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I, MUKONDELELI LORRAINE MUKWEVHO, hereby declare that the dissertation for the Masters in Public Administration degree of the University of Venda, hereby submitted by me, has not been submitted elsewhere, and that all references material contained therein have been duly acknowledged.

THE IMPACT OF CONDITION OF SERVICES ON THE RETENTION OF EDUCATORS IN VHEMBE DISTRICT

By

MUKONDELELI LORRAINE MUKWEVHO

A mini-dissertation submitted in part fulfilment of the requirements for the degree of

MASTER IN PUBLIC ADMINISTRATION

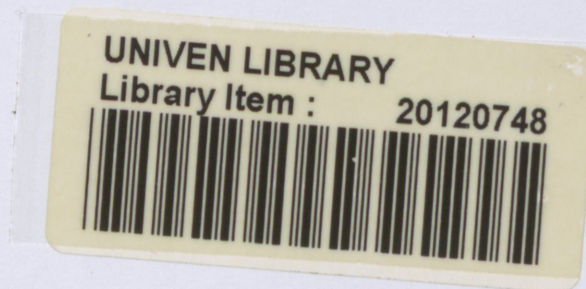
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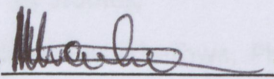
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DECLARATION

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

Signature 

Date 27. 02. 2012

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I would like to dedicate this research to the following people:

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All the respondents who have assisted me in answering the questionnaires.

ABBREVIATIONS

ABSTRACT

This study was conducted in Mvudi Circuit, Vhembe district. Educators, Head of Department and Principals play a significant role in the completion of the study. The study focused on the educators, Hod's and Principals who volunteered to complete the distributed questionnaire.

The primary aim of this research was to research the impact of conditions of services on the retention of educators. To conduct effective teaching in South African Schools, it is of utmost important for the department of education to know the strategic plan on how educators can be retained in the teaching profession. The department of education should know the impact of conditions of service towards educators within the teaching profession for effective teaching and learning.

To achieve the goals and objectives of the practice on the retention of educators the department of education should know the elements, roles and values to apply on their strategic plan during the analysis process.

The methodology used in the data collection was derived from the primary data which are answers from participants as well as secondary data derived from published literature.

The findings of this study revealed that financial consideration affects educators' retention. Lack of resources has an influence on the retention of educators. Good relationships between management and educators enhanced educators' retention.

Recommendation of the study, to retained educators in the education system is to improve the conditions they are working under. Law makers, Policy makers, school district administrators should focus their attention and energy in creating working conditions that encourage educators to stay in teaching profession.

ABBREVIATIONS

OBE	:	Outcome Based Education
NLS	:	National Longitudinal Study
UK	:	United Kingdom
NCLB	:	No Child Left Behind
IAQ	:	Indoor Air Quality
HOD	:	Head of Department
SPSS	:	Statistical Package for the Social Science
SASS/TFS	:	Statistics as part of school staffing survey/and Teachers Follow-up Survey
MEC	:	Member of Executive Council
SADTU	:	South African Democratic Teachers' Union
EAP	:	Employee Assistance Programme

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1.2 BACKGROUND AND RATIONALE

The challenges facing South African schools have played a very far reaching impact or negative effect, as far as conditions of service is concerned on educators. The education and learning environment are being challenged with poor standard of service by educators who are failing to provide their existing knowledge and relationship with other environmental factors.

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Educators play an important role in fostering the intellectual and social development of students during their formative years. The education that educators impart plays a key role in determining the future prospects of their students. Educators provide the tools and the environment for their students to develop into responsible adults, seeing students develop new skills and gain an appreciation of knowledge and learning can be very rewarding. But teaching may be frustrating when one is dealing with unmotivated or disrespectful students.

Educators have to cope with unruly behavior and violence in schools. Educators may experience stress in dealing with large classes, heavy workloads, old schools that are run down, lacking modern amenities, low salary, limited promotions, lack of resources and administrative work. This factor relates to the negative effect on conditions of service by the educators and this causes them to leave the teaching profession. Educators' shortage is now a policy challenge for many countries, as older educators retire, others quit and not enough younger people are joining the teaching profession to replace those educators. For example, in our country South Africa, we have a huge shortage on Mathematics, Sciences and Commerce educators. We are even busy employing educators from our neighboring countries to assist in this crisis of shortage of Mathematics, Sciences and Commerce subjects in our schools.

1.2 BACKGROUND AND RATIONALE

The challenges facing South African schools have played a very far reaching impact or negative effect, as far as conditions of service is concerned on educators. The education and learning environment are being challenged with poor standard of service by educators who are failing to perceive their existing knowledge and relationship with other environmental factors.

This type of reaction is having a negative impact on condition of service by educators in their teaching environment. Amongst these a number of factors must be considered that might have played a major role in hindering the conditions of service for educators on failing to achieve what is due to their capabilities.

The inception of democracy in South Africa after its first democratic elections on the 27th April 1994 has entered the government into a period of drastic changes. The government planned transformation of needs of the past and the department of education as government institution was transformed to a new system of education by its Minister, because before 1994, education was based on apartheid system or law. South Africa has a long history of apartheid and other forms of unfair discrimination, as they were different and unequal in schools based on ethnicity, race, and color which led to the impact of conditions of services by educators in schools. The investigation revealed that the problems that are encountered in teaching environment are brought by the impact of conditions of services of educators in their teaching environment. The impact of conditions of services of educators results in low productivity on the part of both the educators and learners in schools which affects or has an impact on educational outcomes.

According to Prats (1980:427), there are causes that cause resistance of change by educators, which must be thoroughly taken into account by the government such as lack of motivation by education leaders or government. When leaders visit schools they only detect mistakes from educators.

Vulnerability as a result of uncertainty as to what new curriculum contains, lack of self-knowledge about the new curriculum Out Based Education (OBE) can cause resistance of change that affect conditions of service by educators in schools. Lack of sufficient resources as material administrative support and specialized knowledge are of major concern.

In rural areas, sufficient resources are not available e.g. chairs classrooms, tables, books and other stationeries.

The lack of such resources have a negative impact on conditions of service of educators in schools and this causes confusion amongst educators, as the new curriculum needs more resources than expected, because OBE has too much terminology that confuses educators when preparing their lesson plan.

The Newspaper "The Teachers (Your guide to Education)", and Spiegel (Education), Volume 8 number 10 October (2003:3) reveals the following: A farm school in Free State sniffs the wind of change. An educator travels 60km to school; waiting with learners for the farmer to open his farm gate for them to gain access to the dilapidated one roomed school with 17 learners to teach in all different grades from grade 0 – 6. The educator was also introduced to out-come-based education, but it never worked out in her multi-grade classroom. This resulted in the educator being confused. She never got support from parents and some learners dropped out of school and parents were not cooperative. After school and during school holidays learners become unpaid laborers and there is no concern showed by parents or farmers. These learners come to school hungry and tired and this leads to have an impact on services to be rendered by educator due to conditions she is working in. Lack of discipline and security at schools leaves educators at risk and they come to school with fear, insecure and their conditions of service declined every day. In the Newspaper The Teachers, (Your Guide to Education), Volume 8 number 10 October (2003:3) news brief, showed that educators fear for their safety. Some educators in KwaZulu Natal Midlands were afraid to go to school because the previous week, there was a spate of muggings in their school. Educators were robbed of their cell phones, money, and valuables. Some learners also went to an extent of promising to beat them.

Meyer, (1978:9), and Spiegel (1977:7), showed that there are some factors relating to the negative effect on conditions of service by educators, they are sniff ridden atmosphere and unreasonable demands created by management in its efforts to improve productivity, discouraging rewards, incentives, setting of low organizational goals, effecting heavy handed policies and failing to institute worthwhile training programs.

Size of instructional unit are over-crowded classes are some of the causes of the impact of conditions of service by educators, because learners are too many to control and this affects effective teaching. But in schools where learners are limited in numbers, learning takes place effectively and educators are motivated to pay individual attention and discipline problems appear to be more manageable, Smith et al (1995:125), Burnett & Pananke(1990:125), Binkowski et al, (1993:125), New Mann & Wehlage(1995:125), Ross, et al, (1995:125). The low level of motivation of educators lowers the productivity in schools. How to improve and raise the level of motivation for those educators' level high becomes a problem, as already indicated. It is a problem when the estimates made at school or budget made by the department does not satisfy the demands of those educators whose level of motivation is high and the problem still exist if facilities budget are not properly used or not used at all by educators with low level of motivation, because of lack of knowledge.

Low qualification of most of the educators in the rural settings of Limpopo Province should be addressed. Because of high rate of failures and low standard of performance is obvious factor especially at schools where half of the staff comprises of under-qualified educators, and the efforts of those that are motivated are easily affected and obscured.

Misusing educators who are qualified: these educators are given most of the workload in schools with the idea that results are not achieved, this decrease the level of motivation and at the same time some educators develop a negative attitude towards them, thus affect conditions of service. Educators' salary plays an important role in the conditions of service in schools.

When educators are not being paid satisfactorily it leads to ineffective service in schools, because their performances will totally decrease, as more salaries could probably mean effective performance in teaching environment. The value of modern education is not fully realized by community.

Parents do not see danger of keeping their children at home at the expense of their future life. This leads to absentees and poor results at the end of the year. Absenteeism by children from schools makes it difficult for educators to render effective service in schools. Parents ought to be informed in order to realize the importance of relationship that could exist between these schools and home. The realization of these will help to increase the level of service by educators. A promotion also affects the conditions of service by educators in schools. Educators also lose sight to further their qualifications when they are not being considered for promotion, as they feel that they are not being recognized.

1.3 PROBLEM STATEMENT

The department of education is facing a problem of retaining educators in the teaching environment. This is due to conditions educators are working under. www.globalvisas.com

In the basic conditions of Employment Act Par 580-581 under the principles and Practices of Labour law issued on 3 April 2003 stated that:

- Working conditions of unorganized, organized and vulnerable worker meet minimum standards are socially acceptable in relation to the level of development of the country.
- Remove rigidities and inefficiencies from the regulation of minimum conditions of employment and promote flexibility.
- To prevent poverty in employment, excessive working hours.

But the conditions educators are working are unfavorable. Expert educators are given most of the workload in schools with the idea that the results will improve. There is also ever-increasing paperwork that is needed and this does not give enough time for effective teaching and learning.

Educator's salary is also a condition that causes attrition as most educators are not satisfied with their salary. Educators are working longer hours at school doing extra-mural activities and do not complete the day's work. To keep up they have to take work home and work at night. Promotions are slim and no incentive for work well done.

The other disturbing and visible problem that has an impact on condition of service is factors such as lack of discipline, over-crowding, stress caused by over-working, lack of resources, poor infrastructure, lack of basic needs like water and sanitation, lack of parental support and poor relationship between educators and management.

The condition of service has a great impact on the retention of educators in the department of education. Educators find it difficult to cope with those conditions they are working under, and this needs to be addressed because of the high rate of educators leaving the teaching profession.

1.4 PURPOSE OF THE STUDY

Denscombe (2002:25) explains that the purpose of the research should be stated clearly and explicitly. The purpose of the study was to investigate the impact of conditions of service on the retention of educators within the teaching environment.

1.5 OBJECTIVE OF THE STUDY

The objectives of this study were as follows:

- To identify the problems under the conditions of service experienced by the educators,
- To measure and assess the impact of conditions of service on the retention of educators,
- Research the impact of conditions of service on the retention of educators,
- To find out how schools and the department of education react on the conditions of service by educators,
- To find out on how schools and the department react on the impact of the retention of educators within the teaching environment,
- To identify the ways educators can be retained in the teaching profession,
- To recommend ways in which the conditions of services could be improved.

It was also the intention of the researcher to investigate whether conditions of service had an impact on the retention of educators in the teaching profession.

1.6 HYPOTHESIS

- Participation of educator in decision-making helps educators to stay in their jobs,
- Provision of appropriate support should be enhanced to retain educators,
- Working conditions have an influence on the retention and recruitment of educators,
- Conducive environment should be created to motivate educators to stay.

1.7 RESEARCH QUESTIONS

The main research question for this study will be stated as follows:

Does the condition of service have an impact on the retention of educators?

Sub-questions

- Are educators satisfied about the conditions of service they are working under?
- What is the importance of conditions of service on the retention of educators in schools?

1.8 SIGNIFICANCE OF THE STUDY

The researcher realized that there is an impact of conditions of service of educators in their working environment. The study has brought to light the importance of need of the impact of conditions of service in schools, so that educators may not leave their profession in great numbers as their profession is highly regarded in our country South Africa.

The researcher's appealed for reviewing of conditions of service in their working environment. The researcher when doing this study needed that educators within the department of education had to benefit from the study, as well as the entire academic community, South African community and prospective.

The University of Venda will also benefit as more students will enroll in different faculties due to quality of education they are offering to their students and they will use the study as a source of information. The teaching environment will benefit as educators will gain knowledge and skills in their teaching field. The community will gain trust to the educators for effective service they are rendering to their children. The study will also benefit the schools, learners, society and the government.

1.9 DELIMITATION

The study was limited to 10 schools in Mvudi Circuit in Vhembe District within Limpopo Province because of two reasons:

Financial constraints: because of financial resources, I could not take many schools in the study.

Time constraints: there was no sufficient time to conduct a bigger study.

1.10 LIMITATION

The study was limited to 100 participants from the selected schools in Vhembe District. The researcher regarded the 100 participants as target population. According to Welman and Kruger (1999:122), target population is the population to which the researcher ideally would like to generalize the results. All participants received the same training. The researcher chose Mvudi Circuit in Vhembe District because it was cost effective. Population parameters and sampling procedures were of paramount importance and become a critical factor in the success of the study.

1.11 DEFINITIONS OF KEY CONCEPTS

The researcher considered defining specific concepts to demonstrate to the reader that the researcher did have the sound understanding of the definitions of concepts to the topic under investigation and to identify the related literatures that have been reviewed

1.11.1 Educator

An educator is someone whose job is to teach or is a person who educates or teaches, or trains other persons at an education institution or assists in rendering education services or education auxiliary or support services provided by in an education department(ELRC.2000:A3).

1.11.2 Impact

Longman (2006:374) impact can be defined as to have an effect on someone or something.

1.11.3 Conditions of Service

Service- A system of providing the public with something it needs (Collins.1992: 173).

Condition: - Something that limits or restricts a qualification or a particular state of being (Collins.1992: 776).

1.11.4 Vhembe District

Vhembe District Municipality, with its head quarters in Thohoyandou was established through the process of transformation of local government. It was established in terms of Municipality Structures Act 117 of 1998 as a demarcated sphere government (Act 117 of 1998). The district municipality is comprised of four local municipalities, Mutale, Musina, Thulamela, and Makhado. The district covers large part of the former Venda and Giyani areas. The area jurisdiction of Vhembe District is predominantly rural with service backlogs. Vhembe is situated in the northern part of Limpopo Province sharing borders with Mozambique, Botswana and Zimbabwe. From:<http://www.vhembe.org.za/index.plp?page=background-history>].

1.11.5 School

School means any educational institution or that part of such an institution at which education and training, including pre-primary education is provided and which is maintained, managed and controlled or subsidized by a provincial education department, excluding University and technikon (ELRC.2000:C26).

1.12 LITERATURE REVIEW

The researcher has consulted sources that are relevant to the problem under investigation. The researcher considered using literature as a specific technique in the research, because it has more crucial information that has assisted in addressing the problem of the study. The investigation has discovered the problems that were encountered in the teaching environment were brought by the impact of conditions of service that caused retentions of educators, which should be taken into consideration by the government. This problem is a world-wide problem. www.globalvisas.com.

Discipline factor

According to newspaper "The Teacher, Your guide to education", Volume 8 number 10 October (2003:5), lack of discipline and security at schools leaves educators at risk and they come to schools with fear, insecure and their services decline every day. Some educators in KwaZulu-Natal Midlands were afraid to go to school, because the previous week there was a spate of muggings in their school, as educators were robbed of their cell phones, monies and valuables. Some learners also go to an extent of promising to beat their educators.

Low salary

Low wages were frequently cited as a cause of educators' retention in a 2002 survey. Educators in California who were considering leaving the profession rank salary consideration as the most important factor driving their decision Tye & O'Brien, (2002:2).

Similarly Girtz & Theobald, (1996:2), found that compensation is the most important influence on the decision to remain in the profession by experienced educators.

Relatively low wages (especially considering the number of years of higher education that the average, state-certified educator has completed) were frequently cited as a cause of educator attrition. For example, in a 2002 survey, educators in California who were considering leaving the profession ranked “salary considerations” as the most important factor driving their decision Tye & O’Brien (2002:2).

Similarity, Gritz and Theobald (1996:2) found that compensation was the most important influence on the decision to remain in the profession for male educators and experienced female educators.

Using the National Longitudinal study of the High School Class of 1972 (NLS-72), Stinebrickner (2001:2) develops a more complex model of the effect of wages on attrition in the context of a larger labor market.

According to this research, a graduate education and teaching experience are significant determinants of teachers’ salary, which, in turn, has a positive effect on educators’ retention. While men and women receive similar wages in teaching, men, have much greater opportunities of high-paying non-teaching jobs but lose it if they choose to teach. In turn, the notable wage advantage in non-teaching jobs may be the primary cause of educator’s attrition for academically gifted educators as measured by SAT Math scores and male educators, but not necessarily for the other educators. This is supported by the fact that most educators who quit teaching quit the workforce altogether (also see Murnane & Olsen (1989, 1990:2). From a comparative perspective, Dolton and Klaauw (1995:2) report that educator attrition rate in U.K is also driven by poor salary relative to non-teaching job.

Relationship between community and educator factors

Some also expressed wariness of staying in teaching profession because of government budget cuts.

Hanushek, Kain and Rivkin (2004:2) come with forthcoming argument that, while clearly important, educators salaries are not all that matter-they show that educator preferences across a range of job and school conditions may be just as important as salary in the retention decision. According to their study, “educators might be willing to take lower salaries in exchange for better working conditions”.

Resource Factors

The lack of resources, in a school also contributes to educators’ job dissatisfactions, which then can lead to attrition. In interviews with public school educators in New York City, a large percentage of new educators said they did not have access to adequate basic supplies.

Most educators had to use their own money to equip their classroom. Of the educators interviewed, 26 percent report spending \$300 to \$1000 of their own funds on classroom supplies over the year, 14 percent spent \$100 to \$200, and 12 percent \$50 to \$75.

In addition to this, most educators report that they do not have enough textbooks or that the textbooks they do have are in poor conditions. In turn, photocopying materials become a considerable part of their tasks, but school copy machines are frequently broken, and educators have to rely on family, friends, or other private resources to reproduce the materials Tapper, (1995:3). Erratic government education policies (such as those relating to educator licensing and certification) and unresponsive education bureaucracies’ make significant source of frustrations for new educators. Tapper (1995:3), for example, reports that a majority of educators interviewed “spoke at length and with anger” about the confusion of policies, lack of clear and accurate information, and repetitive and costly licensure or certification procedures.

Relationship between community and educator factors

Some also expressed worries of staying in teaching profession because of government budget-cutting.

Another important factor in the retention decision may be the social status of the teaching profession in the broader community Tye & O'Brien (2002:3). In interviews with rural Australian educators, for example, a primary source of anxiety about profession was dealing with a misinformed community. Educators report that they have to repeatedly battle public stereotypes that their professional day begins at 09:00am and ends at 3:00pm, that they enjoy high salaries and numerous vacations, and that their jobs are easier than most other professions. Overall, educators find a professional paradox – their community has a great expectation from educators, but educators are accorded low social status and held in low esteem Jones, (2001:3). In the United States this problem may be exacerbated by the same legislation that currently mandates high quality educators. As several researchers have suggested, the provisions in NCLB that brand schools as failing if they do not meet adequate yearly progress, by stigmatizing them with the need of improvement or failing label, may perversely increase the difficulty of hiring and retaining good educators in schools where they are needed most (Darling-Hammond & Sykes, Figlio, 2001:3).

Health factors

Myriad factors clearly affects educators retention, but most teaching takes place in a specific physical location (a school building) and the quality of that location can affect the ability of educators to teach, educators morale, and the very health and safety of educators. Despite the importance of conditions of school buildings, serious deficiencies have been well documented; particularly in large, urban school districts see for example, GAO 1995.

Moreover, since school buildings in United States are, on average, over forty years old- just the time when rapid deterioration often begins – we should expect problems with school facilities to worsen.

Many factors contribute to the quality of the school buildings and, in turn, affect the quality of educators “life and educational outcomes”. For example, poor indoor air quality IAQ is widespread and many schools suffer from “sick building syndrome” see, for example EPA (2000:3), Kennedy, et al (2001:3).

Since current student-focused asthma studies show that students lose considerable school time because of poor IAQ also affects educators’ health. In our study, fully two-thirds of Washington educators surveyed reported poor indoor air quality in their schools.

Another area in which research has linked school facilities to educators’ performance is thermal comfort. Lowe (1990:3) found that the best educators in the country Winners of States Educators of the Year Awards emphasize that their ability to control classroom temperature was central to the performance of both educators and students.

Lackney (199:3) showed that educators believe thermal comfort affects both teaching quality and students’ achievement. Corcoran et al. (1988:3) focused on how the physical condition of school facilities, including thermal factors, affects educators’ morale and effectiveness (Heschong Mahone Group, 2002:4).

1.13 ORGANISATION OF THE STUDY

SUMMARY OF ORGANISATION OF THE STUDY

CHAPTER 1

Orientation of the Study

This chapter focused on the introduction, background, problem statement, the purpose of the study, the objective of the study, hypothesis, research questions, significance of the study, definition of key concepts, literature review, organization of the study and reference.

CHAPTER 2

Literature Review

This chapter focused on the major points that emerged from the literature study on the impact of conditions of service on the retention of educators. The discussions included an introduction; motivation and retention of educators, other factors that affect educators' retention, the impact of poor retention strategies, working conditions, lack of support by school administrators and conclusion.

CHAPTER 3

Methodology and design

This chapter focused on the methodology of the study. The methodology of the study included the research design, sampling and instrument data collection procedures.

CHAPTER 4

Data presentation, Analysis and Interpretation

This chapter dealt with the data presentation analysis and interpretation of the information gathered from the procedures instruments

CHAPTER 5

Findings, Recommendations and Conclusions

This chapter presented the major findings, recommendations and conclusions.

2.2 MOTIVATION AND RETENTION OF EDUCATORS

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The researcher consulted or read other books and journals to come to an understanding and also provided a brief overview about the topic. The topic is about the impact of service of conditions of the retention of educators. Educators leave teaching because of the conditions which they are working under. Some of the conditions are:

- Lack of discipline in schools;
- Low salary;
- Lack of resources;
- Lack of parental support to learners;
- Lack of respect from community members,
- Health of educators;
- Lack of security in schools and redeployment.

The researcher was concerned about educators leaving schools for other jobs. The research found out some of the conditions that caused educators to leave. The researcher consulted other books to verify further why other educators are leaving. The researcher had consulted books and sources about the retention of educators which became the major problem in most countries. More research is needed in order to try and find methods that will retain educators in schools.

2.2 MOTIVATION AND RETENTION OF EDUCATORS

Some of the problems that were encountered in the teaching and learning situations were brought about by the level of motivation. The main problem facing the department of education was the level of motivation in educators, which lowered productivity in schools and caused educators to quit.

Moslow (1970:5) indicated that everyone seeks to satisfy two basic levels of needs in motivation. The lower level needs (physiological, security, the need for love and belonging) and higher level needs (esteem and both self and others and self-actualization or achieving one's full potential). According to several authorities, the proper approach to work motivation lies in the careful distinction between extrinsic and intrinsic rewards.

Herzberg (1964:3-7) distinguish between extrinsic reward surrounding for such as (salaries, fringe benefits and job security) and intrinsic reward of the job itself such as (self-respect, sense of accomplishment and personal growth) intrinsic reward according to Herzberg is more satisfying and motivation.

2.2.1 What motivates educators?

Paster and Erlandson (1982:1) conducted a survey and discovered that educators perceive their needs and measure their job satisfactory by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge expression of creativity and opportunity to learn. Paster and Erlandson concluded by saying that "high internal motivation, work satisfaction and high quality performance can motivate educators to work effectively and to remain in their profession.

According to Hoy (1982:334) educators whose level of motivation is high are self motivated to do their work effectively they are intrinsically motivated to achieve higher deals because they have greater scope of autonomy responsibility and the opportunity for personal growth.

For example, if an educator is highly motivated, he or she is able to assist pupils to achieve and attain better results at the end of the year. Job satisfaction of educators goes hand in hand with availability of facility. When facilities e.g. physical facilities are available, the educator becomes satisfied with the job and the level of motivation increases and in return the spirit of love, goodwill and security in teaching become high and relate well with the educator. This mutual relationship between educator and learner will breed success in the end.

2.2.2 Job Dissatisfaction

Another visible and disturbing problem that affects the motivation of educators is the factor of job dissatisfaction Schunk (1996:375), Job satisfaction which is caused by misusing highly experienced specialized educators, this include those educators who are given most of the workload within schools with the idea that they will improve the results, and are thus made jack of all trades. This becomes a burden to educators and this causes educators not to perform as required because of the workload and this decreases their motivation.

Lack of parental support in the activities of the school is another negative factor that decreases the level of motivation of educators. There are parents who are not willing or do not care about their children's education, they do not want to participate in any school activities, or when invited they do not come to school. Vernon, (1981:120).

According to Goodlad (1983:168) ineffective teaching practices, in educators is often observed in the classroom when an educator is restrained and inhibited by circumstances under which they teach such as over-crowding of learners, scaring promotions and complicated curriculums, low salary, lack of resource-materials, lack of administration support.

According to The Teacher June (2007:5), There was a shortage of resources in the Limpopo province

2.3 FACTORS THAT AFFECT EDUCATOR RETENTION

2.3.1 Educator Factor

According to Tyre and O'Brien (2002:1-2) low wage is the cause of educator attrition. For example, in a 2002 survey, educators in California who considering leaving the profession ranked "salary considerations as the most important factor driving their decision".

Stinebricker (2001:2-3) developed a more complex mode of the larger labor market. According to this research, graduate education and teaching experience are significant determinants of teaching and salary which in turn has a positive effect on educator retention. Dolton and Klaauw (1995:2) reported that educator; attrition rate in the United Kingdom is also driven by poor salary relative to non-teaching jobs.

According to The Teacher September (2010:6-7), Educators went on a strike demanding better salaries, increase of housing subsidy and improved medical benefits. Vhembe educators were also amongst the other educators who went on strike.

2.3.2 School Factors

Hanushek et al (2000:2-3) argue that educator's salary is not the only factor that matter most, Hanushek showed that school conditions may be just as important as salary in the retention decision. Educators may be willing to take lower salaries in exchange for better working conditions. Lack of resources in schools can also contribute to educator job dissatisfaction, which can lead to attrition. To emphasize this, interviewed educators from public schools in New York said they did not have access to adequate basic suppliers. Educators had to use their own money to equip their classroom; these conditions can affect the retention of educators.

According to The Teacher June (2007:5), There was a shortage of resources in the Limpopo province.

In the Vhembe District there was a shortage of desks, chairs and books for learners to use. In some schools learners had to sit on logs or fight for chairs. Schools are over-crowded due to lack of classrooms.

2.3.3 Community Factors

Another factor in the retention decision is the government education policies. An unresponsive education bureaucracy is a significant source of frustration for new educators.

Tapper (1995:3) reports that the majority of educators interviewed spoke with anger about the confusion of policies at length and lack of clear and accurate information and repetitive and costly certification procedures. Some educators expressed worries of staying in the teaching profession because of government budget-cutting. Another factor in the retention decision is the social status of the teaching profession in the broader community.

Tye and O'Brien (2002:3) in interview with Australian educators, for example stated that primary source of teachers' anxiety about the profession was dealing with a misinformed community.

Educators reported that they have been repeatedly insulted by the community members. These insults from community members may perversely increase the difficulty of hiring and retaining good educators in the most schools where they are needed most. Darling-Hammond and Sykes (2003:5).

2.3.4. School Facility Factor

Facilities affect educator retention, most teaching takes place in a specific physical location that is a school building. The quality of that location can affect the ability of educators to teach, educator morale, the health and safety of educators.

Despite the importance of buildings, serious deficiencies have been well documented in large urban school districts as more school buildings in the United States are over forty years old and are deteriorating.

This poor indoor air quality is causing sickness like asthma and “sick building syndrome”. This results to learner absenteeism and reduce learners’ performance. Learners also lose considerable school time because of poor conditions of schools. This sick buildings syndrome also affects educators; health, quality of educators’ life and educational outcomes (MacDonald et al.1999:6-7).

2.4. THE IMPACT OF POOR RETENTION STRATEGIES

The department of education is losing more educators which cause a huge shortage of workforce. Even if they employ more educators in the system, it does not solve the retention problem.

According to Richard et al. (2003:1), Policy makers have tried to solve educators’ shortage by increasing the number of educators. State districts and schools have instituted a wide range of initiatives to recruit new educators.

Policymakers also tried to train non-educators to switch from their careers to train as educators, even recruiting educators from other countries. These recruitments are worthwhile but they do not solve educators staffing problems that schools face Hirsch, Koppich & Knapp (2001:1).

According to Snyder, Hoffman and Geddes (1997:20-24) shows that educator shortage has grown since 1984. Most schools find it difficult to find qualified educators to fill the positions Ingersoll, (1999:1). The data also shows that student enrolment educators’ retirements are not the primary cause of high demand of educators. The most important is educators’ attrition.

Johnson et al (1991:2) have used the SASS/TFS data to provide an estimation of the attrition of educators. The data suggest that between 40-50 percent of educators have left the profession. The survey also asked 29 percent educators and they showed that they were dissatisfied.

Most educators also showed that they quit because of low salary, student discipline, lack of support from school administrations, poor student motivation and lack of influence over school wide and classroom decision making. The other main problem that causes educators to quit resided to the working conditions within the schools and districts. The statistics of 2010 January to 2010 December in the Vhembe District showed that 24.5% educators resigned and 9.14% took early retirement. This was due to job dissatisfaction and lack of motivation.

2.5. EDUCATORS QUIT BECAUSE OF WORKING CONDITIONS

According to the article from Michelle De Craene, most educators are more educated and experienced than ever, they are leaving the profession because there is enough diversity, like promotions. Most young educators are quitting. According to the Bureau of Labour Statistics, there will not be enough educators over the next ten years

Teaching conditions drive teachers from the classroom (<http://findartickles.com/p/articles/mi/MOEIN/IS 2007 April 26 n27217425>). From the research, it shows that 22 percent of California educators leave the profession from their early teaching years. To add to that, 10 percent of educators move away from high poor schools each year. California spent the most money \$455 million yearly recruiting, hiring and replacing educators. The most painful point is the losing of experience and expertise of educators and this has negative impact on educational experience of students. “California’s continuing loss of good educators is expensive, inefficient and unacceptable,” said Jack O’Conrell, State Superintendent of Public Instructions. Increasing educators’ retention is essential to resolve the state’s educators’ shortage. Jack O’Conrell continued to state that if possible they in California are going to close the achievement gap between their poor and more affluent students. They must ensure that all students have skilled and knowledgeable educators with the support and resources necessary to succeed.

Based on an online survey of nearly 2000 educators, the report indicated some reasons educators leave. The survey showed dissatisfied educators leaving teaching, cited serious problems with their working environment.

More than half of the educators were concerned about inadequate support such as lack of time planning, classroom disruption, and unnecessary meetings and too little to say over the way the school is run. In overcrowded schools, educators encounter shortage of resource materials, unsupportive principals, poor support for special education students, unclean and unsafe work environment.

2.5.1 Change in Curriculum as a Factor

The attrition of both new and experienced educators was a great challenge for schools and school administrators throughout Vhembe District. According to The Teacher (2008:34), The MEC for The Department of Education during an interview indicated that Outcome Based Education (OBE) was difficult to implement in the Limpopo Province as they had to merge “Race-based and Homeland department”. Vhembe District educators were the most affected as they were under a Homeland based Department. This caused most educators to leave teaching as they felt they were mishandled during the redeployment process.

According to Saptore (2006:6), South African system is in a transitional stage, there are regular changes in educational system. He indicated that lack of discipline, redeployment, unruly learners, removal of corporal punishment, overcrowding of learners in the class and a new curriculum approach, all this contributed to the leaving of educators.

In Limpopo Province, Pretorius (2008:34), in the Teachers, conducted an interview with MEC Dr Motswaledi, who indicated that Outcome Based Education (OBE) 2005 was difficult to be implemented in the province, because they have to merge former seven departments of education “race-based and homelands-based department”.

Educators were deployed and this did not go well, because some educators were not accepted in some schools, some educators developed stress related sickness, some educators were mishandled, some have to travel long distances, while others were allocated subjects which an educator has never taught before.

According to Jansen (1999:145-151), the complexity of the curriculum 2005 outcome based education had a negative impact in the South African schools, as outcome based education has too many terminologies like assessment standard, assessment criteria, range statement, outcomes and performance standards.

All these terms are difficult to give clear meaning. Not all educators had access in outcome based education's information hence educators are defined as implementers.

Official support is uneven, fragmented and some educators do not get support at all. Educators are also burdened with administrative work while educating learners' also has too much paper work, like schedules, lessons plans, assessments and administrative duties.

Marais (1992:306) indicated that educational system of OBE, principals' ways of managing governing bodies in schools, political changes cause stress to educators. Marais also added that most educators complain of sickness, such as hypertension, ulcers, heart attack, diabetes and others leave the profession while others take early retirement.

Wrobel (1996:16) also agreed that a number of educators see the educational workplace as failure in their career or job compassion fatigue.

2.5.2 Time Pressure and Health Factors

Piece and Mobley (1982:5) indicated that heavy workload and time demand had serious problem to educators, as educators' hands are always full; they have to do administrative duties, also become counselors, managers, examiners, secretaries, social workers and educators who are concerned with learners' performance.

Conley and Wooseley (2000:194), Cooper, et al (2001:40), shows that all those responsibilities can be the main cause of educators' stress and sicknesses. In Vhembe the statistics showed that 22, 2% educators left teaching because of incapacity due to ill-health.

According to Saptoe (2000:72), educators spent more time at school doing extra-mural activities such as sports refereeing, coaching, get involved in afternoon meetings, attending workshops until late and after that they have to plan for tomorrow, mark learners' books at home at night and this is taken as a stressful duty that causes educators to leave the profession.

In the Sunday Tribune (1997:1), showed that in the province of KwaZulu-Natal, about 3000 educators applied for voluntary severance packages.

Some educators pretended or faked sickness so that they get early retirement. This report shows that educators are burnt out and others are quitting, because of the conditions they are working under. <http://www.achieveonline.com/au/articleview243>

In Australia there is a huge shortage of educators. Young people are not interested or attracted in training as educators. Most educators are quitting because of the demands upon their time and inadequate resources. The Australia department is trying to lure graduates by promising them higher salaries and benefits.

The problem is worsening as the shortage of educators has led to the Australian education system to hire educators who are not specialists in Mathematics and Science. Some classes have been merged and this left classes overcrowded. Some schools had to stop teaching music, languages and mathematics subjects. The Department of Education in Vhembe District foreign Mathematics educators have been hired to teach in schools. Mirror June (2007:12).

Sue Simpson, President of the NSW Teacher Federation, said that pressure from the community on educators to take an increasing share of social responsibilities had caused stress in the profession. Although some educators hang on, it is because they love their profession or they think that they are abandoning their learners.

Educators are always the point of call in abuse cases and in dealing with learners from homes where there is domestic violence. Educators are also on call to deal with sexual abuse, drug problems, homophobia and violence. The situation in Australia reflects a world-wide educator shortage.

Across the globe it is estimated that there is deficit of at least 2.5 million educators. In the United Kingdom, it is so critical that some schools are only operating a four day week.

2.5.3 Violence in Schools Factor

According to the Teachers April, (2008:4) educators are quitting from their profession, because they are victims of psychological and physical violence caused by learners. The South African Human Rights Commission revealed that report shows that violence at schools is not simple in the form of learner to learner bullying. It has worsened into fatalities where educators have died at the hands of their learners.

A principal from Western Cape indicated that the previous year second term, they have experienced an increase in gang violence, and that left most learners and educators traumatized and they could hardly attend schools for two weeks, because of such incidents. There was too much tension in the area, which caused a feeling of insecurity, fear and anxiety amongst learners and educators. Some educators were referred to psychologists as a result of the traumatizing experience they were exposed in their workplace.

The Teacher June, (2008:5) reported that schools were no longer safe for both educators and learners. It is indicated that at Sikhanyile Primary School in Mamelodi a learner was shot dead by a learner from a nearby school.

Another incident took place at Steve Tshwete Secondary School in Olivehoutbosch near Pretoria, where a sixteen year old was stabbed to death by another learner. This left most educators fearing for their lives. These are factors pushing educators away from their teaching profession.

2.5.4 Salary Factor

When comparing the number of trainings as an educator had and the salary paid or received it causes educators' attrition.

According to Tyre and O'Brien (2002:2) same Gritz and Theobald (1996) salary is the most important factor that influences the decision of educators to remain in the profession or to leave.

Stinebrickner (2001:2) develops a more model of the effect of wages on attrition in the context of larger labor market. According to the research graduate education and teaching salary has a positive effect on educators' retention. Salaries are also the important influence on the decision of educators to be retained or leave.

According to McCoy (2003:5) educators are underpaid in this country. Henke et al (2000:5-7) surveyed a large sample of college graduates between 1992-1993, they found out that participants in the study were not satisfied about their low salaries, and could not manage basic things. The salaries were an insult.

Teaching is a profession that is very demanding and has time constraints. Low salaries lead to the best experienced educators looking for other jobs that pay better salaries and less demanding. There is also a slim chance of promotion and there is no thank you for serving many years in teaching. Skilled professionals are flooding out of South Africa and teaching is the latest profession to follow suit Report www.globalvisas.com.

South Africa has a shortage of educators who are skilled in Math, Science and Native language departments. Estimations show that 30% of all graduating educators have left South Africa to teach overseas and about 20 000 leave the profession each year. Reasons for leaving are low salaries, poor working conditions and the active poaching of highly-skilled educators.

Most educators who move abroad opt for teaching in the United Kingdom where salaries are higher. In a ten year period, 10 000 educators went to teach in Britain. Most educators who moved to UK were between the age of 18 and 30.

Other popular places where South African educators moved to are Dubai and the Middle East. Many of the immigrating educators leave for money. In those countries they get paid triple their current salaries.

Despite reports of an impending crisis, the Provincial Education Department has denied educator mass emigration. This was based on the 3.2% of the total 31 000 educators resigning in the Western Cape last year and the thousands of post applications that have been received.

South African Democratic Union is planning to stop the alleged exodus in its tracks through the introduction of a pilot scheme whereby prospective educators get teaching training while studying on a part-time basis as well as number of initiatives which will look into increasing educators' salaries.

According to South African Democratic Teachers Union 15 000 educators are expected to leave their jobs in the coming decade and it is clear that if such numbers are accurate this needs to be stopped as soon as possible www.globalvisas.com.

Xolani reported that educators are quitting the profession in their thousands which is an alarming rate that has disturbed the government officials and prompted unions to warn of disastrous consequences. School violence, low salaries, strenuous working conditions and a profession that has lost its spark, are driving educators out of classrooms every year.

Basic Education Minister revealed that educator attrition was caused by resignations, death, dismissals and early retirement due to ill-health. She also revealed that 24 750 educators left the profession between year 2005 and 2008.

Bobby Soobrayan Director-General of the basic education expressed concern that the numbers of educators who leave teaching are higher than the numbers of educators who are being trained each year. The department needed 20 000 new and trained educators each year but only 8 000 educators are produced. Soobrayan further said that they are monitoring the average attrition rate.

If the rate is too high it means the government will have a serious educator shortage. The impact at the moment is that there is an imbalance in the number of educators they have.

The problem is that more educators are leaving than those who are being trained. The Department of Education was working closely with higher education institutions to find creative ways of attracting young people into the teaching profession.

Soobrayan said that there is a need to introduce better salaries and retention programmes to keep educators in the classrooms. They are also working hard with Educators Union to ensure that the profession is maintained; in particular salaries don't fall behind.

The department said recruiting retired educators was a challenge because those who have retired may be old and cannot cope with the new curriculum. *"Even if there is a pool of retired educators, not all of them will be fit to teach again"*.

The statistics showed that the largest number of educators quitting were in Gauteng with 5 614 leaving between 2005 – 2008, followed by KwaZulu Natal – 5 005, Eastern Cape 4 763, Western Cape 3 017, Limpopo 2 317, Free State 1 979, Mpumalanga 1 686, North West 1 658 and the Northern Cape with 611. Total number of educators who left in 2005 and 2008 is 26 650.

The MEC indicated that a programme has been developed to ensure that vacancies were filled up quickly.

South African Democratic Teachers' Union (SADTU) General Secretary Mugwena Maluleke said that educator attrition has a serious implication for education as a whole. He further said that teaching is not as attractive as it used to be because educators don't get the necessary support from the Department, parents and learners.

Safety at schools has become an issue where educators are no longer able to teach effectively due to school violence. Educators are becoming targets of children who carry dangerous weapons to school. Maluleke warned the government that unless incentives were introduced, educator shortage would lead to a crisis. He further said, they need an injection of 9000 new trained educators by 2011. Those 9000 educators must be produced every year. If this is not done, the government is sitting in a crisis of needing 250 000 educators in the year 2036.
www.globalvisas.com.

2.5.5 Resource Factor

Lack of resource material contributes to educators' job dissatisfaction which leads to attrition. According to Tapper (1995:3) interviews with public schools in New York City, most educators show that they do not have basic supplies or resources. An educator has to use his other own money to buy some resources for his or her classrooms. Some educators who were interviewed, 26% revealed that they used \$300 to \$100 of their own money on classroom suppliers over the year.

Educators also repeated that they do not have enough textbooks, as some textbooks are old and in poor conditions. Educators have to ask parents or friends to donate or to give them funds to fix the broken photocopy machine to be used.

According to Capricorn Voice (News) 6-8 August 2008 there was a shortage of classrooms and desks in Limpopo Province. Learners were forced to learn under trees. The Head of Department said during the media briefing on the learners' registration time table for 2009 held at the department that "there won't be any learner learning under the trees in 2009 and that learners will have chairs, desks and enough learning space.

This statement shows that there is still not enough resource material like learners' furniture and classrooms in the Limpopo Province schools.

In Limpopo Province in The Teachers, June (2007) there was a huge lack of resource materials. Lack of personnel such as curriculum advisors and lack of resources made it difficult for educators to teach or implement the curriculum effectively. Failure of the Outcomes Based Education curriculum was transferred on educators.

Some advisors do not understand the curriculum and making it more difficult for educators to teach effectively with understanding to learners. Educators become demotivated as some resigned, and others left for better jobs.

According to Buckley, et al (2004) in *Do School Facilities Matter?* Teaching takes place in a physical location which is school building, the quality of building can affect the ability of an educator to teach, morals, health and safety.

Lack of school supplies, materials and resources as an elementary cause of frustrations and burn out in South Texas special educators.

John, et al (2006:3) indicated in the article that some of negligent important factors that cause burn out and attrition was lack of supplies, materials and resources. Educators got frustrated and developed stress due to lack of teaching resource materials in schools. An educator stated that *"I did not have enough supply of text books, educators' manual or basic consumable materials"*. She spent most of the time asking or begging for donations from retail businesses.

Educational researchers Able and Sewell reported the same study. The writer concluded, a reported source of educators stress includes financial constraints and lack of educational supplies. In addition they discovered that educators had to support their own classroom by buying supplies, materials and equipments. Educators had to raise their own money.

Able and Sewell (1993:3) outlined a new survey, lack of resources, workload driving new educators away. In Australia nearly half of new educators do not see themselves in the profession in ten years time. It was surveyed by Australian Education Union using escalating shortage of educators in Australia.

The Australian Federal Union President Pat Bayne indicated that the lack of funding was driving educators away. An independent researcher shows that the public schools needed at least \$2, 9 billion in addition to recurrent funding to be able to meet national schooling goals.

Lack of resources means new educators have less incentive to stay in the profession and this will continue to drive educators away.

According to Toye Olori (15 January, 2005) indicated that limited resources has led to inadequate infrastructure and qualified educators, overcrowded classrooms and dilapidated buildings, forcing pupils especially in rural areas to attend lessons under trees.

In their tour to Sokoto State Northern Nigeria, a disappointed Governor Attihuru Bafarawa described the conditions of most primary schools in a state of disaster. Bafarawa also met learners sitting on the floor, found out that council chairman had not taken their social responsibilities seriously. They also failed to understand why local government chairmen folded their arms and watched the school buildings in their locality turning into dilapidated structures.

2.5.6 Parental involvement factor

The South African School Act 84 of 1996 inter alia, power to parents and communities. Parents should play a meaningful role in the education of their children. In Vhembe District parents were not involved in their children's education. When parents were invited to school meetings they did not come and this had a negative impact on educators.

In Washington, Dec 11, educators complained that they are not getting enough parental support from learners who have experienced child abuse, poor health, bad nutrition and other problems among learners in the classrooms.

Ernest L President of the Carnegie Foundation for the Advancement of Teaching indicated that from the survey of 22,000 educators, the educators are frustrated by the classroom situation over the lack of support they receive from parents and over a feeling of powerlessness in teaching. Most educators found out that poverty, poor health, and undernourishment and neglect to be problems at their schools.

Educators made a point that they alone cannot do the job and need parental support. Educators in the survey described their learners as “Emotionally needy and starved for attention”, said Mr. Boyer. Futrell said in her statement, “ I wish I could sit down with every parent in America and emphasize how important they are to their children’s education”.
<http://www.edfacilities.org/pubs/lighting.html>

According to district officials, principals, policy makers, politicians, parents and even learners: when a learner fails to do well or pass the standardized tests, educators are blamed. Even though the officials know very well that educators inherited learners who are several grade levels behind attend schools that lack basic resources and little or no parental involvement at all. www.ncef.org

Section 3(1) of the South African Schools Act indicated that, it is the duty of every parent to see to it that their children attend school. Parents’ involvement in the child’s education is of vital importance. The implication of this is that it is the parents’ duty to see to it that children attend school daily. Educators and principals should report any misconduct by the child to the parents. Parents are seldom or not at all involved in their children’s education.

According to McCoy. (2008.8) when parents are confronted about their children’s behavior, lack of motivation, lack of intelligence, or other issues, parents become irrational. They usually blame themselves that sometimes they were not good parents or they did not spend quality time with their children or maybe they did not supervise their children. Some parents can react defensively by lashing out at the educator instead of solving the child’s problem. In addition, McCoy’s findings indicated that parents were unwilling to accept responsibilities for their children.

Lewis et al (1999:44) showed that one-third of educators agree that parents support their children’s education. These findings indicate that educators see parental involvement to be inadequate.

Geis and Knepper (2000:1) found that only 14.5% of educators surveyed were satisfied with the system in which the society held the teaching profession.

Educators found that parents were too busy to involve themselves in their children's education. The parents were too quick to blame the educator for any problems and were unwilling to acknowledge that they had unreasonable expectations of educators. Most parents had no interest in participating in the learning process, or motivating their children to work hard and be the best in their schoolwork. What parents do is to ask educators to lower standards instead of insisting that their children should work harder and improve.

McCoy L.P (2008:69), Educators felt that they are on their own, parents are not supporting them and they feel that leaving their profession is better.

2.5.7 Discipline and respect factor in schools

In terms of Section of 24 of the Constitution, Learners have a constitutional right to receive education in a safe environment. In Vhembe District, there are many acts that caused schools to be unsafe which happened at school which went unreported for the fear of reprisal outside the workplace. There was a learner who came to school with a knife and stabbed another learner to death, some came to school drunk and threatened educators. That left educators fearing for their lives. The learning environment was no longer safe for the educators and learners.

Lack of discipline in schools is a major concern in the whole country. Educators cannot teach effectively as they have to apply some rules about disciplining a naughty learner in the classroom.

According to Traci Nash, said "Discipline is not the fault of parents, rather it is the fault of the whole society as a nation, and we are so terrified to touch our children that any sort of punishment is taken as abuse". If the society does not respect educators, it is likely that child in that society will not respect and value educators at school.

In a recent nationwide survey of over 11,000 educators and education candidates, Henke, Chen Geis and Knepper (2000:1) found that only 14.6% of educators surveyed were satisfied with esteem in which the society held the teaching profession.

But in the study, some educators felt that they were respected even though they had admirable goals in choosing the teaching career. These educators wanted to help young people; they want to share their love of learning to improve the society. More educators felt that they wanted to share their knowledge with the society. This causes educators not to be retained. Learners always talk back to educators, curse, threaten and attack educators.

Disciplinary actions are not taken seriously. When educators report such incidences of attack to the police, administrators and the district frown at the educator. Unless American schools change, they will continue to lose educators. To solve this problem in the school system, we should first start by solving problems at home. <http://www.cm12k12nc.us>

The most troublesome aspect in educating is discipline. Since corporal punishment was banned, it is very difficult to discipline learners. Learners who misbehave are hard to educate.

According to McCoy (2003:1) the worst aspect of teaching is discipline problem. If you want learners to co-operate, one has to yell at them. Some hard nut to crack learners will not even respond to the disciplinary strategies that are shown to them. The other aspect is learners not respecting educators. Some learners have no respect of authorities at all; they do not have the zeal to learn. Those learners basically do whatever they want in their own time.

Those learners do not realize that the bad behavior that they are doing at school will later affect their lives. Some learners disrupt classes making it difficult for the educator to teach or to punish them. Some of these behaviors are aggravated by overcrowding of learners.

According to Charez and Sanchez (2004:1) schools are supposed to be the safest places for learners and educators.

But notorious learners lure into selling drugs and alcohol to other learners. This causes violence to erupt at schools. In some schools, learners bring guns, sharp objects and say it is for their security reasons.

In some schools, they experience a high level of community violence that spills into the schools causing the school environment to be unsafe and unbearable for some learners and educators. The mass killing of five learners in public schools across the country from December 1997-May 1999 was a wakeup call for the South African government to be aware of the conditions that caused educators to leave teaching. Violence, lack of respect and discipline has corroded the entire pedagogical system. <http://www.health.org/govpuks/ms713/>.

2.5.8 Administrators Factor

According to McCoy (2003:3) indicated that school administrators varied in their support of young educators. Many educators reported that the support was inadequate. The new educators felt that they were evaluated and judged and they would have preferred real feedback and suggestions for improvement of their teaching. Educators also felt that they were not supported in discipline issues or in conflict with parents at schools; they felt frustrated with lack of support from administrators.

When there is class visits after observation, educators are not given written or verbal feedback of how they have performed in the class. Educators felt that administrators do not care for the job they are doing. Educators also felt that when they asked funds for buying class materials the administrators ignored them and that caused educators to use their own funds to buy some teaching materials or abandoned the innovative methods, because of lack of resources.

Working conditions for educators are dreadful, as there are many learners' whose needs cannot be met by some educators, because educators were not trained for (learners with special needs), but they are placed in our school and given minimal support and little or no resources for helping those learners.

Research showed that half of educators leave the profession within five years. Brenda further said that the problem of educators leaving or quitting does not end there, there are numerous reasons why teaching was just not regarded as an important career to opt.

Top 10 reasons for quitting teaching or not becoming educators:

- Lack of autonomy. Administrators micro-manage their educators, refusing to allow educators to choose which materials to use for teaching their learners. Principals also forbid educators to use text books, dictionaries and worksheets. Some educators are not allowed to decide what to display on the bulletin boards, desk arrangement and where to sit when learners are reading.
- Discipline. Several learners had physically assaulted or threatened educators, several staff members' vehicles have been vandalized by learners. McCoy's opinion was that, neither the school nor the school district did something to protect educators. McCoy further said of knowing learners who brought guns and knives at schools, who did not even get suspended or expelled. At another school a learner was suspended for setting a fire to the school building,
- Personal expenditure. Educators have to buy classroom resources out of their own pockets. Many educators spent hundreds of dollars per year on materials for their learners and classrooms and they are not refunded. When school photocopy machines break down or placed on restriction, most educators spend a fortune on papers, ink and copy, services,
- Constantly increasing responsibilities. It looks like everyday a new responsibility is added, each responsibility might be less or more unrealistic than the last with no classroom aides or other support. Educators who come early to school also go home late due to over-working and they also take some work to complete at home. Educators are over-worked and overwhelmed,
- Uncompensated work. Educators spend a disproportionate amount of their personal time, either at school or home, doing school work such as planning lessons, grading papers, researching instructional materials and doing paper work,
- Huge class size. In some schools, forty or more learners crammed in one class, that is there is overcrowding of learners and there is not enough desks or chairs for learners to sit on, and there is not enough textbooks to give to every learner,

- Outrageous practices. Administrators require learners to sit in groups even if it is not necessary or there is no group work. Mandating educators to teach mini lessons to small groups of learners while other learners work is unsupervised. These are the two examples of school district policies that sound like a good idea to administrators but in reality it causes chaos in the classroom and to educators. Research proves that learners learn best when they have individualized instructions made to their needs. Educators are capable of instructing learners individually. So that educators can work effectively, they should be given manageable number of learners and class aides,
- Teaching periods. Educators are disrupted in class when they are teaching. If a parent shows up unannounced or an administrator wants to call a meeting, educators have to stop teaching and attend those unannounced meetings. Even if grievances are filed and eventually decided in educators' favor, by the time they are settled, many educators have moved on before they can reap benefits,
- Disrespectful learners. Some learners are so disrespectful to educators and when the matter is reported to the administrators, they frown and do nothing about that. This is really painful on the side of an educator,
- No job security. With a stroke of pen, educators can be out a job, with no avenues to appeal. Educators can be removed from regular positions and placed in temporary positions. An educator's work hours and work days can be changed without given notice.

When schools changed from a traditional calendar to being year round, educators were informed at the last minutes.

Educators were compelled to attend professional development training before school, after school, on weekends, during school breaks without additional compensation. Unless conditions change, American schools will continue to lose intelligent, talented and passionate educators like Brenda.

It is time for law makers, policy makers and school district administrators to focus their attention and energy on creating working conditions that encourage educators to stay in the profession. <http://www.npublicschools.org/recruit>.

RESEARCH METHODOLOGY

2.6 CONCLUSION

The current study had been designed to extend an understanding about the impact of conditions of services on the retention of educators. Several books, journals, websites and articles were unfolding how educators struggled in their workplace and forced them to leave teaching. This problem of educators leaving is a world-wide problem that needs the education system to look at and come out with strong strategic plans that could encourage educators to stay in the teaching profession.

Research design describes the procedures for conducting the study McMillan and Schumacher, (1993:3). Qualitative research refers to a series of research techniques where researchers will have direct and sustained social interaction with participation in a particular setting Taylor, (1994:208). The researcher used the qualitative approach as an approach in which data collection strategies were identified during the research rather than predetermined McMillan and Schumacher, (1993:599).

Qualitative approach also allowed participants to tell their own stories in their own words. It will provided outsiders with maximum insight into the situation. The researcher was of the opinion that a qualitative approach would support the empirical design in producing reliable information to address the problem of the impact of educators' conditions of service on the retention of educators. The researcher used empirical design. Mouton (2001:149). Empirical design is the study that is usually qualitative in nature and which aims to provide in-depth description of group of people or the community.

The researcher considered the design as the best for this study, because it provided an in-depth description of the people or community who conducted the interview with them during the collection of data as it was practical and was guided by evidence being gathered Maxfield & Babbie, (1995:4).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter focused on the methodology of the study which includes the research design, sampling and instrument which is data collection procedures. This chapter also included a detailed explanation of the research approach used and the data collection and data analysis methods which employed.

3.2 RESEARCH DESIGN

Research design describes the procedures for conducting the study McMillan and Schumacher, (1993:3). Qualitative research refers to a series of research techniques where researchers will have direct and sustained social interaction with participation in a particular setting Taylor, (1994:208). The researcher used the qualitative approach as an approach in which data collection strategies were identified during the research rather than predetermined McMillan and Schumacher, (1993:596).

Qualitative approach also allowed participants to tell their own stories in their own words. It will provided outsiders with maximum insight into the situation. The researcher was of the opinion that a qualitative approach would support the empirical design in producing reliable information to address the problem of the impact of educators' conditions of service on the retention of educators. The researcher used empirical design. Mouton (2001:149), Empirical design is the study that is usually qualitative in nature and which aims to provide in-depth description of group of people or the community.

The researcher considered the design as the best for this study, because it provided an in-depth description of the people or community who conducted the interview with them during the collection of data as it was practical and was guided by evidence being gathered Maxfield & Babie, (1995:4).

3.3. POPULATION

The concept population refers to a large group of individuals, which the researcher intended investigating McMillan & Schumacher, (1993:159). The population for this study consisted of 10 schools, 10 principals, and 80 educators. The researcher relied on experience, ingenuity and findings obtained were regarded as being representatives of relevant population.

3.4. SAMPLING

Sampling is the process by which elements are drawn from the population Fox & Bayat, (2007:54). A total numbers of 100 respondents were selected from 10 schools in the area of Mvudi Circuit in Vhembe District. This was composed of:

- 10 principals, 1 from each school
- 10 heads of department, 1 from each school
- 80 educators, 8 educators from each school

3.4.1 Sampling Method

The researcher in this study used the purposive sampling method as it enabled the researcher to obtain data from a sample of specific individuals. Purposive sampling method is one of the best methods as the researcher relied on experience, ingenuity and findings obtained were regarded as being representative of the relevant population.

3.4.2 Sample Size

According to Fox and Bayat, (2007:61), the size of a sample depended on variety of practical considerations such as the size of the population. In addition, the homogeneity of population and the degree of reliability required in the investigation, as well as the method of sampling, will affect the size.

3.4.3 Selection of Schools

A total of 10 schools were selected for participation in the study. The selections of those schools were based on the fact that the researcher wanted to check the impact of conditions of service on the retention of educators.

A purposive sampling method was used. The researcher considered the sample to be a representative of the population because it produced quality results that were trustworthy. For the sake of anonymity, schools were designated as A, B, C, D, E, F, G, H, I, J, K and L in the Mvudi Circuit.

3.5. DATA COLLECTION INSTRUMENTS

Data collection refers to instruments that are flexible and dependent on each prior strategy and data obtained from the strategy Gray (2009:60). The researcher used the following data collection instruments in this study.

Questionnaire

A questionnaire is an important data gathering tool which people are asked to respond to the same set of questions in a predetermined order Gray (2009:337). In this study structured questionnaire was used to collect data. The questionnaires were used as they fit with the objectives of the research. For this research structured questionnaires were designed and distributed to the respondents for completion.

3.6. DATA ANALYSIS

According to Mouton, (2001:108) analysis involves the breaking up of the data into manageable themes, patterns and relationship. The outcome obtained from the analysis will provide feedback on the tenability of the originally formulated research hypothesis. The researcher used spiral data analysis in the research to analyze data. Data gathered was analyzed using the Statistical Package for Social Scientists (SPSS).

3.7. ETHICAL CONSIDERATION

According to Gray (2009: 61), ethical considerations are principles which the researcher must find for conducting a research. In this study, the researcher appraised ethical considerations such as honesty, openness of intense respect for the subject, issues of privacy, anonymity and population. In this study the researcher followed the following research ethics:

3.7.1 Permission to Conduct Research

The researcher asked permission from the Mvudi Circuit Manager of conducting research in schools, before collecting data from those schools.

3.7.2 Informed Consent

Before collecting any data, participants were given enough information about the study, Mouton, (2001:244). In this study, participants were given adequate information on the aims of the study, the procedures that were followed and the credibility of the researcher and the way in which the results will be used.

By doing this, the participants could make decisions on whether they would participate on the research or not. No form of deception was used to ensure the participation of the participants.

3.7.3 Confidentiality and Anonymity

A researcher was sensitive to human dignity, responsible, vigilant, and mindful at all times. Information on participants was regarded as confidential. Mouton (2001:243-244). In this study, participants' confidentiality were not compromised and their names were not used in the collection of data. No secret information was divulged as the right of confidentiality of participants was respected. The researcher was the only one with access to names and data to ensure confidentiality of the participants. Researcher findings were presented anonymously.

3.8. CONCLUSION

CHAPTER 4

Data presentation, analysis and interpretation will be discussed in the next chapter. In this chapter the researcher presented the methodology of this study. In this study questionnaire were distributed to a sample of educators, head of department and principals. Purposive sampling was utilized in order to increase utility of information obtained from a small sample where key informants were knowledgeable about the phenomenon studied.

SECTION A: Bibliographical information.

The bibliographical details obtained from the questionnaires were the following, gender, age, ethnicity, religion, current, and working experience.

4.2 Gender of respondents

Table 4.2 below present results showing gender of the respondents.

	Frequency	Percentage
Male	37	41.9%
Female	52	58.4%
Total	89	100%

Gender sensitivity must be highly considered. 58.4% of respondents were females and 41.9% were males. This shows that more females' educators responded more than males' respondents.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter the data obtained from the questionnaires will be tabulated, presented, analyzed and shown as to how it relates to literature.

SECTION A: Bibliographical information.

The bibliographical details obtained from the questionnaires were the following, gender, age, ethnicity, religion, current, and working experience.

4.2 Gender of respondents

Table 4.2 below present results showing gender of the respondents.

	Frequency	Percentage
Male	37	41.6%
Female	52	58.4%
Total	89	100%

Gender sensitivity must be highly considered. 58.4% of respondents were females and 41.6% were males. This shows that more females' educators responded more than males' respondents.

4.3 Age of respondents

Results showing ages of the respondents

Table 4.3 Ages

	Frequency	Percentage
20 -24 years	03	3.37%
25 -30 years	11	12.36%
31 -40 years	46	32.58%
41 and above	29	51.69%
Total	89	100%

Results show that 32.58% of the respondents were of the age group of 31-40 yrs, followed by 51.69% of 40 and above, 12.36% were between the age of 25-30yrs respondents and 3.37% of 20-24yrs respondents. This results indicate that majority of educators are no longer satisfied about their working conditions.

4.4 Ethnicity

Below present results showing ethnicity of respondents.

4.4 Table ethnicity of respondents

	Frequency	Percentage
Venda	57	64.05%
Tsonga	18	20.23%
Pedi	09	10.11%
White	03	3.37%
Indian	01	1.12%
Colored	01	1.12%
Total	89	100%

Majority of the respondents were 64.05%, followed by 20.23% respondents, then comes 10.11%, then 3.37% respondents and 1.12% respondent.

These results shows that majority of educators , HOD's and principals found in Vhembe district,Mvudi circuit are Vhavenda speaking, then came Vhatsonga speaking and Vhapedi speaking, because they are all in Limpopo Province.

4.5 Religion

Results showing religion of respondents.

4.5 Table of religion of respondents

	Frequency	Percentage
African	14	16%
Christians	72	81%
Islam	01	01%
Hindu	01	01%
Jews	01	01%
Total	89	100%

Religions of the respondents 81% were Christians; this indicated that most educators were Christians. About 16% were Africans respondents, 1% respondent were Jews. This level of religion background was necessary in order to pinpoint the respondents' level of comprehension and discrepancy.

4.6 Current position

Below are the results of current positions of respondents.

4.6 Table of current positions of respondents

	Frequency	Percentage
Educators	74	83%
HOD	08	9%
Principals	07	8%
Total	89	100%

Since the researcher was focusing on educators, Head of departments, and principals it was also important to know their views regarding the research topic of the impact of conditions of services on the retention of educators. The results indicate that 83% of the respondents were educators; followed by 9% of respondents who were Heads of departments and 8% respondents were principals.

4.7 Working experience

Below are results of working experience of respondents.

4.7 Table of working experience of respondents.

	Frequency	Percentage
1 – 5 years	10	11.24%
6 – 10 years	22	24.72%
11 – 19 years	27	30.34%
20 and above	30	33.70%
Total	89	100%

Working experience is crucial to determine the years of educators have been on the teaching field. The results show that 33.70% of the respondents were 20 yrs and above being in the field of working. With 30.34% having less experience at 11- 19yrs, followed by 24.72% of respondents of lesser experience at 6- 10yrs and 11.24% of the least respondents who are young and inexperienced in this field.

These results show that respondents who are highly experienced in this field, 20yrs and above and 11-m19yrs intended leaving teaching, because of conditions of services they are working under. This is painful as one can hire new educators, but cannot replace experience. This will also have a negative impact in the teaching and learning environment in the near future.

SECTION B: CONTENT RELATED DATA ANALYSIS

Analyzed data from the questionnaires and show how it relate to literature.

Table 4.8 educators are losing interest in the profession due to promotion.

	Frequency	Percentage
Strongly agree	50	56%
Agree	20	23%
Not sure	01	1%
Disagree	02	2%
Strongly disagree	16	18%
Total	89	100%

The results obtained from the respondents' show that majority of 79% respondents agreed that educators were losing interest in the teaching profession due to promotions. 20% of respondents disagreed that educators were leaving teaching profession due to promotions, 1% were not sure whether educators were leaving because of promotions or not. Literature shows that best experienced educators' are leaving because of low salary. There was also a slim chance of promotion and there was no thank you for those who served many years.

Table 4.9 educators' should be compensated when they take a trip of more than one night.

	Frequency	Percentage
Strongly agree	64	72%
Agree	16	18%
Not sure	02	2%
Disagree	04	5%
Strongly disagree	03	3%
Total	89	100%

Majority 90% of respondents agreed that indeed educators were to be compensated when they undertake a trip of more than one night, followed by 2% of respondents who were not sure whether educators should be compensated or not.

8% of the respondents disagreed that educators should be compensated. The results show that majority of the respondents strongly agreed that educators should be compensated when they go out for a trip of more than one nights and principals and Heads of departments disagreed that educators should be compensated, as it was part of their work.

Table 4.10 educators are using their money to buy resources.

	Frequency	Percentage
Strongly agree	45	51%
Agree	25	28%
Nor sure	05	5.6%
Disagree	10	11%
Strongly disagree	04	4.4%
Total	89	100%

Respondents were asked whether they used their own money to buy resource materials for their classrooms. Majority of respondents 79% of them agreed that they did buy materials using their own money, while 15.4% of the respondents disagreed that they used their money and 5.6% of them were not sure since at their schools they did not use their own money to buy materials. The results show that majority of respondents strongly agreed that they were using their own money to buy resources and this caused job dissatisfactions which led to attrition. Literature shows that most educators' did not had basic suppliers or resources and they had to use their own money to buy some resources for their classrooms. Some even asked parents for donation to fix broken photocopy machine to be used (www.ncef.org).

Table 4.11 educators should be paid according longetivity (experience).

	Frequency	Percentage
Strongly agree	60	67.42%
Agree	17	19.10%
Not sure	02	2.25%
Disagree	07	7.86%
Strongly disagree	03	3.37%
Total	89	100%

86.52% of respondents agreed that they were to be paid according to longetivity as experience counts. While 2.25% were not sure whether they were to be paid according to longetivity. 11.23% disagreed that educators should be paid according to longetivity. A number of respondents admitted that they should be paid according to longetivity as they had more experience in the field other than novice educators, as they were still inexperienced. They had spent more years in the teaching field.

Table 4.12 educators should be remunerated according to merit.

	Frequency	Percentage
Strongly agree	24	26.97%
Agree	18	20.22%
Not sure	01	1.12%
Disagree	21	23.60%
Strongly disagree	25	28.09%
Total	89	100%

Results indicate that 47.19% of respondents disagreed that they should be remunerated according to merit. 51.69% agreed that educators should be paid according to merit, but only 1.12% of the respondents were not sure whether educators should be paid according to merit. Majority of the respondents promoted the idea of being paid according to merit. Most of educators cited that they were novice educators, some principals and Heads of departments. In literature according to McCoy (2003), educators pay was based on tenure and experience and not on merit this demoralized novice educators and they ceased to give their best efforts to teaching.

These novice educators were expected to work hard, succeed at teaching, also reported that effort and incentive meant nothing without the educator-pay structured system. Novice educators also indicated that the creative and successful educator was being remunerated on some scale as unprofessional workers. Educators suggested that they should be paid more based on merit.

Table 4.13 lack of resources hinders effective teaching in class.

	Frequency	Percentage
Strongly agree	45	50.56%
Agree	22	24.72%
Not sure	14	15.73%
Disagree	05	5.62%
Strongly disagree	03	3.37%
Total	89	100%

The results show that 75% of the respondents agreed that lack of resources hinder effective teaching in the class. 15.73% of the respondents were not sure, 8.99% of the respondents disagreed that lack of resources hindered effective teaching. Majority of the respondents agreed that effective teaching could not take place where there was no enough resources.

Educators indicated that lack of resources in schools was one of the factors that affected their retention. According to the Teacher, June(2008:4), indicates that in Limpopo Province there was a huge lack of resource materials, and lack of resources made it difficult for educators to teach, or implement the curriculum effectively. Some advisors did not understand the curriculum and making it difficult for educators to teach effectively with full understanding.

Table 4.14 department of education does not bring books in time.

	Frequency	Percentage
Strongly agree	30	33.71%
Agree	25	28.09%
Not sure	10	11.24%
Disagree	15	16.85%
Strongly disagree	09	10.11%
Total	89	100%

The results obtained from respondents' shows that majority of 61.80% of respondents agreed that the department did not distribute books in time. 26.96% of respondents disagreed that books were brought late to schools. 11.24% were not sure. The results indicates that majority of the respondents agreed that schools books were not distributed in time. These demotivated educators in giving the best service. Books should be brought before the re-opening of schools.

Table 4.15 lack of resources contributes to educators' job dissatisfaction.

	Frequency	Percentage
Strongly agree	59	66.29%
Agree	15	16.85%
Not sure	04	4.49%
Disagree	06	6.75%
Strongly disagree	05	5.62%
Total	89	100%

Results indicate that 83.14% of the respondents agreed that lack of resources caused dissatisfactions. Amongst educators 4.49% of the respondents were not sure whether resources can cause dissatisfaction, as they suggested that educators should teach, whether resources were not available or not. 12.37% of the respondents disagreed that lack of resources contributed to educators' dissatisfaction.

Majority of the respondents' admitted that educators were dissatisfied about the lack of resources. These were some of the reasons educators left the teaching profession. In literature Buckley et al. (2004:15) shows that the quality of buildings can affect the ability of an educator to teach morals, health and safety.

Lack of school supplies, materials and resources could be regarded as an elementary cause of frustration and burnout. In Sunday Times News Paper, February 27, 2011 pg 4. basic education Minister of education indicated that the education system is facing some challenges and one of the challenge is lack of infrastructures (Classrooms).

This indicated that there were some educators who were still teaching under the trees. The department of education should strive by all means to build more classrooms for the health of their nation.

Table 4.16 department does not distribute enough books for each learner.

	Frequency	Percentage
Strongly agree	28	31.46%
Agree	49	55.06%
Not sure	01	1.12%
Disagree	01	1.12%
Strongly disagree	10	11.24%
Total	89	100%

The results shows that 86.52% of the respondents agreed that the department did not distributes books according to the ratio of learners, followed by 12.36% of the respondents who disagreed that books were not distributed according to the ratio of learners. While 1.12% were not sure. The highest number of respondents strongly agreed that the government did not provide enough books at schools, and some learners were without books thus making it difficult for educators to give learners written work.

Even if educators reported this to their H.O.D's or principals there was nothing they could do, since the department was giving free education. This frustrated educators and these drives educators away from teaching. According to Sunday Times News Paper, February 27, 2011, indicated that in some provinces at district levels, books had not been delivered yet. Educators indicated that this was one of the challenges facing the education system.

Table 4.17 do you have a computer at school?

	Frequency	Percentage
Strongly agree	32	35.96%
Agree	50	56.17%
Not sure	02	2.25%
Disagree	02	2.25%
Strongly disagree	03	3.37%
Total	89	100%

Respondent agreed about 92.13% that they had computers, 5.62% of the respondents disagreed that they had computers at their schools, followed by 2.25% of who were not sure, that they had computers at their schools since management never told them that the computers at school was for the school.

Majority of the respondents admitted that they had computers at their schools. The respondents indicated that these computers were donated by private sectors. Educators', heads of the departments and principals had to write donation letters to donors. Those who disagreed indicated that they did not have computers at their schools.

Table 4.18 does your school have a photocopier machine?

	Frequency	Percentage
Strongly agree	31	34.83%
Agree	54	60.68%
Not sure	01	1.12%
Disagree	02	2.25%
Strongly disagree	01	1.12%
Total	89	100%

Results shows 95.51% of the respondents agreed that they had photocopier machine. While 3.37% disagreed that they had photocopier machine at their schools, they indicated that they photocopier learners work at office machine shops, or ask from neighboring schools. 1.12% indicated that they were sure. Majority of educators indicated that they did not have photocopier machines at schools. Most educators were from rural areas. They indicated that they relied mostly on photocopying from office machine shops.

Table 4.19 retention of educators can be enhanced by involving educators in decision making

	Frequency	Percentage
Strong agree	55	61.79%
Agree	27	30.34%
Not sure	02	2.25%
Disagree	03	3.37%
Strongly disagree	02	2.25%
Total	89	100%

Involving educators in decision-making yields good results as 92.13% of the respondents agreed that involving educators in decision-making influences educators' to be retained in teaching profession.

Respondents felt that they should be involved or not left out in decision-making that pertained them. 5.62% disagreed that involving educators in decision-making could influence educators' retention and 2.25% were not sure whether involvement of educators in decision-making could influence retention.

Majority of respondents suggested that support by the administrators and involvement in taking decisions was an important factor that made them to stay in teaching environment.

In literature Pastor and Erlindson (19982:1) stated that educators measure their job satisfaction by factors such as participation in decision-making, freedom, independence, challenge, expression of creativity and opportunity for learning.

Table 4.20 good relationship between management and administrators.

	Frequency	Percentage
Strongly agree	30	33.71%
Agree	35	39.33%
Not sure	05	5.62%
Disagree	15	16.85%
Strongly disagree	04	4.49%
Total	89	100%

A good relationship between educators and management creates a conducive working environment and can influence educators to stay in teaching environment. Most of the respondents agreed by 73.04% and 21.34% disagreed that good relationship could enhance educators retention and 5.62% were not sure whether good working relationship could enhanced the retention of educators.

The results shows that majority of the respondents agreed that a good relationship amongst administrators and school management could influence educators to stay. A participatory management enhances educators' professionalism and professional status and their ownership in planning and operation of the school. Thus participatory management gives educators a vested interest in school performance and also promotes harmony and trust among educators, administrators and school management.

Minority of the respondents disagreed based on their reason that good relationship could not enhance educators' retention. Since some educators were leaving because of changing environment.

The educators suggested that school administrators might support new and old educators as they felt that they were being evaluated and judged and they would prefer real feedback and suggestions for improvement in teaching. According to Employment of educators Act 76 of 1998(3-4) management might be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference.

Table 4.21 classrooms are not enough for all the learners

	Frequency	Percentage
Strongly agree	40	44.95%
Agree	36	40.45%
Not sure	03	3.37%
Disagree	04	4.49%
Strongly disagree	06	6.74%
Total	89	100%

The result shows that 88.40% of respondents agreed that classrooms were not enough, 3.37% were not sure if lack of classrooms was one of the factors that caused educators to leave teaching and 11.23 % disagreed that educators left because of lack of classrooms. The results indicates that majority of respondents agreed that lack of classrooms influenced educators' attrition.

Most of the respondents cited their concern that lack of classrooms caused overcrowding and it was difficult and ineffective to teach on overcrowded classrooms. They also indicated that discipline in overcrowded classroom was difficult.

In the literature "Capricorn Voice News Paper 6-6 August 2008, the H.O.D Vho-Nevhutalu promised that there won't be any learner learning under the tree and that all learners would have chairs, desks and enough learning space. But in schools there was still lack of classrooms and furnishers, there was overcrowding of learners in classrooms, because of lack of classrooms.

Table 4.22 circulars are not received in time to inform educators about workshops

	Frequency	Percentage
Strongly agree	30	33.71%
Agree	35	39.33%
Not sure	10	11.24%
Disagree	05	5.61%
Strongly disagree	09	10.11%
Total	89	100%

According to statistics 73.04% of the respondents agreed that they did not received circulars in time, followed by 15.72% of the respondents who disagreed that they received circulars late. 11.24% were not sure whether receiving circulars late could enhance educators' attrition.

Respondents were concerned that they received circulars late sometimes, not all schools received circulars. This caused them to be late in attending workshops, late in arriving at workshop places due to lack of knowledge about the place where the workshops were to be held. Those schools that did not receive circulars missed out.

Once an educator has missed out the content knowledge from the department of education, he would provide learners with outdated information. Educators felt that they were not highly considered as they were not informed in time about workshops and this caused frustrations and burnout.

Educators suggested that a year plan indicating dates for the workshops should be distributed to all schools in the beginning of the year, so that all stakeholders would be aware of when to attend and prepare their classes. Educators are aware that attending workshops for professional development was part of their responsibilities, as workshops' keeps them abreast of new knowledge about the curriculum.

Table 4.23 Educators should be placed according to their expertise

	Frequency	Percentage
Strongly agree	40	44.94%
Agree	40	44.94%
Not sure	01	1.12%
Disagree	07	7.88%
Strongly disagree	01	1.12%
Total	89	100%

The results show that 89.88% of the respondents' agreed that they should be placed according to their expertise. 29% of the respondents disagreed that they should be placed according to their expertise and 1.12% were not sure whether they should be placed according to expertise or not.

Majority of the respondents agreed that they should be placed according to their expertise, since this would yield good results in schools. Since educators would be teaching according to what they had been trained for and good at. The department of education should train all educators before introducing new learning areas for example technology.

Table 4.24 learners are disrespectful

	Frequency	Percentage
Strongly agree	45	50.56%
Agree	24	26.97%
Not sure	01	1.12%
Disagree	14	15.73%
Strongly	05	5.62%
Total	89	100%

The results shows that 77.53% of the respondents agreed that learners were not respecting their educators and 26.97% of the respondents disagreed that educators were leaving the profession due to lack of respect by learners and 1.12% were not sure that educators were leaving because of learners nor respecting them. Majority of educators indicated that they were leaving the profession, because of learners disrespecting them.

Educators indicated that these learners were disrespectful and did not have the desire to learn. They basically did as they wished; they did not respect their parents or any authority at all. Even though these learners were taught about their constitutional rights they turned to misuse these rights.

Table 4.25 learners who have received discipline from home are willing to follow schools' rules and work hard

	Frequency	Percentage
Strongly agree	36	40.45%
Agree	24	26.97%
Not sure	15	16.88%
Disagree	04	4.49%
Strongly disagree	10	11.24%
Total	89	100%

The results show that 67% of respondents agreed that learners who received discipline at home were willing to follow school rules. 15.73% of the respondents disagreed that learners who received discipline at home were willing to follow school rules and work hard. These respondents indicated that learners could be good at home but misbehave at schools. 4.49% of the respondents were not sure where they stood in this matter.

Table 4.26 educators' experiences problems of unruly learners

	Frequency	Percentage
Strongly agree	35	39.33%
Agree	35	39.33%
Not sure	03	3.36%
Disagree	07	7.87%
Strongly disagree	09	10.11%
Total	89	100%

There were 78.66% of respondents who agreed that there were unruly learners' who cause troubles at schools. 17.98% disagreed that educators did experiences problems with unruly learners and 3.36% were not sure whether educators were leaving because of unruly learners.

Majority of the respondents (educators) complained about the unruly learners at schools who had no interest in learning, they come late at school and they disrupt the classes. Educators tried to follow discipline models and tried to instill personal responsibilities and they often got frustrated by lack of response from learners. Educators indicated that they tried different strategies but nothing was working.

Educators even indicated that they sought advice from the principals, other educators and involved parents. When learners realized that there was no proper punishment they continued disrupting classes. South Africa Constitution, stated that every child have the right to education. Learners have to be kept in class at all cost, because if learners are kicked out from class they end up on streets. But students who want to learn suffer.

Table 4.27 Educators have to discipline learners who come to school drunk and cause violence at school

	Frequency	Percentage
Strongly agree	28	31.46%
Agree	31	34.83%
Not sure	10	11.24%
Disagree	15	16.85%
Strongly disagree	05	5.62%
Total	89	100%

Majority 66.29% of the respondents agreed that they had tried different strategies to discipline learners and 22.47% disagreed that they had tried to use different strategies when disciplining learners. 11.24% of the respondents were not sure.

Most educators, cited discipline as one of the factors that causes attrition. Educators indicated that their role had expanded from teaching and mentoring learners to that of policing learners. Educators indicated that they were dealing on a day to day basis with learners who came drunk at school with drugs problems, violence and gangsterism. Educators further indicated that it was difficult and unsafe to handle such learners.

Educators also tried to involve parents, HOD's, and principals but these learners disrespected them. When they were being punished by excluding them from class they were happy and they felt as if they were on vacation. There is a saying that says 'if you kick the kids out of school for disciplinary reasons, the kids end up in the street, so keep them.

The literature according to McCoy(2003:3) indicate that there was a mass killings of learners in public schools across the country from December 1997- May 1999, this was a wake up, call for the South African government to be aware of conditions that cause educators to quit.

As violence, lack of respect and lack of discipline had corrupted the entire pedagogical system; learners who want to learn suffer.

Table 4.28 Educators have to cope with learners who do not want to do school work

	Frequency	Percentage
Strongly agree	35	39.33%
Agree	28	31.45%
Not sure	07	7.87%
Disagree	10	11.24%
Strongly disagree	09	10.11%
Total	89	100%

The results indicate that 70.78% of the respondents agreed that most learners did not write their homework. 21.35% of the respondents disagreed that educators had to cope with learners who did not write their homework. 7.87% of the respondents were sure.

Majority of the respondents indicated that learners did not do their homework and this frustrated educators and they got demotivated. When they involved parents they were too busy to involve themselves in their children's' learning.

Educators indicated that there were good learners who worked very hard and enjoyed learning and there were also troublesome students who showed no interests in learning. Educators' had to deal with all these learners and the impossible tasks of overcrowding of learners. In the Bill of Rights section 28, parents are required to provide physical and emotional needs of their children. Educators are suggesting that they work together with parents for the benefit of the child. Parents are still regarded as the primary educators and retain full responsibility of their children.

Table 4.29 educators are leaving because of stress

	Frequency	Percentage
Strongly agree	49	55.05%
Agree	14	15.73%
Not sure	02	2.25%
Disagree	22	24.72%
Strongly disagree	02	0.25%
Total	89	100%

The results indicate that 70.78% of the respondents agreed that most educators were leaving the profession due to stress and 26.99% of the respondents disagreed that educators were leaving because of stress and 20,25% of the respondents were not sure whether educators were leaving because of stress. Majority of the respondents cited that educators were leaving because of stress.

The key factors causing the stress and attrition were frustration due to lack of school supplies, resource materials, financial constraints, overcrowding of learners, lack of respect, discipline and lack of parental support. These entire factors were ripping the educational system. Educators also indicated that there was a painful and stressful factor lack of support by the administrators.

Educators suggested that administrators should stop bending the rules, as every time a parent complained about something the administrator would take the parent side over educator. Even though the educator was trying to instill the school rules, at times educators indicated that they landed in front of board members (SGB) of the school. Educators are suggesting for teamwork. Krishnaveni and Anita (2007:154) shows that teamwork is a recipe for success in most cases. Teamwork ensures that colleagues develop each other, cooperate and assist each other to lessening each other workload. This reduces attrition of educators.

Table 4.30 Educators are taking early retirement package due to ill-health and sickness.

	Frequency	Percentage
Strongly agree	18	20.22%
Agree	22	24.72%
Not sure	10	11.24%
Disagree	20	22.47%
Strongly disagree	19	21.35%
Total	89	100%

The results indicate that 44.94% of the respondents were taking early retirement due to ill-health and sickness hence 43.72% of the respondents disagreed that educators were leaving because of ill-health and 11.24% of the respondents were not sure if educators were leaving the profession due to ill-health.

Majority of the respondents indicated that most educators, HOD's and Principals were taking early retirement due to ill-health. The department of education was losing all old and novice experts and experienced educators, due to different kinds of sicknesses.

Most of the South African communities including educators were plagued by many social injustices, such as HIV/AIDS, and this injustice create barriers to the process of teaching and learning. Sunday Tribune (1997:1) reveals that in Kwazulu –Natal alone about 300 educators took voluntary severance packages, due to ill-health.

4.31 CONCLUSION

In this chapter data was analyzed and interpreted. 100 participants from Mvudi Circuit participated in the collection of data for this study. Descriptive and inferential statistics such frequencies, tables, percentage and correction tests were used in the data analysis and summarized. The purpose of this study was to investigate the impact of conditions of service on the retention of educators.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In this chapter the review of the findings of the study on the impact of conditions of services on the retention of educators would be followed by recommendations and conclusion.

5.2 Findings

Findings of this study were presented according to the analytical categories identified during data analysis. The data analysis generated several working conditions that were not conducive for educators to teach; as such these findings were not ranked.

Financial consideration does affect educators' retention

The results indicated that majority of respondents' related that they were simply not paid enough to live comfortably, that there was a slim chance of promotion, no incentives for job well done. The results also indicated that educators used their own monies to buy resources since schools did not provide with enough resources or the department of education and that norms and standard budget could not buy all resources needed at schools.

Concerning remuneration according to longevity and merit, most experienced educators, some principals, and Head of department cited that they should be remunerated according to longevity since they were experienced and had served the education system for a long time tolerating without quitting.

Concerning merit, majority of novice educators, Head of department, and principals indicated that remuneration should be done according to merit, as they indicated that hard work, and excellent educators who excelled in their work should be remunerated more.

The education system should look at tenure and experiences only, as this demoralized novice hardworking educators.

Resources factor has an influence on the retention of educators

The results suggested that majority of educators, agreed that the lack of resources in schools contributed to educators' job dissatisfactions which led to attrition. Many educators used portion of their salary to purchase teaching supplies. Lack of resources was also a factor that affects effective teaching as educators could not teach without learners writing, books were delivered late and they were not enough for all learners.

In the Teacher, June (2008:4) indicate that in Limpopo Province there was a huge lack of resource materials. Teaching also took place in a specific physical location (buildings), the results indicated that there was a lack of classrooms in most schools, forcing learners to be overcrowded in one class making it was so difficult for educators to teach effectively and to discipline the overcrowded class and some buildings were old and dilapidated.

Buckley, et al. (2004:15) showed that the quality of buildings can affect the ability of educators to teach, moral, health and safety. Also the minister of education in Sunday times February, 27, 2011:4 indicated that education system is facing some challenges and one of the challenges is lack of infrastructures (classrooms). Technology makes things easier for people. In the education system some educators indicated that their schools had only one computer, and some did not have a computer at all which made it difficult for educators to make schedules and reports for learners.

Retention of educators can be enhanced by involving educators in decision-making

Majority of the respondents agreed that involving educators in decision-making yielded good results.

Educators indicated those schools, where educators were being supported by Administrators and they were free to express their views and were not being undermined and this enhanced educators' retention. But schools where educators were on their own with no support from the management' attrition was too high.

In literature Pastor and Landson (1982:1) stated that educators measure their job satisfactions by factors such as participation in decision-making, freedom, independent challenge, expression of creativity and opportunities for learning.

Good relationship between management and educators enhances educators' retention

Majority of the respondents indicated that good relationship between the administrators and educators could influence educators' retention. Educators indicated that a participatory management enhances educators' professionalism and their ownership in planning and operation of the schools.

According to Employment of educators act 76 of 1998, 3-4, indicated that management must be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforces their belief that they can make a differences and also to assist novice and experienced educators in developing and achieving educational objectives in accordance with the needs of the schools.

Discipline as one of the factor that causes attrition in educators

Majority of the respondents indicated that discipline was a big problem and was one of the factors that were influencing educators to leave the teaching.

Most educators indicated that they did have learners who were disrespectful, did not have the desire to learn and did not respect their parents, or any other authority.

Majority of educators interviewed were concerned about learners who were unruly, disrupted classes and often came late to school, even though educators tried to instill discipline they did not respond, they continued with their mischievous actions. Educators also indicated that there were learners who came to school drunk, some used drugs, and some came to school with weapons like knives and some learners join gangsterism to fit it.

These learners caused violence and abused other learners. Learners who had no interest in learning refused to do homework or class work. There is a saying that says, “you kick kids out of school (for disciplinary reason) they end up in streets, so keep them in schools at all cost, but because of this mentality, learners who wanted to learn suffer.

According to Teacher (April, 2008:14) violence, majority of educators indicated that administrators should stop bending the rules every time a parent complains about something, the administrators takes sides of a parent over an educators, as the educator was trying to enforce the school code of conduct, and the educator ended up in front of the school board, as if the educator was the only one who do cares about school rules.

According to Employment of Educator Act 76 of 1998 chapter A, Para 4(3c-10) the school administrators should ensure that good discipline is being maintained. In 3c-10, educators indicated that they had taught learners about their constitutional rights but to no avail, some listened and others did not.

In South African Employment of Educators Act 76 of 1998(3c-11) indicated that management should meet with parents concerning their children’s progress and conduct.

But educators indicated that parental support was inadequate, educators found out that parents were too busy to become involved, that showed that they had no interest in participating in the learning process. Parents were unlikely to support educators’ efforts.

Lack of discipline, violence and lack of respect by learners were some of the factors that were corroding the pedagogical system leaving educators with no option but to leave the teaching profession.

The Teacher (April, 2008:4) reported that due to violence at schools educators were resigning in large numbers from their jobs, because they were the victims of psychological and physical violence perpetrated by learners.

The South African Human Rights Commission revealed that violence at schools was escalating because of learners bullying, it had escalated into fatalities, where educators had died at schools at the hands of their learners. Violence in schools created feelings of insecurity, fear and anxiety amongst learners and educators.

Educators should be placed according to their expertise

Majority of the respondents showed that educators should be placed according to their expertise. Educators were allocated subjects or learning areas, which they had not trained for and as such educators became frustrated, developed stress and most educators left teaching.

Majority of educators also indicated that redeployment was not handled in a professional manner, since a redeployed educator had to go alone to that specific school. When an educator arrived at the other school management or other educators did not welcome the said educators. The poor educators felt frustrated and moreover that educator would be given new subjects or learning areas they have not trained for or not acquainted with.

Educators are leaving because of stress and ill-health

Majority of respondents indicated that teaching is a stressful profession. They have indicated that their workloads increased day by day.

They showed that it was difficult to do your best in class because of other responsibilities facing them; they had to do secretarial duties, be a social worker for learners with problems, and be a counselor for learners who were sick or traumatized.

Other stressful activities that the educators were responsible for were extra-mural activities like sports, attending meetings and after that they had to go home with a pile of books or papers to mark them at night and bring them to schools the following day marked. All this was regarded as stressful. In the literature Morgan (1995:25) stated that having excessive workloads could be too stressful.

Majority of respondents agreed that ill-health was also one of the factors that caused attrition in educators, as most of the educators, HOD's and principals were taking early retirement due to sickness, HIV/AIDS was mentioned as the pandemic that affected the South African community as a whole

5.3 RECOMMENDATIONS

Working conditions

To retain educators in the education system, the conditions they are working under should be improved. As the education system will continue in losing intelligent, talented and passionate educators. It is time for the law makers, policy makers, school districts administrators to focus their attention and energy in creating working conditions that encourages educators to stay in the teaching profession.

Schools should review their administrative system and should provide appropriate support for educators. Educators are carrying the load of teaching and clerical tasks. Clerical tasks should be given supportive staff, hired by the department of education. These support staff would be more effective in understanding clerical tasks than educators. Educators' should concentrate more in teaching learners to produce quality results and to retain educators as their workload would be minimized.

Retention of educators can be enhanced by involving educators in decision-making

Management should involve educators in decisions pertaining to the school as a whole, as this reduces educators' retention.

As Pastor and Elandson (1982:2) stated, educator's measure their job satisfaction by factors such as participation in decision-making, freedom, independence, challenges expression of creativity and opportunity for learning.

Financial consideration affects educators' retention

The department of education should increase the budget on educators; salary. Educator's salary must be attractive in order to retain them and attract novice educators and non-educators. The education system should make additional payments to educators' development programmes and workshops. The education system should compensate educators for spending one or more nights away from home. The development programmes should be scheduled during the first 3 non-teaching days during which educators are required to be available for work (re-opening days) to minimize the disruption caused by educators' absence from classroom.

The department of education must increase the budget of norms and standards in schools and allow schools to build classroom, as the schools are facing overcrowded classrooms. Overcrowding also cause discipline problems, which influence educators' attrition. Basic facilities like tilts, water taps must be included in the budget. As lack of infrastructure is also a factor that enhances educators attrition.

Educators are leaving because of stress and ill-health

The education system must develop and maintain healthy and safe working environment by reducing their working demands. The department of education should workshop educators about employee assistance programme (EAP) and those wellness co-coordinators should visits schools and workshop educators about their wellness. Wellness about stress and psychological disorders, emotional problems grief's, and work related conflict. These workshops should be done on the first days when educators reopen before learners come to schools.

Discipline as one of the factor that causes attrition in educators

Discipline must be reinforced at home; parents should be aware of their children's' problems and collaborate with educators to solve those problems.

Learners who have engaged themselves to drugs and alcohol must be sent to rehabilitation centre to be rehabilitated. Those who are bullying can be punished then if it still continuing they must be suspended from school for a while. School administrators must also ensure that good discipline in schools is maintained. Parents are regarded as primary educators and retain full responsibilities of their children. Parents must play a meaningful role in the education of their children. They must participate in decision- making and information on educational issues, as they are answers in numerous problems found in schools. For example, discipline problem. Parents must also work hand in hand with educators. There must be a policy of parents regarding parental involvement in their children learning.

Resource factor has an influence on the retention of educators

Books must be delivered to schools before the year ends and if there is a shortage; the school must be allowed to buy the unavailable books. Schools must not wait for the department to deliver the remaining books, as the department brings books late to schools and this affect the smooth running of schools and demotivates educators.

The department of education has turned most schools in quintile system, and provides free basic education; the parents should be given opportunity or options to top up the school with school fees to provide the basic needs of schools, like sanitation, water, books and classrooms to create a better workable environment for educators.

In the educators' development program, the department of education must equip educators' with the necessary technological skills so that educators can be able to use digital tools in schools. As computers help in reducing hardcopy work such as writing reports and schedules. This also reduces the educators' workload and attrition.

Educators should be placed according to their expertise

Educators should be placed according to what they have been trained for, from their training institutions.

When attending workshops they should be developed according to their subjects. Redeployed educators should also be placed according to their subjects, as this is the factor that causes attrition.

5.4 CONCLUSION

The findings and recommendation of this study has lead to the following conclusions on the impact of conditions of service on the retention of educators. In conclusion, in the findings majority of educators opted to leave teaching because of working conditions they are finding themselves in. the primary reason for leaving was poor salary, lack of resources in schools, lack of parental involvement in their children's' learning, lack of physical facilities(Classrooms), overcrowdings in classes, stress, ill-heath, inadequate support by administrators.

Discipline as a factor, in literature DG (Soobrayan) indicated that the number of educators leaving is higher than the number of educators who are being trained each year. Further indicated that as they were monitoring the average of attrition rate, if the attrition rate increased soon the department of education will soon have a serious educator's shortage.

It is showing that at the moment there is an imbalance in the number of educators the department of education have e.g. Zimbabwe educators in math.

To stop this exodus of educators leaving the profession the education system must improve the working conditions educators' are working under.

Low salary of educators must be increased so that they too can live a decent life, more classes must be added to reduce overcrowding that causes discipline problem, as overcrowded learners are difficult to handle, as indicated in the recommendations.

The education department must allow parents to top up fees as this will help in building more classes, buying books and other stationary, sanitation, water and maintaining the school and making the school a workable environment as this can reduce attrition of educators.

For example, in private schools the department of education contributes funds for fees (Norms and standards). Parents are also topping up fees and this help schools to be well resourced.

Educators need to be motivated in their working environment. If they are assessed they should be praised for the work well done. They must not be judged or told nothing. In areas poorly performed they must be assisted so that they can improve. Parents must also be involved in their children's' learning and work together with educators as this will solve some disciplinary problems.

Educators can be retained only if the department of education makes changes in improving the working conditions educators are working under. The society, policy-makers and administrators must seek to elevate the teaching profession, understands the culture of teaching and respond to the voices of educators in order to support and retain educators in every classroom. This study has achieved its aim of the impact of conditions of service in the retention of educators.

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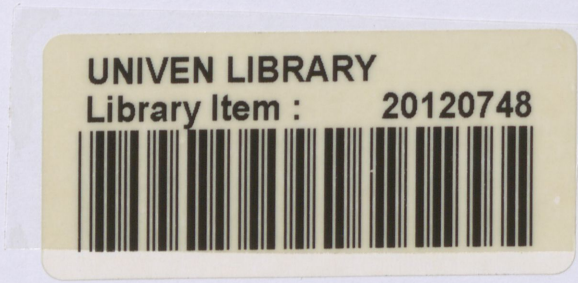
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SECTION A: PERSONAL INFORMATION

Answer the following questions by ticking an appropriate block/answer in the table below:

1.1 Gender	Male	
	Female	
1.2 Age Group	19-24 years	
	25-30 years	
	31-40 years	
	41 and above	
1.3 Ethnicity	Venda	
	Shangaan	
	Pedi	
	White	
	Indian	
	Coloured	
1.4 Religion	African Religion	
	Christian	
	Islam	
	Hindu	
	Jewish	
1.5 Current Post	4 Educator	
	3 Head of Department	
	2 Principal	
	1 Circuit Manager	
1.6 Working Experience	1-5 years	
	6-10 years	
	11-19 years	
	20 and above	

SECTION B

	Strongly	Agreed	Not Sure	Disagree	Strongly Disagree
	1	2	3	4	5
1. Are educators losing interest in their profession due to promotions?					
2. Are you as an educator taking early retirement packages due to Sickness? e.g. HIV/AIDS					
3. Are the conditions you are working under conducive?					
4. Are educators leaving because of stress?					
5. Retention of educators can be enhanced by:					
5(i) involving educators in decision making from school level to the department of education					
5(ii) Good relationship between the educator, administrators and management					
6. Has the department of education started employing educators from other countries as an indication of educator strategies at your School?					
7. Does the SGB involve all stakeholders in the decision-making Process at school?					
8. Does lack of resources at school hinder your effective teaching					
9. Does the department of education distribute enough books at Schools?					
10. Do the books arrive on time, before or after some months?					
11. Is the administrator's support to educators adequate?					

	Strongly agree	Agreed	Not Sure	Disagree	Strongly Disagree
	1	2	3	4	5
12. Does lack of resources material contribute to educators' job dissatisfaction?					
13. Do educators use their own money to buy some resources or help learners financially in their classrooms?					
14. Is there a shortage of classrooms at your school?					
15. Are learners over-crowded in your classes?					
16. Is burn-out caused by unreasonable workload at your school?					
17. Is there more paperwork than teaching time at your school?					
18. Do you experience discipline-problem at your school?					
19. Are learners disrespectful to educators?					
20. Should parents lead the way to discipline their children from home?					
21. Learners who have received discipline from home:					
21.1 Are willing to follow school rules					
21.2 Respect their educators					
21.3 Are hard workers in class					
22. Learners who have not received discipline from home					
22.1 Do not respect educators					
22.2 Do not follow or adhere to school rules					
22.3 End up taking drugs and alcohol					
22.4 Are violent in schools					
22.5 Hang out with wrong crowd					
22.6 Are always behind in school work					
23. Are children involved in their children's education?					

	Strongly agree	Agreed	Not Sure	Disagree	Strongly Disagree
	1	2	3	4	5
24. Do parents give support in the teaching and learning of their Children?					
25. Co-operation between educator and parents can yield the following benefits:					
25.1 It can improve the school atmosphere					
25.2 A high level of communication between home and school leads to more effective programmes being offered					
25.3 Parents can make a meaningful contribution to school activities which fall under the expertise of an educator					
26. Do you have a photocopier machine at your school?					
27. Do you have a library at your school?					
28. Is the department of education empowering you by taking you to workshops, courses and seminars?					
29. Do you receive school circulars in time to inform you about Workshops?					
30. Are you being placed according to your expertise at school?					
31. Is written or verbal feedback from class visits important to an educator's performance?					
32. Are educators compensated for professional development training after school or on weekends?					
34. Are you losing interest in education due to the salary you are being offered?					