increasing the sample size will ensure that the study reaches better conclusions. Additionally, the application of the data collection triangulation such as the use of both individual interviews and focus groups could assist in improving the quality of the data in this particular connection. Furthermore, conducting follow-up interviews is essential for ensuring the credibility of the data. Although the Department of Education has made great strides towards the improvement of human capacity, this study, however, identified aspects which need improvement. The implementation of the human resources strategies which seek to elevate teachers' job satisfaction, resilience and retention is recommended. Research findings highly recommend the restructuring of the remuneration and rewards systems to ensure that the teaching profession offers competitive salaries accompanied by satisfactory benefits. Focus should also be directed towards capacitating teachers with the

relevant pedagogical knowledge and skills. That strategy ensures that teachers are supported through continuous professional development initiatives. Additionally the Department of Education should provide explicit and sustainable disciplinary guidelines and classroom management skills programmes to re-capacitate teachers to manage ill-discipline exhibited by deviant learners. The formulation of a policy which stimulates parental involvement in the educational issues that involve their children in their particular schools is paramount. In order to improve the performance and output for Mathematics and Physical Sciences matriculants, the Department of Education should consider offering career guidance and counselling to grade 9 pupils to assist them make informed subject choices. Also, providing centralised learning facilities such as laboratories for Physical Sciences could potentially enhance learner performance. Lastly, the execution of effective and inclusive change management strategies is essential especially for the implementation of new curricula. This should be complemented by the provision of adequate training to teachers and increased support from the district education officials.

5.5 Summary

This chapter gave a precise conclusion of the study which was grounded on the research results and a discussion of the findings. It further outlined the limitations impede the study in some way and was concluded with commendations for upcoming and further research.

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Appendix A



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:24/8/1653

Ms NS Dladla
PO Box 77
Melmoth
3835

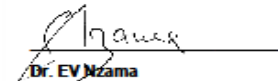
Dear Ms Dladla

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION INTO THE EXPERIENCES OF JOB SATISFACTION, RESILIENCE AND RETENTION AMONG HIGH SCHOOL TEACHERS IN KWAZULU-NATAL: THE CASE OF MTHONJENI MUNICIPALITY"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 05 October 2018 to 02 March 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below,
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS/ INSTITUTIONS ATTACHED)


Dr. EV Nzama
Head of Department: Education
Date: 10 October 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
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Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Completing Quality Education - Creating and Securing a Brighter Future

Appendix B



17 September 2018

Ms Nondumiso Sizwe Dlodla (211507223)
School of Applied Human Sciences – Psychology
Howard College Campus

Dear Ms Dlodla,

Protocol Reference Number : HSS/0736/018M

Project title: An exploration into the experiences of job satisfaction, resilience and retention among high school teachers in rural KwaZulu-Natal : The case of Mthonjaneni Municipality

APPROVAL NOTIFICATION – EXPEDITED APPLICATION

With regards to your response received on 05 September 2018 to our letter of 16 July 2018, 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


Professor Shenuka Singh (Chair)

/ms






cc Supervisor: Ms Cynthia Zandile Madlabana
cc Academic Leader Research: Dr Maud Mthembu
cc School Administrators: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)

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1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Pietermaritzburg  Howard College  Medical School  Pietermaritzburg  Westville

Appendix C

Information Sheet

Dear research participant,

My name is Nondumiso Dlodla and I am Masters student at the University of KwaZulu-Natal, Howard College. My contact details are as follows: asiziwendumi@gmail.com Tel: 076 335 3602.

You are being invited to participate in a study that looks at job satisfaction, resilience and retention of high school teachers in KwaZulu – Natal. The main objective of this study is to shed light on the experiences and perceptions of job satisfaction, resilience and retention among rural high school teachers in the light of changes in the education system. The study is expected to enroll 20 teachers in Mathematics and Physical Sciences within the Mthonjaneni Municipality. The duration of your participation, if you choose to enroll and remain in the study is expected to be 60 minutes for an interview.

1. How will you benefit from participating in this study?

This study aims to explore the lived experiences and perceptions of rural high school teachers in light of changes in the education system. Currently there are limited studies which explore teacher job satisfaction, resilience and retention in light of changes in the education system. This exploration will provide insight into the challenges experienced by mathematics and physical sciences teachers in rural high schools which will assist in developing strategies for effective

teacher recruitment and retention. It will also assist policymakers in creating better systems to manage teacher performance and learner outcomes in the education system.

With that said, there will be no direct benefit to you if you participate in this research, but your participation will help generate knowledge and greater understanding on job satisfaction, resilience and retention of teachers in light of changes currently occurring in the Education System.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSS/0736/018M) as well as the Provincial Department of Education.

In the event of any problems or concerns /questions you may contact the researcher Nondumiso Dlodla; the research supervisor or the UKZN Humanities and Social Sciences Research Ethics Committee, contact details are as follows:

Researcher: Nondumiso Dlodla Email : asiziwendumi@gmail.com Research Supervisor: Ms Cynthia Zandile Madlabana Email: madlabana@ukzn.ac.za Tel: 031 260 8389	Human and Social Sciences Research Ethics Committee Administration Research Office, Westville Campus Govan Mbeki Centre Private Bag X 54001 Durban 4000 Tel: 031 360 3587 - Fax: 031 260 2384 Email: ximbap@ukzn.ac.za
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It is important to note:

1. What if you decide you do not want to participate in this study?

Your participation is voluntary and your identity will be protected throughout the research study. Please be advised that you are eligible to withdraw your participation at any stage and your action will not disadvantage you in any way.

2. Will you incur any cost if you choose to participate in this study?

No, all the costs of this research are borne by the researcher.

3. How will your identity be protected / How will confidentiality be maintained?

The researcher will ensure that participants are aware of their rights in relation to their participation in the study. Anonymity will be ensured by omitting any identifying characteristic, such as your name, or school. Data collected will not be shared with anybody besides the research supervisor. To further safeguard the collected data, the records from the taped interviews and transcript, will be stored in a secure vault for five years, and thereafter, will be destroyed by means of transcripts being shredded and tape records being erased.

Thank you for your time.

Appendix D

Date: _____

CONSENT FORM

I..... (Full names 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 the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire. I consent to my interview being tape recorded for the purpose of the study

Please
tick or
initial

I understand the purpose and procedures of the study

☐

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

☐

I understand that if I decide at any time during the study that I no longer want to take part, I can notify the researchers, withdraw without having to give a reason and without any consequences to me.

☐

I agree that the researcher may use my data (information) for future research and understand that any such use of identifiable data would be reviewed and approved by a research ethics committee. In such cases, as with this project, my identity would not be identifiable in any report.

☐

I consent to the researcher contacting me via agreed method such as telephone, home-visit or any other agreed method for follow-up interview.

☐

If I have any questions or concerns about my rights as a study participant or concerned about an aspect of the study or the researcher then I may contact:

For questions related to the study	For your rights as a research participant
Researcher : Nondumiso Dlodla Email : asiziwendumi@gmail.com Research Supervisor : Ms Cynthia Zandile Madlabana Email: madlabana@ukzn.ac.za	Ms Phumelele Ximba Research Office UKZN Tel: 031 360 3587 Email: ximbap@ukzn.ac.za

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Appendix E

INTERVIEW SCHEDULE

1. What is your opinion on the South African education system?
2. What are some of the changes that you have noticed within the education system?
3. What are your views on those changes?
 - a) Have these changes influenced your role as teacher?
4. What subject do you teach?
5. What is your opinion on curriculum changes in the subjects such as Mathematics or Physical Sciences at high school level?
 - a) Have these changes influenced the way you work anyway?
6. What sort of challenges do you experience as a mathematics or physical science teacher?
7. What do you think could be done to improve the pass rate for subjects such as Mathematics or Physical Sciences?

JOB SATISFACTION

1. Are you satisfied with your role as a teacher?
 - a) What do you enjoy the most about your job?
2. In your opinion, what are some of the causes for satisfaction or lack of satisfaction in this district?
3. What motivates you to do your work?
 - a) In your view how your motivation could be improved?

RESILIENCE

1. What is your understanding of the term resilience?

Resilience can be defined as the capacity of an individual to respond and prosper despite experiencing negative or positive stressful circumstances. Resilience is a pattern of positive adaption in the face of significant adversity therefore can be identified as the will power and way power people have towards a goal.

2. How do you manage stressful events/situations?
 - a) What coping strategies do you use to deal with stress in your work environment?
3. How do you deal with difficult and unmotivated / misbehaving learners?
 - a) Please give a more detailed description of this?
4. What do you think is the importance of applying resilience in teaching at your school?
5. What do you think could be done to improve your resilience?

RETENTION

1. How long have you been working at this school?
2. Have you ever considered leaving your current school/teaching?
 - a) Why have you stayed? Or why have you considered leaving?
3. What do you think are the most common reasons teachers leave the teaching profession?

5. What do you think are the most common reasons teachers are leaving high schools in rural areas?
5. Is there anything you could change which you think will encourage teachers to stay within the teaching profession?
6. How can teachers be encouraged to stay within schools in rural areas?

Appendix F

Date: _____

Biographical Data Sheet

Please answer the following biographical data sheet.

INSTRUCTIONS: (Please answer the following questions by marking the appropriate boxes)

Gender

MALE	FEMALE
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Age Group

20 – 30	31 – 40	41 – 50	51 – 60	61+
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Marital Status

Single	Married	Divorced	Widow	Remarried
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Race

African	White	Coloured	Indian	Other
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Number of Dependents

None	1	2	3	3+
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Name of school: _____

Highest Qualification Obtained

None	Diploma	Degree	Postgraduate
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Number of Years working as a teacher

0 - 5 years	6 – 10 years	11-15 years	16-20 years	21-25 years	26 years +
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What subjects do you teach?

Mathematics	Physical Sciences	Both
-------------	-------------------	------

Which grade(s) do you currently teach?

Grade 10	Grade 11	Grade 12
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How long have you been teaching at this school?

0 - 5 years	6 – 10 years	11-15 years	16-20 years	21-25 years	26 years +
-------------	--------------	-------------	-------------	-------------	------------

Please indicate your position at this school

HOD	Educator
-----	----------

How long have you held your current position?

0 - 5 years	6 – 10 years	11-15 years	16-20 years	21-25 years	26 years +
-------------	--------------	-------------	-------------	-------------	------------

Type of Employment

Permanent	Fixed Term
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If Fixed Term, Please indicate the duration: _____

SIGNATURE OF PARTICIPANT..... DATE.....

Thank You for your participation!