

CHALLENGES FACING SCHOOLS AS A RESULTS OF EXPERIENCED EDUCATORS
EXITING THE SYSTEM EARLIER.A CASE STUDY OF SOUTPANSBERG EAST CIRCUIT

By

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MINI DISSERTATION

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&

POLICY STUDIES

SCHOOL OF MANAGEMENT SCIENCES

UNIVERSITY OF VENDA

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DECLARATION

I, **NDIVHUHO MUDAU**, student of the University of Venda hereby declare that the mini dissertation for the degree of Master in Public Management at the University of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

Signature

Date

ACKNOWLEDGMENTS

I thank the Lord Almighty, who strengthened and protected me during my years of hard work and journeys to the University of Venda.

My sincere gratitude is also directed to the following people who supported me during the enormous task of my studies towards the Master's degree and who made the completion of this degree possible:

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- Mr. R.F Baloyi the circuit manager for allowing me to conduct a research on Soutpansberg East Circuit;
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- I sincerely thank Makhado Comprehensive Secondary School Staff for the support they gave me by carrying my "weight" of work throughout my absence when attending and completing my course
- The church elder, Mr. T Muneri, for moral and religious support.

To all these people, my thanks are due.

DEDICATION

On a personal note, I dedicate this project to my parents, the late Mr. Alpheus Mudau and Mrs. Doreen Fonzani Mudau, to my son Lusani and my daughter, Mutsho. You were there for me all the way.

ABSTRACT

The study is based on challenges facing schools as a result of experienced educators exiting the education system. Retaining effective experienced teachers is a particular challenge. Statistics shows that from year 2015 to date (2018), 111 educators have exited the education system at Soutpansberg East circuit. There are number of factors that cause teachers to exit the education system, amongst others are, old age, sickness, failure to cope with new changes, career dissatisfaction, low salaries, lack of discipline amongst learners, overcrowded classrooms. As a result of these, schools suffer from lack of experienced educators; the Department of Education, communities and learners pay a price. Department of Education hence must find ways to keep their highly-skilled and experienced educators.

The researcher used a mixed method approach, that is, both qualitative and quantitative research method to carry out the study. The population of the study was obtained using non - probability sampling and data was gathered from the defined population. Two data collection instruments were used, namely, interviews and questionnaires while analyses were through thematic analysis and using the statistical package for social analysis. Data collected through questionnaires was analyzed using statistical analysis while the interviews data were analyzed using thematic analysis. Ethical considerations were observed when conducting the study.

The researcher found that the following are the key challenges faced by schools at Soutpansberg East regarding educators exiting the system earlier. Experienced educators are difficult to replace and the process of replacing an educator takes too long. Process of teaching and learning is compromised. Scarce skills for specific subjects are difficult to replace. New educators are not able to deal with disciplinary problems in the classrooms and the school at large. The schools are always experiencing problems of allocation of work and time tabling .

The following factors were found to be the causes that induce teachers to abandon their calling. Educators are not getting enough salaries and benefits in relation to their work. The introduction of qualified conditional pass in schools is causing

frustration. Some educators are exiting because they are concerned about their safety at schools. Some educators are failing to maintain discipline since the removal of corporal punishment. Most of them are in debts.

The researcher proposed the following recommendation to lessen experienced educators from exiting the education system. Pay teachers accordingly so that the experienced educators can be encouraged to stay in the profession. Measures to deal with disciplinary problems in the classrooms and the school at large should be put in place. Learners should be given counseling regarding the new system of conditional pass, its advantages and disadvantages to lessen the frustration it causes to educators. Security at school should be strengthened as it is clear from the findings that some educators are exiting the system early because they are concerned about their safety at schools. Educators should be given education regarding their finances as soon as they get employed. Wellness education should be prompted to assist the educators who are in debts. Educators who are in debts can be given access to their pension funds to pay off their debts as long as the process is monitored.

LIST OF ACRONYMS

SMT	School Management Team
SGB	School Governing Body
DoE	Department of Education
SAPS	South African Police Services
UED	University Education Diploma
SADTU	South African Democratic Union
STDs	Sexual Transmitted Diseases
HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency syndrome
SASA	South African Schools Act No 84 of 1996

APPENDIX A

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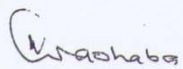
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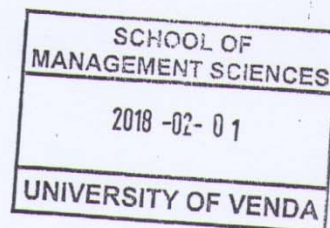
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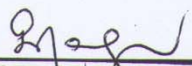
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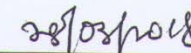
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4. Kindly inform Soutpansberg East Circuit Manager and the Principals of selected Schools prior to your interactions with your research subjects.
5. Wishing you the best in your study.


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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This study focuses on the challenges facing schools as a result of educators exiting the education system, early, specifically from the Soutpansberg East circuit. The introduction and background of the study comprises the problem statement, aim of the study, as well as specific objective of the study. It also highlights the critical research questions, significance of the study, delimitation and limitation of the study. Furthermore it discusses the research methodology and design, relevant literature and also defines operational concepts. It ends with an outline of the way the study is going to be organized.

1.2 Background of the study

The Minister of Education has, in terms of section 4 of the Employment of Educators Act 1998, determined the terms and conditions of employment of educators. Amongst others, the aim was to ensure that the working conditions of educators become more appealing. Schools, however, have been rocked by a mass exodus of teachers from the teaching profession, since the inception of the new democracy in South Africa; standards of teaching and learning have declined accordingly.

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

i) The researcher views retention of teaching posts by experts and experienced teachers as vital to the education system.

ii) The researcher further views the cultivation of a non-violent, conducive, attractive and corruption-free teaching and learning environment as part of the motivation for this study.

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

i) Professional School Management Teams (SMTs), School Governing Bodies (SGBs), circuit managers, and the government will offer the expected and necessary mechanisms as well as the support needed by teachers or schools to address factors inducing the exiting of teachers from the teaching profession.

ii) The services of productive and experienced educators will be retained in schools and will help the schools to achieve the desired objectives.

iii) The government will draw up programs that will emphasize the critical need for the educational management team, the community, the Department of Education(DoE) and the Department of Safety and Security to retain the services of educators, by also providing protection and support to that end (Ramolefe, 2003:5).

1.3 Statement of the problem

Public servants can apply for early retirement without reduction of pension benefits under Section 16(6) of Public Service Act 1994, as amended by Act 30 of 2007. In other words, section 16(6) allows the executive authority the discretion to approve early retirement without penalization between 55 and 60 years. This provision, however, at Soutpansberg East has facilitated an alarming rate of experienced educators exiting the education system and creating many challenges.

Statistics from the year 2015 to date show that about 101 educators have exited the education system at Soutpansberg East Circuit. Coupled with other challenges, educators exit due to the following reasons - illness, old age, inability to cope with new changes and inadequate safety at school .This leads to underperformance of schools.

This research will make recommendation that will assist educators to stay in the system thereby reducing the challenges faced by Soutpansberg East circuit.

1.4 Research aim

The main aim of the study is to investigate the challenges facing schools as a result of educators exiting the system and to explore possible solutions to this challenges so that educators can stay until their retirement age to allow for planning.

1.4.1 Specific objectives of the study

- To determine challenges facing schools at Soutpansberg East regarding educators exiting the system earlier,
- To determine the causes of educators exiting the system, and
- To explore strategies that will help to overcome the challenges faced by Soutpansberg east circuit from educators exiting the system.

1.5 Research questions

Based on the specific objectives outlined the researcher will attempt to answer the following questions:

1.5.1. What are the key challenges faced by Soutpansberg East circuit when educators exit the system early?

1.5.2 .What factors induce educators to abandon their profession?

1.5.3 .What recommendations and solutions can be proposed to reduce the number of educators exiting the system?

1.6 Significance of study

1.6.1. The study is important as it will give recommendation that will assist to reduce the challenges that are faced by schools as a result of educators exiting the education system, hence creating a vacuum which poses problems at Soutpansberg East circuit. The study aims to investigate retention strategies for educators at Soutpansberg East circuit. The results of this study could lead to solutions that would not apply only to schools of Soutpansberg East Circuit, Vhembe District, but also to other Districts and provinces.

1.6.2. The study will contribute to existing literature on the subject matter thus assisting scholars, the public as well as private institutions. It will benefit the whole academic sector of South Africa.

1.6.3 The findings will benefit the Department of Education by providing it with possible solutions for professionals exiting the system. This study will benefit other developing countries by providing a platform for comparing issues surrounding educators.

1.8 Limitations of study

Possible limitations might include restricted access to sensitive classified information, for example, reasons educators exit the system. Access to latest data and records might also be a possible limitation although this could be resolved by using open information available for public consumption. Costs which may be incurred while the researcher obtains any necessary research information may also be regarded as expected limitation, for example, money for transportation, typing, printing, binding, stationary, and others. Research grants and funding from the University might be a possible remedy.

1.9 Delimitation of the study

The study is demarcated in order to make it more manageable; this research is limited to selected schools in Soutpansberg East Circuit in Vhembe district of Limpopo Province, South Africa. This study focuses on challenges facing these schools as a result of educators exiting the system earlier.

1.10 Definition of operational concepts

a) Educator

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

b) School

The Education Law and Policy Handbook (1999:1-2) defines a “school” as an educational institution at which education and training, including pre-primary

education, is provided and which is maintained, managed and controlled or subsidized by a provincial department. Institutions of higher learning, such as universities are excluded. This study will refer to a school as a formal institution where learners are taught and educators teach.

c) School Governing Body (SGB)

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

d) School Management Team (SMT)

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

e) Stakeholders

As noted by Bush and Heystek (2003: 128), stakeholders are all who have a legitimate interest in the continuing effectiveness and success of an institution. The term “stakeholder” was coined by Robert Stake (1974) as a reference to persons with a vested interest in a particular issue. This includes persons who fund and implement programs, the participants in and users of programs, as well as those who have an interest in and are affected by the work of the programs. For the purpose of this study stakeholders will include educators, learners, parents, circuit managers, the Department of Education, Safety and Security personnel, and the government as the major stakeholder.

f) Education management

Van Deventer (2000: 11) views education management at schools as a process whereby education leaders in charge of learning and teaching attempt to utilize the services of educators and learners, as well as other resources, as effectively as possible in order to grow a culture of teaching and learning. For this study

educational management will refer to the joint management efforts/techniques used by the professional management team (SMT), the school governing body (SGB) and other stakeholders such as circuit managers, the SAPS and the government as major partners in establishing a culture of teaching and learning. Educational management unifies and coordinates activities, such as decision making, , leading, guiding, organizing, supervising, planning, leadership and motivation into a meaningful and purposeful endeavor.

g) Learner

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

h) Parent

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

i) Industry

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

j) Retention strategies

Methods used to encourage valuable staff members to remain, such as the remuneration system must provide sufficient reward for employees to feel satisfied when they compare their rewards with those received by individuals performing similar jobs in other organizations (Swanelpoel, Erasmus, van Wyk & Schenk, 2000:528).

k) “Education”

Means any development and training provided by an education institution, other than training as defined in section 1 of the Manpower Training Act, 1981 (Act No. 56 of 1981);

l) “Organized teaching profession”

Means an organization or union which is a member of the Education Labour Relations Council established by section 6 of the Education Labour Relations Act, 1993 (Act No. 146 of 1993), and is recognized by the Minister for the purposes of this Act.

1.11 Organization of the study

Chapter 1: Orientation of the study

This is an orientation chapter in which the background, problem statement, and delimitation of the study are outlined. The chapter also outlines the aims and objectives of the research, organization of the study, the clarification of concepts and the significance of the research.

Chapter 2: Literature Review

In this chapter, the research focuses on the literature review, where various books, journals, articles, government legislations are perused. The chapter also gives an understanding of the concepts legal framework on retirement according to Education Labour Relation Council, factors that cause educators to exit the system earlier, and impact of experienced educators on education system which are the focus of this research.

Chapter 3: Research Methodology

This chapter presents the research methodology, in which the research design, the methods of data collection and analysis are outlined. The chapter also highlights the target population, sampling methods, data collection procedures and techniques.

Chapter 4: Data presentation, Interpretation and Analysis

In this chapter, data collected from the interviews are presented, analyzed and interpreted. The data obtained from questionnaires were analyzed using SPSS, and data collected through the interviews were analyzed using thematic process

Chapter 5: Conclusion, Findings, and Recommendations

This is a final chapter of the research. It, therefore presents the findings of the study as well as the recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Babbie & Mouton (2005: 643) hold that the researcher must be familiar with all available literature that is broadly and specifically relevant to his subject. A review of the literature is vital for as it - helps to define and delimit the problem, it serves to develop a clear research problem, it sharpens and deepens the theoretical framework of the research, it clarifies the relationship between the proposed study and previous work on the topic, it develops an acceptable body of knowledge on a topic and promotes insight into the topic and serves to avoid unnecessary replication.

2.2. Legal framework

A. Employment of educators act 76 of 1998

According to the Education Labour Relations Council SECTION 3: EMPLOYMENT OF EDUCATORS ACT 76 OF 1998 provide for the employment of educators by the State, as well as the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therewith. Chapter 4 of the same act explains termination of services.

2.2.1. On Retirement the following is applicable

2.2.1(1) Subsection 1

(a) Subject to the provisions of this section, an educator shall have the right to retire, and shall be so retired, on the day on which the educator attains the age of 65 years.

(b) An educator who attains the said age after the first day of a month shall be deemed to have attained that age on the first day of the following month.

2.2.1 (2) Subsection 2

(a) Notwithstanding the provisions of subsection (1), an educator who was in employment immediately before 2 September 1994 in terms of the law repealed by the Educators' Employment Act, 1994 (promulgated under Proclamation No. 138 of 1994), shall have the right to retire on or after attaining the retirement age applicable to the educator immediately before the said date.

2.2.1(3) Subsection 3

(a) Notwithstanding the provisions of subsection (1) or (2), an educator shall have the right to retire on or after attaining the age of 55 years.

(b) Notwithstanding the absence of any reason for discharge in terms of section 11(1), the employer may, at the request of an educator, allow the educator to retire before attaining the age of 55 years, if the employer is of the opinion –

- (i) That a sufficient reason exists therefor; and
- (ii) That the retirement will be to the advantage of the State.

2.2.1 (4) Subsection 4

Notwithstanding the provisions of this section, an educator –

- (a) Who was in employment immediately before 1 May 1996; and
- (b) who, without interruption of service, has completed a period of ten years continuous pensionable service in terms of the pension law applicable to the educator; and
- (c) Who has attained the age of 50 years, shall have the right to retire.

2.2.2 The same act on discharge of educators

2.2.2.1. Subsection (1)

The employer may, having due regard to the applicable provisions of the Labour Relations Act, discharge an educator from service –

- (a) on account of continuous ill-health;
- (b) On account of the abolition of the educator's post or any reduction in, or reorganization or readjustment of the post establishments of, departments, schools, institutions, offices;
- (c) if, for reasons other than the educator's own unfitness or incapacity, the educator's discharge will promote efficiency or economy in the Department, school, institution, office or center in which the educator is employed, or will otherwise be in the interest of the State;
- (d) On account of unfitness for the duties attached to the educator's post or incapacity to carry out those duties efficiently;
- (e) On account of misconduct;

(f) If the educator was appointed in the post in question on the grounds of a misrepresentation made by the educator relating to any condition of appointment; and

(g) If, in the case of an educator appointed on probation, the educator's appointment is not confirmed. (2)

If an educator is discharged from service under paragraph (f) of subsection (1), that educator shall be deemed to have been discharged on account of misconduct.

2.2.3.1 On Discharge on account of ill-health the following is applicable

An educator may be discharged on account of ill-health in the circumstances referred to in Schedule 1. [S. 12 substituted by s. 8 of Act No. 53 of 2000.]

(a) Discharge of educators appointed on probation

On subsection(1) If it is not desirable to confirm the appointment, transfer or promotion of an educator on probation, the employer may, notwithstanding anything to the contrary contained in this Act but subject to this section –

(a) Extend the period of probation of the educator; or

(b) After reasonable notice to the educator, discharge the educator from service upon the expiry of the period of probation or any extension thereof.

On subsection (2) No appointment, transfer or promotion on probation may be extended, and no educator who is serving on probation may be discharged from service, if –

(a) The educator has been diligent;

(b) The educator's conduct has been uniformly satisfactory;

(c) The educator is in all respects suitable for the post which the educator holds; and

(d) The educator has complied with all the conditions applicable to the educator's appointment, transfer or promotion.

2.2.3.2 The same Act on subsection 3

An educator whose transfer or promotion on probation is not confirmed and who immediately before such transfer or promotion was an educator, other than an educator on probation, shall be transferred to the post formerly held by that educator, or to a post of equivalent grading.

Other educators deemed to be discharged

2.2.3.2 (1) An educator appointed in a permanent capacity who –

(a) Is absent from work for a period exceeding 14 consecutive days without permission of the employer;

(b) While the educator is absent from work without permission of the employer, assumes employment in another position;

(c) While suspended from duty, resigns or without permission of the employer assumes employment in another position; or

(d) while disciplinary steps taken against the educator have not yet been disposed of, resigns or without permission of the employer assumes employment in another position, shall, unless the employer directs otherwise, be deemed to have been discharged from service on account of misconduct, in the circumstances where – (i) paragraph (a) or (b) is applicable, with effect from the day following immediately after the last day on which the educator was present at work; or (ii) paragraph (c) or (d) is applicable, with effect from the day on which the educator resigns or assumes employment in another position, as the case may be.

2.2.3.2 (2) If an educator who is deemed to have been discharged under paragraph (a) or (b) of subsection (1) at any time reports for duty, the employer may, on good cause shown and notwithstanding anything to the contrary contained in this Act, approve the reinstatement of the educator in the educator's former post or in any other post on such conditions relating to the period of the educator's absence from duty or otherwise as the employer may determine.

2.2.4. On the same Act Resignations is outlined as follows:

2.2.4(1) An educator may resign by giving 90 days' notice in writing or such shorter notice as the employer may approve at the request of the educator.

2.2.4 (2) If the name of an educator is struck off the register of educators kept by the South African Council for Educators, the educator shall, notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the day following immediately after the day on which the educator's name was so struck off.

2.2.5 In Chapter 5 of the same Act “incapacity” and “misconduct” are outlined as follows:

Incapable educators (16)

If it is alleged that an educator is unfit for the duties attached to the educator’s post or incapable of carrying out those duties efficiently, the employer must assess the capacity of the educator and may take action against the educator in accordance with the incapacity code and procedures for poor work performance as provided in Schedule 1. [S. 16 substituted by s. 9 of Act No. 53 of 2000.]

Serious misconduct (17)

2.2.5 (1) An educator must be dismissed if he or she is found guilty of –

- (a) Theft, bribery, fraud or an act of corruption in regard to examinations or promotional reports;
- (b) Committing an act of sexual assault on a learner, student or other employee;
- (c) Having a sexual relationship with a learner of the school where he or she is employed;
- (d) Seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee;
- (e) Illegal possession of an intoxicating, illegal or stupefying substance; or
- (f) Causing a learner or a student to perform any of the acts contemplated in paragraphs (a) to (e).

2.2.5 (2) If it is alleged that an educator committed a serious misconduct contemplated in subsection (1), the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures provided for in Schedule 2. [S. 17 substituted by s. 10 of Act No. 53 of 2000.]

2.2.6 Misconduct (18)

2.2.6 (1) Misconduct refers to a breakdown in the employment relationship and an educator commits misconduct if he or she –

- (a) Fails to comply with or contravenes this Act or any other statute, regulation or legal obligation relating to education and the employment relationship;

- (b) Willfully or negligently mismanages the finances of the State, a school, a further education and training institution or an adult learning Centre;
- (c) without permission possesses or wrongfully uses the property of the State, a school, a further education and training institution, an adult learning Centre, another employee or a visitor;
- (d) willfully, intentionally or negligently damages or causes loss to the property of the State, a school, a further education and training institution or an adult learning Centre;
- (e) In the course of duty endangers the lives of himself or herself or others by disregarding set safety rules or regulations;
- (f) unjustifiably prejudices the administration, discipline or efficiency of the Department of Education, an office of the State or a school, further education and training institution or adult learning Centre;
- (g) misuses his or her position in the Department of Education or a school, further education and training institution or adult learning Centre to promote or to prejudice the interests of any person;
- (h) Accepts any compensation in cash or otherwise from a member of the public or another employee for performing his or her duties without written approval from the employer;
- (l) fails to carry out a lawful order or routine instruction without just or reasonable cause;
- (J) absents himself or herself from work without a valid reason or permission;
- (k) unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution;
- (L) performs poorly or inadequately for reasons other than incapacity;
- (m) Without the written approval of the employer, performs work for compensation for another person or organization either during or outside working hours;
- (n) without prior permission of the employer accepts or demands in respect of the carrying out of or the failure to carry out the educator's duties, any commission, fee, pecuniary or other reward to which the educator is not entitled by virtue of the educator's office, or fails to report to the employer the offer of any such commission, fee or reward;

- (o) Without authorization, sleeps on duty;
- (p) While on duty, is under the influence of an intoxicating, illegal, unauthorized or stupefying substance, including alcohol;
- (q) While on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner;
- (r) assaults, or attempts to or threatens to assault, another employee or another person;
- (s) incites other personnel to un-procedural and unlawful conduct;
- (t) displays disrespect towards others in the work-place or demonstrates abusive or insolent behavior;
- (u) intimidates or victimizes fellow employees, learners or students;
- (v) prevents other employees from exercising their rights to freely associate with trade unions in terms of any labor legislation;
- (w) operates any money-lending scheme for employees for his or her own benefit during working hours or from the premises of the educational institution or office where he or she is employed;
- (x) carries or keeps firearms or other dangerous weapons on State premises, without the written authorization of the employer;
- (y) refuses to obey security regulations;
- (z) gives false statements or evidence in the execution of his or her duties;
- (aa) falsifies records or any other documentation;
- (bb) participates in un-procedural, unprotected or unlawful industrial action;
- (cc) fails or refuses to – (i) follow a formal programme of counseling as contemplated in item 2(4) of Schedule 1; (ii) subject himself or herself to a medical examination as contemplated in item 3(3) of Schedule 1 and in accordance with section 7 of the Employment Equity Act, 1998 (Act No. 55 of 1998); or (iii) attend rehabilitation or follow a formal rehabilitation programme as contemplated in item 3(8) of Schedule 1;
- (dd) commits a common law or statutory offence;
- (ee) commits an act of dishonesty; or

(ff) victimizes an employee for, amongst others, his or her association with a trade union.

2.2.6 (2) If it is alleged that an educator committed misconduct as contemplated in subsection (1), the employer must institute disciplinary proceedings in accordance with the disciplinary code and procedures contained in Schedule 2

2.2.6 (3) If, after having followed the procedures contemplated in subsection (2), a finding is made that the educator committed misconduct as contemplated in subsection (1), the employer may, in accordance with the disciplinary code and procedures contained in Schedule 2, impose a sanction of –

(a) counseling; (b) a verbal warning; (c) a written warning; (d) a final written warning; (e) a fine not exceeding one month's salary; (f) suspension without pay for a period not exceeding three months; (g) demotion; (h) a combination of the sanctions referred to in paragraphs (a) to (f); or (i) dismissal, if the nature or extent of the misconduct warrants dismissal.

2.2.6 (4) Any sanction contemplated in subsection (3) (e), (f) or (g) may be suspended for a specified period on conditions determined by the employer. (5) An educator may be dismissed if he or she is found guilty of – (a) dishonesty, as contemplated in subsection (1)(ee); (b) victimizing an employee for, amongst others, his or her association with a trade union, as contemplated in subsection (1)(ff); (c) unfair discrimination, as contemplated in subsection (1)(k); (d) rape, as contemplated in subsection (1)(dd); (e) murder, as contemplated in subsection (1)(dd); (f) contravening section 10 of the South African Schools Act, 1996 (Act No. 84 of 1996), as contemplated in subsection (1)(dd). [S. 18 substituted by s. 11 of Act No. 53 of 2000.]

2.2.7. On chapter 6 SOUTH AFRICAN COUNCIL FOR EDUCATORS [Chapter 6 repealed by s. 28 of Act No. 31 of 2000.] capacity code and procedures in respect of ill health or injury

Procedures in respect of ill health or injury

2.2.7(1) If the employer is of the view that an educator is not performing in accordance with the post requirements that the educator has been employed to perform, as a result of poor health or injury, or an educator applies for a discharge from service on account of continuous ill health or injury, the employer must investigate the extent of the ill health or injury.

2.2.7 (2) In conducting the investigation the employer must give the educator, or the trade union representative of the educator or fellow employee, the opportunity to state the case of the educator and to be heard on all the issues that the employer is investigating.

2.2.7 (3) (a) Subject to section 7 of the Employment Equity Act, 1998 (Act No. 55 of 1998), the employer must appoint at least one registered medical practitioner to examine the educator at the State's expense and to report on the educator's state of health.

(b) An educator is entitled to nominate any other registered medical practitioner of his or her choice at the educator's own expense to report on the educator's state of health.

(c) The record of any medical examination performed in terms of this Act must be kept confidential and may be made available only –

(i) in accordance with the ethics of medical practice;

(ii) if required by law or court order; or

(iii) if required by the employer to determine the extent to which the educator is able to perform in accordance with the job requirements.

(d) (i) The medical practitioner contemplated in paragraph

(a) must, on completion of the medical examination, provide the employer with a report on the nature and extent of the educator's ill health or injury and whether it is temporary or permanent, and the expected period of the educator's incapacity.

(ii) The medical practitioner contemplated in paragraph

(b) may also submit a report if the educator is dissatisfied with a report contemplated in paragraph (a).

2.2.7 (4) Based on the medical reports the employer must determine whether or not the nature of the educator's ill health or injury is of a temporary or permanent nature and the period of time that the educator is likely to be absent from work.

2.2.7 (5) After the investigation of the extent of the educator's ill health or injury, the employer must provide the educator with a written report setting out the results or findings of the investigation.

2.2.7 (6) If the educator's ill health or injury is of a permanent nature the employer must investigate the possibility of –

(a) securing alternative employment for the educator;

(b) adapting the duties or work circumstances of the educator to accommodate the educator's ill health or injury; or

(c) considering the termination of the educator's service with effect from a date determined by the employer.

2.2.7 (7) If an educator refuses or fails to be subjected to an examination contemplated in sub-item (3) when requested to do so by the employer, the employer may initiate disciplinary proceedings against the educator for misconduct as contemplated in section 18.

2.2.7 (8) (a) Before acting in accordance with sub item (6), the employer must convene an inquiry in order to give the educator the opportunity to make representations in response to the allegations against him or her, which shall include the right to –

(i) call, examine and cross-examine witnesses;

(ii) bring all relevant documentation to the attention of the person presiding over the inquiry, and have access to documents produced in evidence by the employer;

(iii) be represented at the proceedings by a co-employee or trade union representative;

(iv) have an interpreter present if the educator so requires;

(v) lead all relevant evidence, including evidence in mitigation of sanction, if necessary.

(b) The provisions of items 5, 7, 8 and 9 of Schedule 2 apply to these inquiries, read with the changes required by the context.

2.2.7 (9) If the educator's ill health is as a result of alcohol or drug abuse, the employer may –

(a) counsel the educator;

(b) encourage the educator to attend rehabilitation;

(c) recommend a formal rehabilitation programme which the educator will be expected to follow at the cost of the employee; or

(d) terminate the employment of the educator, if the behavior is repetitive.

2.2.7(10) The employer must give the educator or the educator's representative a written report and consult again with the educator if the educator fails to –

- (a) follow the formal rehabilitation programme;
- (b) attend rehabilitation; or
- (c) address the problem of alcohol or drug abuse.

2.2.7 (11) After consulting with the educator as contemplated in sub item (10) the employer may initiate disciplinary proceedings against the educator for misconduct as contemplated in section 18.

2.2.8 Chapter 2 general conditions of service and salaries, appointment, promotion, transfer and termination of service

Retirement package

2.2.8 The following retirement benefits will apply to an educator who, because of rationalization, has been retrenched by the department in which he/she is appointed, before reaching retirement age:

(a) Payment of pension benefits in terms of the regulations of the pension fund of which the educator is a member.

(b) Payment of the leave credits due to the educator, calculated on the basis applicable to retirement on reaching the prescribed age.

(c) Payment of a service bonus on a pro-rata basis.

(d) Continued payment of the monthly house owners allowance for a maximum period of six months after termination of service. Those educators who received this benefit and who are re-employed by any government department within the six months period will not qualify for a house owner allowance for the remaining period of the six months.

(e) Continued occupation of official quarters, where possible, for a period of three months after termination of service.

(f) Payment to the educator who will not have medical aid cover after termination of service, an amount equal to the rand value of government's contribution to the applicable medical aid scheme if the person had remained a member of the scheme, for a period not exceeding six months.

(g) The cancellation of any service commitments that the educator may have on termination of service.

(h) In cases where the educator enjoys the benefit of a motor vehicle scheme, the rules of the scheme must be applied.

(i) Application of the rules in respect of resettlement costs.

Despite the fact that the EMPLOYMENT OF EDUCATORS ACT 76 OF 1998 provide for the employment of educators by the State, the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therewith. According to this act, an educator shall have the right to retire, and shall be so retired, on the day on which the educator attains the age of 65 years.

some researchers have suggested that there are some factors that cause educators to abandon their calling before time.

2.3 Factors that cause educators to exit the education system before their retirement age

2.3.1 Poor learner discipline

According to Joubert *et al.*, (2004: 77), discipline is the establishment of acceptable norms of behavior that will make efficient cooperation in the classroom possible, and that will gradually result in pupils being self-disciplined. It implies control over the activities of learners with a view to guiding and assisting leaders to assume a supervisory function in maintaining school discipline in partnership with teachers and to help the general run of learners to discipline themselves. Discipline, in many South African schools is virtually non-existent. Joubert *et al.*, (2004: 78) reveal that learners at many South African schools defy their teachers' authority, thus creating a state of tension and hostility, with the result that, for example, bullying is the order of the day in South African schools which have also been infested by gangsters for the same reason. For example, Kandakai and King (2002: 432) report that during the 12 months preceding their report on school violence, it was found that 17% of school children carried weapons of which 5% were firearms and 12% were other potentially lethal weapons. During the same period, 9% of learners were physically assaulted by other learners, and 5% missed school because they felt unsafe on school premises. It is understandable, therefore, that the practice of carrying weapons to schools has become common practice among learners in South African schools.

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

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

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

2.3.2 Corporal punishment

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

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

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

Corporal punishment, therefore, instead of helping, it tends to hinder discipline in schools. In fact, Judge Pius Langa (City Press, 20 June 2004:14) ruled that corporal punishment debases everyone involved in it; and that no compelling interest has been proved that can justify the practice, nor has it been shown to be a significantly effective deterrent. On the contrary, rather than being rehabilitative, its effect is likely to coarsen and degrade. Some teachers, it has been established, however abandon their profession because they feel that the classroom, and therefore their professional calling, is being subverted from inability to administer corporal punishment; the practice, therefore is effectively closed to them as an avenue for the pursuit of their professional interest in the advancement of education.

2.3.3 Poor salaries

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

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

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

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

2.3.4 Poor fringe benefits

Drotskie *et al.*, (2005: 60) points out that a fringe benefit is a supplementary advantage conferred on an employee for which no work is required. If the government is committed to retain industrious and experienced teachers in the teaching profession, it must offer them attractive fringe benefits such as 100 % housing subsidy, 100 % yearly service

bonus based on their monthly salary, medical aid and car allowance to all registered teachers irrespective of years of service. Non-offering of teachers' fringe benefits lead to disputes between the government and the teachers' unions (Prince 2003: 91). Improving teachers' incentives should lead to retention of the best teachers in the teaching profession, (Prince 2003: 91).

Teachers' fringe benefits could include an upgrading of the following benefits (Badenhorst [Ed]. 2003: 154-160):

i) Service bonus

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

ii) Housing loan scheme

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

iii) Housing subsidy scheme

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

iv) Vacation leave

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

v) Special leave

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

a) Study purposes

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

b) Examinations

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

c) Quarantine

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

vi) Leave for urgent private affairs

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

vii) Maternity/special leave for confinement

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

viii) Sick leave

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

ix) Medical aid

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

x) Pension contributions

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

xi) Retirement on medical grounds

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

xii) Resignation benefits

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

xiii) Payment of benefit upon retirement on pension

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

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

(a) If a married male teacher dies before attaining retirement age, then his widow will receive a gratuity as well as a monthly pension, which is payable for the rest of her life, irrespective of whether she remarries.

(b) Benefits determined by the Director General of the Department of Health, Welfare and Pensions are payable to dependent children of members who die before retirement age.

(c) A benefit calculated as the sum of a member's contributions plus interest calculated as 2, 5 % of total contributions, multiplied by the number of completed years of the member's service, are paid to the member's estate if he or she dies intestate before retirement age and with no dependents. Teachers want to have the right to nominate beneficiaries in the absence of dependents.

Teachers want to be granted fringe benefits such as free medical aid, a yearly service bonus amounting to 100 % of a month's salary, six months' unconditional maternity leave for both parents with full pay, study leave, 100 % housing subsidy and car subsidy for a certain service level.

2.3.5 Persistent overcrowding

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

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

Many schools are overcrowded because they cannot refuse admission to local learners because of the traditional belief that the school belongs to them as residents of a particular community in which the school is located. South Africa does not have a fixed rule about admission of learners and overcrowding and the physical size or seating capacity of

classrooms (Masitsa, 2004: 214) Overcrowding could be alleviated by a temporary measure of using portable classrooms which are relatively cheap and affordable (SADTU (2003: 12).

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

2.3.6 Lack of resources

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

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

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

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

The lack of resources in schools was acknowledged by the then Minister of Education, Naledi Pandor, who announced that, henceforth, there would be no pupils learning under

a tree or in mud-wall classrooms under dangerous conditions, exposing teachers and pupils to the elements. More particularly, she revealed in a parliamentary briefing in Cape Town that countrywide there were 494 schools without classrooms and in Limpopo 144 schools were described as “schools under trees” or as schools that have ‘unacceptable facilities’. The Minister said the lack would be addressed at a cost of R50 billion (Lee *et al.*, 2003: 281-295). If this promise had been kept, a significant contribution will have been made towards retaining teachers’ services.

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

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

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

2.3.7 Corruption

There are signs that corruption, rampant consumerism and crass materialism are fast becoming the biggest challenge facing South Africa (Labuschagne 2005: 55). Labuschagne (2005: 56) adds that according to Section (1) of the Corruption Act (Act 94 of 1992), corruption includes, the unlawful and intentional giving or offering of a benefit of whatever nature which is not legally due to someone else upon whom some power has been conferred or who has been charged with some duty, with the intention to influence the latter to commit or omit some act in future in relation to such power.

Labuschagne (2005: 63) identifies greed, negligence, lack of self-discipline and lack of professionalism as the common causes of corruption. Teachers at some schools have been blamed for selling fictitious school reports and transfer letters to students who failed the examinations (SADTU 2006: 6). Furthermore, feeding schemes are a popular target

for fraud involving officials of the Department of Education and suppliers; indeed this type of fraud is endemic in all provinces of South Africa. Mrs. Joyce Mashamba, the former MEC of the Department of Education in Limpopo Province, admitted there was a serious problem in the administration of the feeding scheme (SADTU 2003: 8). The endemic nature of this crime (stealing from the poor) is giving the Department of Education a bad reputation that is certainly not conducive to attracting and retaining the services of people of professional integrity and competence.

2.3.8 Sexual abuse of learners by teachers

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

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

A research study conducted by Dreyer (2002: 32) indicated that 33 % of the raped school girls were raped by teachers. This report is corroborated by a prominent researcher, Radley (2005: 108) who reveals that preliminary results from a study investigating sexual violence among South African children concluded that 30 % of the raped school-going girls were raped by their teachers. For example, a teacher found a 16-year old female learner in the examination room copying answers from her thighs and the teacher refrained from taking steps against such a learner because she promised to sleep with the teacher (Isak 2000: 398).

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

NISAA (2005: 1) points out that we are living in a society where the prevalence of violence against school-going children is reaching worrying proportions, it is extremely unnerving to watch images of adults and fellow learners poised to victimize young school-going children sexually. Where is society's sense of morality? Are our hearts so hardened, our reasoning so defective, our degree of sanity so questionable and our moral judgment and spirit of

Ubuntu so ruined that we are not moved by allegations of violence against innocent young children?

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

2.3.9 Learners assaulting teachers

There have been cycles of violence and anger which often spill over into schools and other educational institutions in many forms. Teachers seem to have had enough of violence from learners; this factor is directly contributing to the defection of teachers from the teaching profession. Today's learners have become monsters to teachers because nothing significant is being done to reprimand guilty ones (Smit, 2003: 28).

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

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

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

2.3.10 Gangsters assaulting teachers

South African teachers have endured the pain of witnessing their fellow teachers being severely and helplessly assaulted, robbed and raped right on the school premises by members of the public or gangsters (Vogel *et al.*, 2003: 29). Wilde (2002: 11) corroborates this notion by pointing out problems, such as gang-related violence and rape of both female teachers and learners are common in South African schools.

Teachers' lives have been threatened for various reasons; principals are chased off school grounds; gang-warfare threatens the lives of the youth and teachers at schools; drugs and drug dealings occur at many schools and schools are regularly torn apart by theft and vandalism. Naturally, at these schools, both teachers and students feel their lives are at risk (Neser *et al.*, 2003: 131). Even officials of the Department of Education, such as superintendents and top administrators, have become victims of assault by gangsters (De Wet. 2003: 86).

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

2.3.11 severe inroads made by HIV/aids on numerical strength of teaching staff and learner populations

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

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

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

Girls can be bribed to have sex with male carriers if they come from a poor background, which means that poverty creates favorable conditions for the spread of AIDS. Prejudice

and taboo are further factors that promote the spread of AIDS by preventing effective counter measures. Teachers have found themselves in a dilemma insofar as HIV/AIDS are concerned. Our education system does not have a clear policy on handling HIV-positive teachers and learners in schools. The prevalent policies about HIV positive status are after-the-fact and cannot be effective. This is so despite both the Constitution and the Bill of Rights which emphasize that no learner shall be discriminated against at school on grounds of his/her HIV status. Ironically, both the Constitution and the Bill of Rights do not specify how the untrained and unequipped teachers would be able handle HIV-positive learners. This idea is offered by Govender (2003: 36) who holds that educators should have access to proper and adequate information on HIV/AIDS-related diseases. Conditions that promote the spread of AIDS are bound to cause defections from the teaching profession.

2.3.12 Lack of professionalism

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

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

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

2.3.13 Poor parent involvement

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

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

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

Parent involvement in education is judicially prescribed – the National Policy for General Education Affairs Act 76 of 1984 provides for parent involvement. Parents are obliged to ensure that their children attend school for as long as the child is required by law to do so. Van der Westhuizen *et al.*, (2003: 24) point out that for a school to be successful, parent involvement is of paramount importance. Parents are involved when they actively participate in school-sponsored activities, for example, coming to PTA meetings, helping their children in ways visible to their children and others (read to them or assist in homework) and helping them physically with their parental role such as feeding them, buying books and clothes for them. The school cannot be a one-man band with all the responsibilities shouldered by teachers

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

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

2.3.14 High teacher- pupil ratio

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

Van Ameron (2005: 111) states that the objectives of Outcomes-Based Education cannot be achieved in a situation where teacher-pupil ratio is extremely high. Organizing learners in small groups is one of the prescribed approaches of Outcomes-Based Education. High teacher-pupil ratios prevent effective teaching and learning. Teachers cannot teach, organize and control discussions effectively in a congested classroom. The government and stakeholders should show commitment to the curriculum by reducing high teacher-pupil ratio at schools hence creating a conducive teaching and learning environment which is both teacher and learner-friendly.

2.3.15 Poverty and high illiteracy

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

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

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

2.4 Impact of experienced educators on education system

According to Rice (2010) experienced educators have the following impact on the system of education.

2.4.1 Experienced teachers are on average more effective in raising student achievement than their less-experienced counterparts.

This happens not just because experienced teachers are more likely to work in schools and classrooms with more advantaged students. When researchers carefully adjust for this reality, they still find that more experienced teachers are, on average, more effective than teachers with fewer years of classroom experience. In the research I have done with colleagues on teacher performance in North Carolina, the greater effectiveness of experienced teachers in boosting student achievement is clear for elementary, middle, and high schools alike.

2.4.2 Teachers do better as they gain experience.

Researchers have long known that teachers improve dramatically during their first few years on the job. Less clear has been what happens after those early years. In our new research on middle school teachers in North Carolina, we find that math teachers become increasingly effective at raising the test scores of their students through about 15 years. At that point, they are about twice as effective as novices with two years of experience. The productivity gains are less dramatic for middle school English teachers, but follow the same path. On average, even teachers with two decades or more of experience are far more effective than those same teachers were earlier in their careers. ???

2.4.3 Experienced teachers also strengthen education in other ways

Beyond improving test scores, experienced teachers become increasingly skilled at doing other important things – like reducing student absences and encouraging students to read for recreational purposes outside of the classroom. More experienced teachers often mentor young teachers and help to create and maintain a strong school community.

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

2.4 Empirical evidence

Statistics shows that from 2015 to date, about 111 educators have exited the education system in Soutpansberg East Circuit. It raises the question as to why these educators are exiting at this alarming number. From the major findings it showed that educators are exiting the education system because of the following reasons. According to table to table 4.2.6 out of the 50 respondents 80% of respondents agree that educators are not getting enough salaries and benefits as compared to their work. According to table 4.2.7 out of the 50 respondents 76% of the respondents agree that most educators are exiting the system because most of them are in depts. According to table to table 4.2.8 out of the 50 respondents 88% agree that educators are failing to maintain discipline since the removal of corporal punishment. According to table 4.2 9 out of the 50 respondent 92% agree that the introduction of qualified conditional pass is causing frustration in our schools.

2.5 Conclusion

This chapter discusses the literature review conducted for the study. Aspects covered in this chapter are legal framework about Employment of Educators Act 76 of 1998, factors that cause educators to exit the education system before their retirement age, impact of experienced educators on education system, empirical evidence on the findings in Soutpansberg East Circuit .The next chapter will cover the research design and methodology employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

In this section, the researcher will discuss the research design and methodology to be used to conduct the study. The section will also outline the population of the study, the sampling method, sampling size, data collection, pilot study, data analysis, ethical consideration and organization of the study.

3.2 Research Design

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

3.3 Research Methodology

According to Polit and Hungler (2004:233), methodology refers to ways of obtaining, organizing and analyzing data; for example, questionnaires can be used as way of obtaining data. Methodology includes the design, setting, sample, methodological limitations and the data collection and analysis techniques in the study, thus, it can be summarized that methodology means procedures for getting, arranging and studying facts (Burns and Grove, 2003:488). In this study, the researcher used a mixed method approach and this involves using both qualitative and quantitative research methodologies

Cresswell (2003:19) explains that mixed method research involves gathering both numeric information using statistical instruments, as well as text information such as through interviews. This means that the final database represents both quantitative and qualitative information. Burns and Grove (2003:173) state that mixed method research involves integrating quantitative and qualitative approaches to generate new knowledge and can involve either concurrent or sequential use of these classes of method to follow a line of inquiry. For the purpose of this study the researcher used mixed method research as the approach will allow the researcher to corroborate the results obtained from other studies on experienced educators exiting education system at Soutpansberg east circuits.

The researcher intends to employ a qualitative research method because of some advantages / characteristics, such as, it does not give step by step instructions and a fixed recipe to follow; the design is flexible and may change during the research, and more than one method of data collection can be used, which may include, interviewing, focus groups discussions, observation and document analysis. This using of multiple methods is called triangulation, and it improves the trustworthiness of the data; it produces data that are rich in description of people and places.

The researcher uses purposive sampling methods. This means that the researcher carefully hand picks participants who would be best able to give information about the phenomenon under investigation. Data collection needs to be continued until data are saturated, that is, data collection is continued until the researcher does not hear any new information. The researcher does not start the empirical investigation with hypotheses but with a research question and ends with hypotheses called patterns. The researcher works inductively. Researchers become immersed in the phenomenon studied and the researcher is the main data collection instrument. Qualitative research is context bound. It is also called field research since it is conducted in the natural setting of the participants (Schulze 2002b. 56-57).

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

3.4 Study Area

The research was carried out at Soutpansberg East Circuit situated in Makhado Municipality .This circuit is comprised of 57 schools and is in the Vhembe District.

Vhembe District is one of the five districts of Limpopo province with the other four being Capricorn, Mopani, Waterburg and Sekhukhune districts. Vhembe district is located in the northern part of the Limpopo Province. It shares borders with Zimbabwe and Botswana in the north and Mozambique in the south-east through the Kruger National Park. It is comprised of four local municipalities - Musina, Mutale, Thulamela and Makhado - which covers a geographical area that is predominantly rural.

3.5. Population of the study

Parahoo (1997:218) defines “population” as the total number of units such as individuals, artifacts, events or organization from which data can be collected. Burns and Grove

(2003:213) describe population as all the elements that meet the criteria for inclusion in study .The population of the study consisted of learners, educators, school management team, members of school governing body members, principals and the circuit manager.

3.6 Sampling

Booyse *et al.*, (2002: 53) define “sampling” as a process of systematically selecting cases for inclusion in a research project.

3.6.1 Sampling method

The researcher used non-probability sampling and its subtype purposive sampling method. Non probability sampling entails selecting samples based on the subjective judgment of the researcher. The researcher applied non probability sampling method by choosing the population of the study to be senior administrative officials within Soutpansberg East, as these respondents have been judged to have the information that the researcher requires. Purposive sampling is a method of sampling used when the researcher chooses a sample that is most representative of the issues involved in the research. The people chosen are, therefore, considered to have relevant reliable information.

3.6.2 Sampling size

The researcher chose a sample size of 53 people. These 53 people consisted of 1 circuit manager, 1 school principal, 1Head of School Governance and 50 educators.

TARGET	STUDY POPULATION	STUDY SAMPLE
Circuit Manager	1	1
School Principal	1	1
Head of school governance	1	1
Educators	50	50
TOTAL	53	53

3.6 Data collection

In this research fifty participants will answer questionnaires and four participants will answer open ended questions during an interview.

Bless and Higson (2000:104) point out that an interview is a direct contact with participants who are then asked questions relating to the research problem. The researcher used open-ended interview questions and were carried out face-to-face with the respondents. An appointment was made first with the interviewees before the actual interview. The respondents were 1 principal who is also the chairperson of the principals' committee of the circuit, 1 head of school governance of the circuit, and 1 circuit manager

McMillan(1993:23) indicates that a questionnaire is an economical object with standardized questions and which ensures anonymity .Questionnaires are based on an established set of questions with fixed wording and sequence of presentation , as well as more or less precise indication of how to answer each question (Bless and Higson, 2000:105). The researcher used structured questionnaires to which 50 educators answered. The researcher chose a day to distribute the questionnaires and collected them two days after the distribution for data analyses.

3.7 Pilot study

Burton(2000b: 426) indicates that a pilot study is done so as to remove any biases , check wording in questions or test whether questionnaire solicits the required data from the respondents. A pilot study is mini-version of a full-scale study or a trial run done in preparation of the complete study. The latter is also called a “feasibility study” (Polit, Beck and Hungler, 2001:187). For the pilot study the researcher interviewed two respondents and distributed three questionnaires to respondents who possess the same characteristics as the final 29 respondents chosen to participate in the study. The five respondents chosen for the pilot study did not form part of the final study of this research. The pilot study, therefore, was done to check whether the procedures and methods chosen are appropriate.

3.8 Data Analysis

Data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher (Burns and Grove, 2003:479). According to De Vos (2002:339), data analysis is a challenging and creative process characterized by an

intimate relationship between the researcher, participants and the data generated. Two data analysis methods were used, namely, thematic and statistical analysis.

Data collected through questionnaires were analyzed using a computer programme called Statistical Package for Social Sciences (SPSS) version 22.0. The information was presented in graphical or tabular form, showing frequencies and percentages.

Data collected through interviews were analyzed using thematic analysis; the information was grouped into memos and coding; the information will be presented in a narrative form. Zhang and Wildermuth (2009:2) explain that there are various steps which should be used to analyze data. These steps are discussed below.

- **Preparing data**

As data is being collected, notes will be written, and then the data will be transformed into written text before it was analyzed. Data preparation involves checking or logging the data in, checking the data for accuracy, entering the data into the computer, transforming the data and developing it. Data may be logged into notebooks, tablets and other data-storing devices such as laptops. It may also include recording devices; research assistants may be employed to aid in checking data for accuracy.

- **Defining the unit of analysis**

The unit of analysis is the major entity that is being analyzed in a study. It is what or who that is being studied. In social science research, typical units of analysis include individuals, most commonly, groups, social organizations and social artifacts. In this context the unit of analysis refers to the basic unit of text to be classified during context analysis. For the purpose of this research, themes will be used as units of analysis; for example; a theme might be expressed in a single word, a phrase, a sentence, paragraph or entire document.

- **Developing categories and coding schemes**

Categories will be developed inductively from raw data, using constant comparative method. Raw data will be generated from the questionnaires and the interviews conducted from respondents and from studies carried out by previous researchers. A coding manual was created through the process of data analysis and this was augmented by interpretive memos which made a summary of the material and allowed the researcher to make comments on the content

- **Test coding scheme on a sample of text**

The coding of sample text, checking for consistency and revision of coding rules were done in an interactive manner and continued until sufficient coding was achieved. Coding text is one of these comprehension-monitoring strategies. By responding to and marking a piece of text, the researcher stays focused on meaning; for example, the researcher made notes using symbols to identify important information or unfamiliar.

- **Coding all text**

When sufficient consistency had been achieved, coding rules were applied to the entire corpus of the text. During this process, the coding was checked repeatedly to remove any errors or prevent the researcher from excluding any relevant text from being coded. Rules in coding ensured uniformity and removed randomness, thus, avoided inconsistency.

Assessing their consistency

After encoding the entire data set, the consistency of the coding was rechecked as to whether emerging themes are relevant to the research question. Consistency can also be achieved by merging similar codes together and back to raw data to ensure meaning has not have been lost in the coding process. Raw data can also be given to research assistants to confirm whether they also arrive at the same emerging schemes as the research, to affirm consistency.

- **Drawing of conclusions from the coded data**

Drawing of conclusion from the coded data may involve exploring the properties and dimensions of the different categories of data. The researcher identified relationships between categories, uncovered patterns and tested categories against the full range of data. Conclusions were drawn by merging similar codes together to give a clearer picture of the meanings; this made the identification of patterns easier as well. Drawing of conclusion from the coded was done according to these, generally, accepted guidelines.

- **Reporting methods and findings**

The analytical procedures and process have been reported as truthfully as possible. Presentation of research findings will be done using typical quotations to justify conclusions, and other options for data display, such as graphs or charts

indicated how data was generated and analyzed. Any methodological problems experienced and their solutions and effects on the research were highlighted.

3.9 Ethical considerations

Ethics is a set of moral principles that concerns human conduct (Albertse, 2007:16). According to Burns and Grove (2003:166) attention to ethics means that researchers must have ethical responsibility to protect participants' human rights during research. In the sections following are the ethical consideration the researcher adhered to.

3.9.1 Permission to conduct a study

The researcher obtained an ethical clearance letter from the University and permission sought from the institutions where the research was conducted. Since the research was conducted at Soutpansberg East Circuit, permission to conduct the research was obtained from the Circuit's relevant officials. An ethical clearance letter ensured that the researcher had been made aware of and will follow proper ethical guidelines in conducting the research, thus, the research participants' rights were respected in conducting the research, such as right to self-determination and anonymity.

3.9.2 Informed consent

Informing is the transmission of essential information from the researcher to the subject regarding the research (Burns and Grove, 2003:177). Explanations were given to the respondents regarding the purpose of the research and what it entailed. Respondents were only interviewed after they had given their consent and vital information which the respondents needed to know were given to them, thus informed consent was given by the respondents when conducting the study.

3.9.3 Anonymity and confidentiality

According to Burns and Grove (2003; 172), anonymity exists when the subject cannot be linked to the data collected. Confidentiality means that none of the information that the participants' give to the researcher will be tracked back to that same participant (Polit and Hungler, 1999:143). No personal details which may reveal the respondents' identities was captured on the questionnaires or during the interviews ensuring respondents' anonymity and confidentiality in conducting the research.

3.9.4 Rights to self determination

Respondents have a right to self-determination, meaning that they have freedom of choice (Brink, 2006: 32). This means that respondents are given the right to choose whether or not they want to participate in the study. Respondents have to be made aware of this right, therefore, before they can agree or disagree to participate in the research. The researcher in no way forced or coerced unwilling candidates into participation in this research; the respondent's right to self-determination was safeguarded.

3.10 Conclusion

In this chapter the research methodology was outlined, hence, details were given on the population and sampling procedures, as well as research instrument, data collection techniques and data analysis appropriate to the methodology. Population and sampling procedures identified all respondents involved in the research and how they were selected to form a sample. Questionnaire and interviews were used as data collection instruments to guarantee the success of this research. In Chapter Four, the focus is on the research findings, analysis and interpretation.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

The previous chapter presented the research methodology. The analysis of the research data and the findings of this study will be presented in this chapter. Data was obtained from 53 respondents and the researcher used a guide to interview the participants. It is worth stating that some answers to the guided questions had to be probed further in order to arrive at the theme of the study. Participants were free to respond in any language that they are familiar with, however, all participants responded in English which is the medium of instruction in Soutpansberg East Circuit. The study was conducted in January and February 2018 and the interviews took place at schools and Soutpansberg East Circuit office. At the end of the interview, participants were given a chance to ask questions or to give any comment they had concerning the discussions.

4.2 Analysis of data collected through questionnaire

In this section, the researcher analyzed the responses collected by the questionnaires and are presented in tabular forms and followed by a brief synthesis of the findings for the item.

SECTION A: Biographical Details

It is in this section the researcher presents the biographical details of the respondent. The information is presented in a tabular form followed by a synthesis of the findings and the detailed findings are outlined later.

Table 4.2.1 presents the percentage of males and females interviewed.

Out of the 50 participants interviewed, 46 % were males while 54% were females. This shows that majority of participant were females.

Table 4.2.1 Gender of the respondents who answered questionnaires

Response	Frequency	Percentage
Male	23	46%
Female	27	54%
TOTAL	50	100%

Table 4.2.2 presents the males and females who were interviewed.

All the participants were males. This shows that the majority of people in senior positions are males, since the interview was conducted with people in senior positions.

Table 4.2.2 Gender of the respondents who were interviewed

Response	Frequency	Percentage
Male	4	4%
Female	0	0%
TOTAL	4	100

Table 4.2.3 explains the age of the participants. The majority of the respondents were between 41 and 50 years, that is 44% (n=22). 34% (n=17) are 50 and above. 20% (n=10) were between the ages of 31 and 40 and 2% (n=1) were between the ages of 21 and 30. It is clear from this outcome that the youth are not highly attracted to this profession.

Table 4.2.3 Age of respondents who were interviewed

Response	Frequency	Percentage
Less than 20	0	0%
21 to 30	1	2%
31 to 40	10	20%
41 to 50	22	44%
50 and above	17	34%
TOTAL	50	100%

Table 4.2.4 displays that 54% (n=27) of the respondents had degree and 46% (n=23) had diploma. It is clear from this outcome that educators in this Circuit meet the qualification requirements.

Table 4.2.4 Teaching qualification of respondents

Response	Frequency	Percentage
Certificate	0	0%
Diploma	23	46%
Degree	27	54%
TOTAL	50	100%

Table 4.2.5 displays that 42% (n=21) of the respondents had 20 years and above experience, 22% (n=11) had 16 to 20 years' experience, 16% (n=8) had 11 to 15 years' experience, 14% (n=7) had 6 to 10 years of experience and 6% (n=3) had less than 5 years of experience. These results show that the percentage of experienced educators is less than 50. These are not satisfactory percentages since experience plays an important role in teaching and learning.

Table 4.2.5 Teaching Experience of respondents

Response	Frequency	Percentage
Less than 5	3	6%
6 to 10	7	14%
11 to 15	8	16%
16 to 20	11	22%
20 and above	21	42%
TOTAL	50	100%

SECTION B: Reasons why educators abandon their profession early

Table 4.2.6 shows that out of the 50 respondents 64% (n=32) *strongly agree* with the idea that educators are not getting attractive salaries and benefits in relation to their work. 16% (n=8) *agree*, 10% (n=5) *disagree*, 6% (n=3) *strongly disagree*, 4% (n=2) were *not sure*. It is clear that the majority of respondents agree that educators are not getting attractive salaries and benefits in relation to their work. It might be due to this reason that the youth are not attracted to this profession.

Table 4.2.6 Educators are not getting attractive salaries and benefits in relation to their work

Response	Frequency	Percentage
Strongly agree	32	64%
Agree	8	16%
Not sure	2	4%
Disagree	5	10%
Strongly disagree	3	6%
Total	50	100%

Table 4.2.7 shows that out of the 50 respondents 60 % (n=30) *strongly agree* that educators are exiting the education system early because most of them are in debts. 16% (n=8) *agree*, 12% (n=6) *disagree*, 6% (n=3) *strongly disagree*, 6% (n=3) were *not sure*. It is clear from the findings that educators are exiting the education system early because most of them are in debts.

Table 4.2.7 Educators are exiting the education system early because most of them are in debts

Response	Frequency	Percentage
Strongly agree	30	60%
Agree	8	16%
Not sure	3	6%
Disagree	6	12%
Strongly disagree	3	6%
Total	50	100%

Table 4.2.8 shows that out of the 50 respondents, 58 % (n=29) *strongly agree* that some educators are failing to maintain discipline since the removal of corporal punishment. 30% (n=15) *agree*, 10% (n=5) *disagree*, 2% (n=1) *strongly disagree* and no respondent was *not sure*. About 88% agree that some educators are failing to maintain discipline since the removal of corporal punishment. This is a very frustrating issue since success in teaching and learning go hand-in-hand with discipline.

Table 4.2.8 Some educators are failing to maintain discipline since the removal of corporal punishment

Response	Frequency	Percentage
Strongly agree	29	58%
Agree	15	30%
Not sure	0	0%
Disagree	5	10%
Strongly disagree	1	2%
Total	50	100%

Table 4.2.9 shows that out of the 50 respondents 50% (n=25) *agree* that the introduction of qualified conditional pass in our schools is causing frustration, 42% (n=21) *strongly agree*, 4% (n=2) were *not sure*, 2% (n=1) *strongly disagree* and 2% (n=1) *strongly disagree*. The majority *agree* that the introduction of qualified conditional pass in our schools is causing frustration. Learners are no longer putting more effort in their school work because they know it is automatic for them to progress to the next grade.

Table 4.2.9 The introduction of qualified conditional pass in our schools is causing frustration

Response	Frequency	Percentage
Strongly agree	21	42%
Agree	25	50%
Not sure	2	4%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

Table 4.2.10 shows that out of the 50 respondents 34 % (n=17) *strongly agree* that more educators are exiting the system early because they are concerned about their safety at schools. 32% (n=16) *disagree*, 16% (n=8) were *not sure*, 14% (n=7) *agree* and 4% (n=2) *strongly disagree*. A total of 48% *agree* that more educators are exiting the system early because they are concerned about their safety at schools and, although, this percentage is less than 50, it shows that there is truth in this issue.

Table 4.2.10 More educators are exiting the system early because they are concerned about their safety at schools

Response	Frequency	Percentage
Strongly agree	17	34%
Agree	7	14%
Not sure	8	16%
Disagree	16	32%
Strongly disagree	2	4%
Total	50	100%

SECTION C: Key challenges faced by Soutpansberg East Circuit when educators exit the system early

Table 4.2.11 shows that out of the 50 respondents, 60% (n=30) *strongly agree* that when experienced educators exit the system early in Soutpansberg East Circuit it results in shortage of experienced educators in schools 28% (n=14) *agree*, 10% (n=5) were not sure. It is clear from these findings that the majority of respondents agree that when educators exit the system early it results in shortage of experienced educators in schools.

Table 4.2.11 Shortage of experienced educators in schools

Response	Frequency	Percentage
Strongly agree	30	60%
Agree	14	28%
Not sure	5	10%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.12 shows that out of the 50 respondents 52% (n=26) *strongly agree* that when experienced educators exit the system early in Soutpansberg East Circuit it affects the schedule of school (timetable and working conditions). 46% (n=23) *agree* no respondent was *not sure* or *disagree*, 2% (n=1) *strongly disagree*. It is clear from the findings that the majority of respondents agree that when experienced educators exit the system early it affects the schedule of schools (timetable and working conditions).

Table 4.2.12 When experienced educators exit the system early it affects the schedule of schools (timetable and working conditions)

Response	Frequency	Percentage
Strongly agree	26	52%
Agree	23	46%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	1	2%
Total	50	100%

Table 4.2.13 shows that out of the 50 respondents, 48% (n=24) *strongly agree* that when experienced educators exit the system early in Soutpansberg East Circuit it has a negative impact on the results. 44% (n=22) *agree*, 6% (n=3) were *not sure*, 2% (n=1) *disagree*, 0% (n=0) *strongly disagree*. It shows from the findings that the majority of respondents agree that when experienced educators exit the system early it has a negative impact on the results.

Table 4.2.13 When experienced educators exit the system early it has a negative impact on the results

Response	Frequency	Percentage
Strongly agree	24	48%
Agree	22	44%
Not sure	3	6%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.14 shows that out of the 50 respondents, 48%(n=24) *strongly agree* that when experienced educators exit the system early in Soutpansberg East Circuit managers are not successful in maintaining discipline of learners within the school. 44% (n=22) *agree*, 6% (n=3) were *not sure*, 2% (n=1) *disagree*, 0% (n=0) *strongly disagree*. It is clear from the findings that the majority of respondents agree that when experienced educators exit the system early, managers are not successful in maintaining discipline of learners within the school.

Table 4.2.14 Managers are not successful in maintaining discipline of learners within the school

Response	Frequency	Percentage
Strongly agree	15	30%
Agree	18	36%
Not sure	11	22%
Disagree	3	6%
Strongly disagree	3	6%
Total	50	100%

Table 4.2.15 shows that out of the 50 respondents, 56% (n=28) *agree* that when experienced educators exit the system early in Soutpansberg East Circuit, it places pressure on management to find a replacement. 36% (n=18) *strongly agree*, 24% (n=12) were *not sure*, no respondent *disagree* and 4% (n=2) *strongly disagree*. It is clear from the findings that the majority of respondents agree that when educators exit the education system early, it places pressure on management to find a replacement.

Table 4.2.15 It places pressure to management to find a replacement

Response	Frequency	Percentage
Strongly agree	18	36%
Agree	28	56%
Not sure	12	24%
Disagree	0	0%
Strongly disagree	2	4%
Total	50	100%

SECTION D: Strategies that could be employed to stop educators from retiring prematurely

Table 4.2.16 shows that out of the 50 respondents, 86% (n=43) *strongly agree* that educators must be given better allowance for cars, housing, medical services and education for their children. 12% (n=6) *agree*, nobody was *not sure* or *disagree*, 2% (n=1) *disagree*. It is clear from the findings that the majority of respondents agree that to stop educators from retiring prematurely educators must be given better allowance for cars, housing, medical services and education for their children.

Table 4.2.16 Educators must be given better allowance for cars, housing, medical services and education for their children

Response	Frequency	Percentage
Strongly agree	43	86%
Agree	6	12%
Not sure	0	0%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.17 shows that out of the 50 respondents 88% (n=44) *strongly agree* that experienced educators who are performing well should be motivated to stay in the teaching profession by giving them annual performance bonus. 10% (n=5) *agree*, nobody was *not sure* or *strongly disagree* and 2% (n=1) *disagree*. The majority of respondents agree that to stop educators from retiring prematurely, experienced educators who are performing well should be motivated to stay in the teaching profession by giving them annual performance bonus.

Table 4.2.17 Experienced educators who are performing well should be motivated to stay in the teaching profession by giving them annual performance bonus

Response	Frequency	Percentage
Strongly agree	44	88%
Agree	5	10%
Not sure	0	0%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.18 shows that out of the 50 respondents 78% (n=39) *strongly agree* that educators should be groomed to be specialists in their field of study. 18% (n=9) *agree*, 2% (n=1) were *not sure*, 2% (n=1) *disagree* and nobody *strongly disagree*. The majority of respondents agree that to stop educators from retiring prematurely, educators should be groomed to be specialists in their field of study.

Table 4.2.18 Educators should be groomed to be specialists in their field of study

Response	Frequency	Percentage
Strongly agree	39	78%
Agree	9	18%
Not sure	1	2%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.19 shows that out of the 50 respondents, 84% (n=42) *agree* that curriculum that helps learners to perform better should be retained. 16% (n=8) *strongly agree* and nobody

was *not sure*, *disagree* or *strongly disagree*. From the findings, the majority of respondents agree that to stop educators from retiring prematurely, curriculum that helps learners to perform better should be retained

Table 4.2.19 Curriculum that helps learners to perform better should be retained

Response	Frequency	Percentage
Strongly agree	42	84%
Agree	8	16%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100%

Table 4.2.20 shows that out of the 50 respondents (82)% (n=41) *strongly agree* that, corrupt practices must be avoided during appointments and promotions. 12% (n=6) *agree*, 4% (n=2) were *not sure*, nobody *disagree*, 2% (n=1) *strongly disagree*. From the findings it is clear that the majority of respondents agree that to stop educators from retiring prematurely corrupt activities must be avoided during appointments and promotions.

Table 4.2.20 Corrupt practices must be avoided during appointments and promotions

Response	Frequency	Percentage
Strongly agree	41	82%
Agree	6	12%
Not sure	2	4%
Disagree	0	0%
Strongly disagree	1	2%
Total	50	100%

4.3 Analysis of data collected through interview schedule

TOPIC: CHALLENGES FACING SCHOOLS AS A RESULT OF EXPERIENCED EDUCATORS EXITING THE SYSTEM EARLY: A CASE STUDY OF SOUTPANSBERG EAST CIRCUIT

INTERVIEW WITH SCHOOL PRINCIPAL, HEAD OF SCHOOL GOVERNANCE AND CIRCUIT MANAGER

Respondent 1

Question 1. What are the key challenges faced by schools at Soutpansberg East regarding educators exiting the system earlier?

- Experienced educators are difficult to replace;
- The process of replacing an educator takes too long;
- Process of teaching and learning is compromised and
- Scarce skills for specific subjects are difficult to replace

Question 2. What are the factors that induce teachers to abandon their calling?

- High indebtedness;
- Low morale as promotional chances are low;
- Social problems;
- Low salaries;
- Removal of corporal punishment without an alternative method in place;
- Lack of discipline at schools; and
- Inability to cope with technology advancement.

Question 3. What recommendation and solutions can be proposed to lessen experienced educators from exiting the education system?

- Pay teachers accordingly;
- Teacher-pupil ratio reduced, and
- The Department needs to recognize teachers who are excelling and reward them accordingly.

Respondent 2

Question 1. What are the key challenges faced by schools at Soutpansberg East regarding educators exiting the system earlier?

Competent educators offering lessons in scarce skills learning areas exit the system compromising quality education. This results in potential learners migrate to other circuits motivated by the parents' desire and need for better education for their children. Results in general are affected and skill development areas no longer have potential tutors.

Question 2. What are the factors that induce teachers to abandon their calling?

Factors attributed to teachers abandoning their calling are due to, amongst others, high indebtedness, marital problems which may lead to the breakdown of families and problems brought about by the scourges of HIV – AIDS .These factors are the direct reasons because when educators want to get relief, one solution is the quitting of their jobs, spouses or partners. When their marriages land on rocks to start new life, they leave their jobs and go, stay and work in other provinces. The AIDS pandemic, without any doubt is also playing a significant role, in that when a person realizes or discovers that he or she has the HIV-virus to seek relief is to terminate his / her job in order to get the pension payout that will enable him or her to get quality treatment and avoid being regarded as a laughing stock in the working place.

Question 3. What recommendation and solutions can be proposed to lessen the practice of experienced educators exiting from the education system?

Wellness education programs should be promoted to assist the educators who have lot of debts to assist, thereby preventing other service providers, like banking institutions involving them in further debts. Each and every school should be given a social worker to support those affected and infected by HIV and AIDS. The municipality in partnership with the Circuit must make it a point that gymnasiums be established for people or educators to do exercises that will assist them in their wellbeing and minimize diseases that are closely related to HIV and AIDS. This can help the Circuit to grow and the quality results and education will be realized

Respondent 3

Question 1. What are the key challenges faced by schools at Soutpansberg East regarding educators exiting the system early?

Schools lose experienced educators. It is not easy to fill post left by those exiting the system. New educators are not able to deal with disciplinary problems in the classrooms and the school as large. This increases the problems in schools like drug abuse, teenage pregnancy and HIV/AIDS. Exiting educators do not work to the best of their abilities when they are about to leave the system. The schools are always experiencing problems of allocation of work and time tabling when new educators are found. Learners are left without some of the tasks and no one take responsibility as they blame one another. Some exiting educators take resources, for example, files and textbooks with them.

Question 2. What are the factors that induce teachers to abandon their calling?

The reasons include, teachers experiencing financial difficulties, poor working conditions and inability to cope with the workload. In some schools learner- teacher ratio is not considered as learners are crowded in one classroom because they are grouped according to subjects. In other subjects, there are few learners; this leaves those educators with many learners frustrated. Other reasons are educators' attempts to pursue other businesses and career path, sexual relationships with learners and acts of dishonesty result in dismissal or early exit before facing disciplinary action.

Question 3. What recommendation and solutions can be proposed to lessen experienced educators from exiting the education system?

Some solutions include, educators being provided with education regarding their finances, giving educators decent salaries and restoring educators' dignity by providing avenues to deal with disciplinary problems of the learners. Learner-teacher ratio should be monitored especially in secondary schools so that educators workload should be reduced by either reducing paper work expected or the employment of educator assistants who will take care of other activities in the school are also solutions.

4.4 Conclusion

This chapter presented and discussed the findings of study. It gave a detailed account of the background of the Circuit under study, the gender-based profile of the research participant, their ages, teaching qualification, as well as their experiences. The finding highlighted the reasons why educators abandon their profession early and the key challenges faced by Soutpansberg East Circuit.

The following chapter concludes this study. It further gives recommendations based on the findings of the study which are directed to Soutpansberg East Circuit managers as well as the Vhembe district and government departments involved.

CHAPTER 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter the researcher presents this study's conclusion and recommendations for interventions and future research. This study has shed some light so as to better understand the strategies that managers can utilize to lessen the number of experienced educators who exit the system early.

5.2 Major findings of the study

In this section the major findings of this study are outlined per themes. Conclusions are drawn, based on the major findings categorized into those themes. The study revealed the following:

- Educators are not getting enough salaries and benefits in relation to their work
According to Table 4.2.6 out of the 50 respondents, 80% agree that educators are not getting enough salaries and benefits in relation to their work, hence, some educators resort to pursuing other businesses and career paths. They are tired of feeling humiliated as they cannot afford good houses, proper transport, education for their children and medical services.
- Educators are exiting the education system early because most of them are in debts. According to Table 4.2.7 out of the 50 respondents, 76% agree that most educators are exiting the system because most of them are in debts. The salaries of educators are not enough to cope with inflation, hence, they end up using the financial services of “loan sharks” some of whom even threatens their lives. Due to this reason educators think of exiting the system to pay off their debts and get other jobs and start afresh.
- Some educators are failing to maintain discipline since the removal of corporal punishment. According to Table 4.2.8, out of the 50 respondents, 88% agree that educators are failing to maintain discipline since the removal of corporal punishment. There is a serious challenge of discipline in schools to an extent that learners even threaten educators; for this reason some educators are exiting the system early because they are concerned about their safety at schools.

- The introduction of qualified conditional pass in our schools is causing frustration. According to Table 4.2 9, out of the 50 respondents, 92% agree that the introduction of qualified conditional pass is causing frustration in schools as this factor is contributing much to lack of discipline at schools. Educators are failing to maintain discipline in classrooms because learners know they are going to progress to the next grade even if they do not put in much effort.
- Shortage of experienced educators in schools as seen in Table 4.2.15. The results show that out of the 50 respondents, 92% agree that when experienced educators exit the system early in Soutpansberg East Circuit, it places pressure on management to find a replacement; it is difficult to replace experienced educators. Experienced educators might have scarce skills, for example, specialization in specific subject, sports or disciplinary measures. The process of replacing takes too long, hence, the process of teaching and learning is compromised. It also affects the schedule of school, for example the timetable and work allocation; finally it has a negative impact on the results.

5.3 Major recommendation

- Pay teachers accordingly so that this profession can attract the youth for future. Educators must be given better allowances for cars, housing, medical services and education for their children. Experienced educators who are performing well should be motivated to stay in the teaching profession by giving them annual performance bonus
- Educators should be given education regarding their finances as soon as they get employed. There should be at least one social worker in each school to help educators with challenges they are facing, for example, maintenance orders, loans shark, HIV/AIDs problems and drug abuse. Wellness education should be prompted to assist the educators who are in debts. Educators who are in debts can be allowed access to their pensions to pay off their debts as long as these fund are monitored. Programs must be instituted to prevent service providers like banks increasing their debts.
- Security at school should be strengthened as it is clear from the findings that some educators are exiting the system early because they are concerned about their safety at schools. Alternative methods to deal with disciplinary matters should be put in place.

- Learners who threaten educators must be given harsh punishments so that they can set example for others. Learners should be motivated to involve themselves more in sports, to channel their energy appropriately
- Learners should be given counseling regarding the new system of conditional pass, its advantages and disadvantages since even those learners who can perform very well are relaxing and ending up not reaching their full potential.
- Corrupt activities / practices must be avoided during the appointment and promotion of educators so that they do not get discouraged.

5.4 Recommendations for future studies

Topics for future research could be:

- What can be done to attract the youth to join the teaching profession?
- What can be done to improve discipline at school?
- Effects of Curriculum changes on educators and learners
- Impact of corrupt activities /practices on the education system during appointment and promotions of employees

5.5 Conclusion

The research has indicated that educators are exiting the education system early in Soutpansberg. It also shows that there are factors inducing educators to abandon their calling which then creates challenges in that particular circuit. The researcher recommends some measures that can reduce the challenge.

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APPENDIX A

SCHOOL OF MANAGEMENT SCIENCES
OFFICE OF THE DEAN

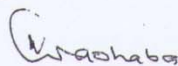
TO WHOM IT MAY CONCERN.

01.02.2018

REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR
STUDIES OF Ms MUDAU NDIVHUHO- STUDENT NO: 9403754.

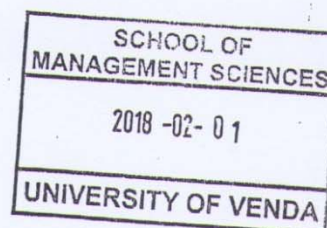
We hereby wish to confirm that Ms Mudau N, student no: 9403754 is a registered Master of Public Administration student at the University of Venda and is researching on the following topic: "Challenges facing schools as a results of experienced educators exiting the education sytem earlier. A case study of Soutpansberg East Circuit" .In order for her to complete her studies, we request your department/ to provide him with the information that she might need for her study project. As an institution of higher learning, we believe that the research she is undertaking will yield the results that might also assist your department. We therefore, encourage your department to assist her with the necessary information that will be collected through questionnaires and interviews. We undertake that the information that will be provided to her will be solely used for this study.

We hope that you find this to be in order and therefore, anticipate your assistance. If any queries, please feel free to contact me at Cell: 079 783 9291 or Email: matodzi.khwashaba@univen.ac.za



Prof. M.P Khwashaba

HOD: O.R Tambo Institute of Governance and Policy Studies



University of Venda

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Appendix B

APPENDIX B



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

CONFIDENTIAL

REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

MUDAU N
P.O BOX 3394
MAKHADO
0920



**REQUEST FOR PERMISSION TO COLLECT INFORMATION FOR MY STUDIES
AT SOUTPANSBERG EAST CIRCUIT**

1. The above matter refers.
2. This serves to inform you that your request for permission to conduct research on the topic: ***“Challenges facing schools as a result of experienced educators exiting the education system earlier. A case study of Soutpansberg East”*** has been granted.
3. You are expected to observe ethical considerations particularly those relating to confidentiality, anonymity and voluntary participation by research subjects.
4. Kindly inform Soutpansberg East Circuit Manager and the Principals of selected Schools prior to your interactions with your research subjects.
5. Wishing you the best in your study.


DISTRICT DIRECTOR


DATE

Phononyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The heartland of southern Africa - development is about people!

Appendix C

A letter to the respondents

Enquiry: Mudau N

Cell :0822541185

Email : mudaundivhuho@gmail.com

P.O. Box 3394

Makhado

0920

18.01.2018

Dear Respondent

I, Mudau Ndivhuho, am a registered student at the University of Venda, registered for Master of Public Management. I am conducting a research entitled - **“CHALLENGES FACING SCHOOLS AS A RESULT OF EXPERIENCED EDUCATORS EXITING THE SYSTEM EARLY: A CASE STUDY OF SOUTPANSBERG EAST CIRCUIT”**

This is an opportunity for you to be part of this study, where you can provide your views on the research topic.

I hope you will find this to be in order

Yours faithfully

MUDAU NDIVHUHO

STUDENT NUMBER: 9403754

Appendix D

Research Instrument: Questionnaire

TOPIC: CHALLENGES FACING SCHOOLS AS A RESULT OF EXPERIENCED EDUCATORS EXITING THE SYSTEM EARLY: A CASE STUDY OF SOUTPANSBERG EAST CIRCUIT.

Your participation in this research is appreciated. Please put a cross (X) next to the appropriate answer.

SECTION A: Biographical Details

1. Gender of the respondents

Male	
Female	

2. Age

Less than 20 years	
21 to 30 years	
31 to 40 years	
41 to 50 years	
51 and above	

3. Teaching qualification

Certificate	
Diploma	
Degree	

4. Teaching Experience

Less than 5	
6 to 10	
11 to 15	
16 to 20	
20 and above	

SECTION B

Please complete all questions Mark with an “x” Mark from Strongly Agree to Strongly Disagree

	Reasons why educators abandon their profession early	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
.	Educators are not getting enough salaries and benefits in relation to their work.					
	Educators are exiting the education system early because most of them are in debts.					
	Some educators are failing to maintain discipline since the removal of corporal punishment.					
	The introduction of qualified conditional pass in our schools is causing frustration.					

	More educators are exiting the system early because they are concerned about their safety at schools.					
	Key challenges faced by Soutpansberg East circuit when educators exit the system early.	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
	Shortage of experienced educators in schools.					
	When experienced educators exit the system early it affects the schedule of school, for example, timetable and working conditions.					
	When experienced educators exit the system early it has a negative impact on the results.					
	Managers are not successful in maintaining discipline of learners within the school.					

	It places pressure on management to find a replacement.					
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	Strategies that could be employed to stop educators from retiring prematurely	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
	Educators must be given better allowance, for example, cars, housing, medical services and education for their children.					
	Experienced educators who are performing well should be motivated to stay in the teaching profession by giving them annual performance bonus.					
	Educators should be groomed to be specialists in their field of study.					
	Curriculum that helps learners to perform better					

	should be retained.					
	Corrupt activities / practices must be avoided during appointments and promotions.					

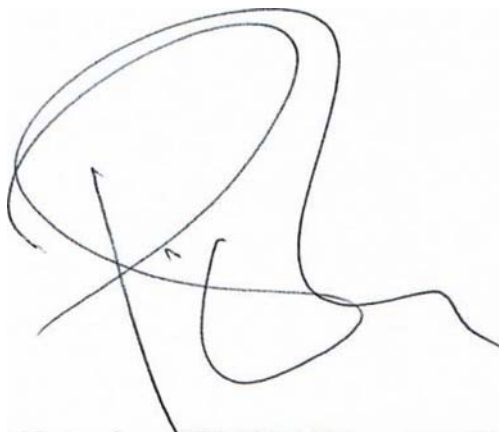
Thank you!

APPENDIX F

Editor declaration

10 May, 2018

This is to certify that I, **Dr P Kaburise**, have proofread the dissertation entitled - **CHALLENGES FACING SCHOOLS AS A RESULT OF EXPERIENCED EDUCATORS EXITING THE SYSTEM EARLY: A CASE STUDY OF SOUTPANSBERG EAST CIRCUIT** - by Mudau Ndivhuho (student no. 9403754). I have indicated some amendments which the student has undertaken to effect, before the final document is submitted.



Dr P Kaburise 794927451 / 0711138079)

Dr P Kaburise: BA (Hons) University of Ghana (Legon, Ghana); MEd University of East Anglia (Cambridge/East Anglia, United Kingdom); Cert. English Second Language Teaching, (Wellington, New Zealand); PhD University of Pretoria (South Africa)