FACTORS CONTRIBUTING TO TEACHER ATTRITION IN SOME SELECTED PRIMARY SCHOOLS OF QUTHING

BY

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DECLARATION

I declare that; FACTORS CONTRIBUTING TO TEACHER ATTRITION IN SELECTED PRIMARY SCHOOLS OF QUTHING is my own work, that it has not been submitted to any university and that all sources used or quoted have been acknowledged in the references part of this study.

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Abstract

The aim of this study was to investigate the factors that contributed to teacher attrition at primary schools in Quthing. To achieve this purpose, I adopted the qualitative approach to the study. The population of the study was all principals and teachers in all schools in Quthing district. Purposive sampling was used to select twenty-four participants that formed part of the study. The data were collected from the four principals and twenty teachers through semi-structured interviews and focus group interviews. The collected data were transcribed and analysed thematically. The findings from the participants revealed that teacher attrition is mostly ascribed to poor working conditions such as workload, teacher burnout, poor infrastructure, lack of motivation and support, handicapped interpersonal relationships and poor salaries. The study concluded that teacher attrition is high in Quthing. Recommendations of the study are that principals should draw policies of school development and encourage their subordinates to develop professionally.

Key words: leadership, job satisfaction, management, support, teacher attrition and teacher retention.

LIST OF ABBRIVIATIONS AND ACCRONYMS

EFA   Education for All

EU   European Union

EUO   European Universities Organisation

FPE   Free Primary Education

HIV/AIDS   Human Immunodeficiency Virus, Acquired Immunodeficiency Syndrome

HTC   Human Capital Theory

IT   Identity Theory

MoET   Ministry of Education and Training

OECD   Organizations for Economic Cooperation and Development

NEPAD   New Partnership for Africa's Development

NCLB   No Child Left Behind

RSA   Republic of South Africa

SA   South Africa

STEM   Science, Technology, Engineering and Maths

TSC   Teaching Service Commission

TSD   Teaching Service Department

UK   United Kingdom

UNESCO   United Nations Educational, Scientific and Cultural Organisations

UNICEF   United Nations International Children Emergency Fund

UPE   Universal Primary Education

USA   United States of America

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CHAPTER 1
INTRODUCTION TO THE STUDY

1.1 Introduction

Teacher attrition is a global phenomenon that requires critical attention from almost all the stakeholders in education. All over the world, teachers quit service for various reasons, leading to increasing teacher turnover in recent years (Boe, Bobbit & Cook, 1993). Teacher attrition has long been identified as a challenge for educational systems worldwide (European Union, 2013; Geiger & Pivovarova, 2018). Studies have shown a large proportion of beginning teachers, between 20% and 50% leaving the profession during the first five years, with the annual attrition rate ranging from 2%-14% worldwide. The United States of America has the attrition rate of 8.4% mainly at public schools, Canada 2.4%, Australia 5%, New Zealand 9.9%, the continental Europe between 4 and 9%, Asia 2.4%, and Sub-Saharan Africa between 3 and 10%. In Africa, Lesotho, the Gambia, Tanzania and Kenya have an annual attrition rate of 7% (Educational International, 2007; George, 2010). The phenomenon of teacher attrition has posed challenges not only in developing countries such as in Africa, but also in advanced countries, including the USA as mentioned earlier.

According to Boyd, Ronfeldt, Lankford, Loeb and Wyckoff (2011), approximately half a million teachers in the US leave their schools each year. Of those who leave, 16% retire, while 84% move between schools and leave the education system entirely. For some researchers, teacher attrition is a global issue that should be tackled so as to ensure retention of recruited teachers in the teaching profession (George, 2010).

The purpose of teacher education is simply to enable aspiring teachers to work competently and professionally after training. One of the common findings is that many of the recently graduated teachers choose not to go into teaching at all (Luekens, Lyter & Fox, 2004), or postpone entering their teaching careers (Lindqvist, Nordanger & Carlsson, 2014). On this note, some teachers have taken breaks for several years, whereas others started working as teachers for only few years before leaving the profession (Cooper & Alverado, 2006, Ingersoll, 2003, 2007; Newberry & Allsop, 2017). Lindqvist and Nordanger (2018) argue that of all those completing teacher education, some worked as teachers throughout their careers, while others sought work opportunities different from teaching, albeit using their teaching qualifications. Such

practice has reportedly raised questions about the quality of teacher education provided by teacher training institutions. Teacher longevity, or the duration a teacher remaining in the teaching profession has been deemed crucial for the climate of and resource allocation for the school (Ryan, von der Embse, Pendergast, Saeki, Segool & Schwing, 2017).

1.2 Background to the study

Literature indicates that a decade and a half into the twenty-first century, education has been facing problems associated with many long-term ramifications. Thus, a problem of teacher attrition has been noted across the United States, with school districts dealing with the negative impacts of teacher attrition annually. For instance, Shaw and Newton (2014) indicate that far more schools are losing teachers than retaining them. Adding to this view is Rinat (2019) who reports few studies on teacher attrition from the perspective of schools and district leaders, even though principals and inspectors play a key role in determining teachers' satisfaction and career decisions. Nevertheless, their perspectives concerning teacher attrition have rarely been explored.

Mason and Matas (2015) see teacher attrition as costly, both for a nation's budget and for the social and academic outcomes of its citizens. The Education International's (2007) survey in the six Organizations for Economic Cooperation and Development (OECD) (2005) suggests that up to 30% of Australian teachers leave their careers within the first five years. More recent estimates of early career attrition rates range from 8% to 50%. Queensland College of Teachers (2013), however, raises concerns regarding the trustworthiness of the data collected and validity of the claims made by various sources. Teacher shortages are a concern, although not equally in all the areas. The need to address these challenges by looking at the attrition of teachers, particularly in the beginning phase of their careers, has been widely acknowledged in research circles and in the sphere of Australian public media (Hiatt, 2012; McMillan, 2013; Milburn, 2011). Mason and Matas (2015) reiterate that trying to understand the factors and conditions influencing teachers to leave or stay in the profession has attracted research around the globe.

Furthermore, the UNICEF (2020) asserts that teachers should promote information sharing as follows: planning continuity of learning; establishing procedures if students or staff are not well; and adapting school policies where appropriate. According to Berry (2010), teachers grow more effective, the longer they teach, while at the same requiring investment in training and development

at the start of their careers. However, Ryan *et al.* (2017) observe that teacher turnover impacts on schools financially through the administrative costs and time required for employing and training new teachers, as well as the sunk cost of investing on teachers who do not remain in the field. In addition, Lightfoot (2016) posits that in England, almost half of the state teachers polled reportedly planned to leave the profession in the next five years, with almost eight out of 10 schools claiming to be struggling to recruit teachers to fill their posts at school.

Historically, teacher attrition has been linked to stress, burnout, poor salaries, and job dissatisfaction (Sass, Seal & Martin, 2011). Additionally, teacher stress has been linked with adverse professional outcomes including absenteeism and attrition (von der Embse, Kilgus, Solomon, Bowler & Curtiss, 2015). Teacher attrition is a widely acknowledged challenge facing the teaching profession in the United States, and some studies estimate that as many as 40%-50% of new teachers depart in their first five years of teaching (Darling-Hammond, 2010; Ingersoll, 2001). Moreover, teacher attrition represents a potentially devastating loss of personnel and resources at the school level. Decker (2019) emphasises that hiring and retaining teachers in classrooms is significant for student success. However, schools with higher attrition rates have students who meet required standards as assessed countrywide (Guin, 2004). Research has shown that teacher attrition negatively effects student achievement (Ronfeldt & McQueen, 2017). Therefore, schools should devote time and resources to rebuilding their staff, to avoid any loss of personnel and high-turnover at schools (Barnes, Crowe & Schaefer, 2007). Seniwoliba (2013) revealed that salary, working conditions, incentives, medical allowance, security, recognition, achievement, growth, students' indiscipline, school policy and status are the ten most important motivational factors to teachers that could enhance, retain or cause them to leave. According to Carlsson, Lindqvist and Nordanger (2019), an estimated educational value in relation to teacher attrition could be examined by considering the working time spent throughout a career rather than the percentage of teachers leaving after a set number of years. McKee (2003) argues that job turnover is the degree of departure among personnel employed in a particular period at schools (McKee, 2003). On the contrary, Cros and Obin (2003) noted that when unemployment figures rise, the teaching profession becomes very attractive.

The European Commission (2013) reported about 40% of teachers drop out before the end of their fifth year of teaching, which may also be affected by the fact that teachers wait 3 to 10 years for a

permanent position in Belgium. In Latvia, about 4% of teachers reportedly resigned to take other jobs, with 5% coming in from other jobs. According to the Commission, these figures have remained stable over time. In Norway, the European Commission (2013) empirically projected a shortage from 16,000 to 20,000 teachers at both primary and secondary schools in 2020.

The authors find that job turnover involved a very challenging task to the employee involved and the government regardless of the angle from which it is looked at. To the employee, it means some definite loss of income that could have been accumulated should the person not quit the job in question. Clotfelter, Glennie, Ladd and Vigdor (2008), also taken up by Allensworth, Ponisciak and Mazzeo (2009) are in collective agreement that these issues are consequential from the Nigerian perspective because losing one's job would lead to other diverse external problems due to the fact that the person may not be able to cater for himself and the extended family. The employees' turnover outside the organisation is considered one of the motivational problems facing many organisations in the developed and developing worlds (Armstrong, 2009).

Organisations in different industries seem to have a challenge in recruiting and retaining the right talents probably as a result of economic downturns or through voluntary turnover (Dolton & van der Klaauw, 1999; Goswani & Jha, 2012). An employee turnover can be perceived in different ways depending on the context. In schools and amongst teachers, employee turnover is the rate of departure among the staff engaged in a school for a given period. If it is one or two teachers leaving for different reasons at the end of a session, the impact would not be as much as excessive turnover, which could be costly and detrimental to instructional cohesion in schools (Clotfelter, Ladd, Vigdor & Diazz, 2004). With great relevance, the European Union (2013) states that a clear distinction must be made between aspects related to a general shortage of teachers, which may lead to the inability to provide education for all children of compulsory school age, and a shortage of qualified teachers. It is not a matter of filling vacant posts but rather of recruiting qualified teachers. Donaldson (2011, p. 27) clarified this as follows:

> Selecting the right people to be teachers, good academic qualifications are necessary
> but not in themselves sufficient conditions for being a good teacher, in addition to
> ensuring appropriate academic qualifications for entry to teacher education, there is
> a need to be more effective in identifying and selecting candidates with the potential

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to be future high quality teachers.

George (2010), the Republic of Kenya (2011)) and Ruto (2010) found teacher attrition as varying from continent to continent, country to country, with the major pull and push factors ranging from individual to institutional factors. While Africa has had education and political transformation, many challenges have remained, including employees' turnover (Marwa, 2016). Typical examples are Uganda with teacher shortages in primary education, Kenya and Cameroon, Algeria, Morocco, Democratic Republic of Congo, Kenya, Togo, Congo, Ivory Coast and Cameroon with many shortages in secondary education (Stromquist (2018). Individual factors include: retirement, effects of HIV/AIDS, indiscipline among teachers, family responsibilities, teaching experience, and their aspired careers before joining teaching. Institutional factors range from poor working conditions, poor remunerations, transfer policies, discipline policies, availability of job opportunities in other ministries and poor supervision among others. As a powerful agency in any society, education has always been considered indispensable for bringing positive social, political, economic and cultural changes for the people (Boudersa, 2016), with teachers key to educational production (Federal Republic of Nigeria, 2013). Madumere-Obike, Ukala and Nwabeze (2018) viewed the success of any educational organisation as depending on the teaching staff;i n this view, the teacher's position is sacred in relation to students and society. However, most teachers are attracted by highly paying positions and desert the teaching profession.

Meyiwa (2011) noted that rationalisation and redeployment of teachers, the fear of retrenchment, and resignations result from teacher attrition and turnover. Apart from these local or domestic challenges to gaining higher education, there is also an increasingly competitive dimension of international higher education. Wilson (2013…), the General Secretary of the European Universities Association (EUA), observed:

> As the global pressure to develop knowledge societies accelerates, there is a risk the gap between developed and the developing countries will continue to widen. Brain-drain, the large-scale emigration of highly skilled human capital, is a concern to society at large, and for the higher education and research community. In spite of attempts to promote 'brain circulation' it will surely remain a major issue in the decades to come. Page??

In line with the above concern, de Villiers (2007) from his case study of South Africans migrating to the United Kingdom (UK) that poor planning by industrialised countries which have the means like the UK, is forcing them to buy human resources from abroad. He observed that teacher migration has caused teacher attrition, hence massive teacher shortages in South Africa (SA). For Condy (2015), a high teacher attrition rate had imminent shortage of teachers in the country. Furthermore, Mangxamba (2007) reports that at least 6,000 schools in SA do not have qualified Mathematics and Science teachers, forcing the SA government to recruit foreign teachers for these subjects. South Africa has been noted for having a concern about demands for and supply of teachers (Pitsoe, 2013). The Department of Education (2006) noted that faculties of education at various universities had difficulty recruiting students for their introductory teacher education programmes, resulting in lack of capacity to provide programmes. Besides, many students entering teacher education have chosen the profession as a last resort (Wolhuter, 2012). Pitsoe (2013) agrees that this is because, in general, teaching has become a "stop gap" profession or a profession of "last resort".

Hall, Altman, Nkomo, Peltzer and Zuma (2005) found that challenging working conditions, such as heavy workload, could influence teachers' migration from their provinces out of education. Of the teachers reporting too high workload, the majority came from the Western Cape (79%) and Gauteng (74%), with other provinces, namely the Eastern Cape (49%) and Limpopo (55%)reportedly considering to leave education. Also noted was that more teachers from the Western Cape (79%) and Gauteng (74%) than from KwaZulu-Natal (56%) and the Eastern Cape (46%) felt like doing other jobs than teaching.

As Urwisk, Mapuru and Nkhoboti (2005) stated, in Lesotho, the numbers of school teachers are reported annually in March at the both the district and national levels. However, the task of calculating annual attrition was complicated, particularly by the poor recording system of the new appointments. Only the Teaching Service Department (TSD) kept such records, comprising manual entries in log books, thereby recording each appointment, the name of the school, excluding its code or district. Nevertheless, a very high or low rate of attrition conveys a message about teachers' perceptions of their own status and well-being in relation to alternative occupations. Such perceptions also influence motivation and professional behaviour. For Lewin (2002), even prior to 2000, the gap between the demand for teachers and supply of qualified teachers, has continued to be a challenging facing Free Primary Education (FPE).

Quality teachers are an essential commodity with which schools could face such challenges. Jacob, Vidyarthi and Carroll (2012) view quality teachers as not only meeting the state education and testing requirements, but also as having developed much pedagogical knowledge. Weiss (2005) emphasised that high-quality teachers have rapport with and are able to deliver content to their students. Furthermore, for the national level, all appointments from 01/04/03 to 31/03/04 were counted so as to count attrition in the three districts, namely Thaba-Tseka, Maseru and Mafeteng in Lesotho (Urwisk *et al*., 2005). Table 1.1 below reflects how attrition was thus identified:

Table 1.1: Annual Attrition of Primary School Teachers in Lesotho

ITEM	DATE AND QUANTITY	DATA
A. Teachers serving	March-2003	9111

B. Teachers serving	March-2004	9718
C. New appointments from study leave	01/04/03 – 31/03/04	1659
D. Teachers returning from study leave	Jan – 2004	79
E. Attrition rate	A+B-C	1052
F. Annual Attrition rate	E: (100)/A	11.6%
G. Annual Attrition including study leave	A+C+D-B	1131
H. Attrition rate including study leave	G (100)/A	12.4%

Urwick et al. (2005)

Table 1.1 depicts that attrition rates were calculated for the national level from April 2003 to March 2004 in Lesotho. Urwick, Mapuru and Nkhoboti (2005) contend that the national attrition rate of 11.6% is fairly high. If teachers returning from study leave are added to the new appointments, the rate rises to 12.4%. The normal replacement demand of 1,052 teachers is far in excess of the annual supply of new teachers from pre-service training at the Lesotho College of Education. The area of concern for this study is the factors contributing to (high) attrition rate of teachers in Lesotho primary schools. Decker (2019) defines attrition in three ways: teachers who make the choice to finally leave the field of education (that is leavers); those who migrate among schools (that is migration); and those whom the education managers decide to move to new schools (that is transfers). Schools across the country appear to be facing a similar phenomenon of teachers leaving the field of teaching. Teachers have been leaving schools at a startling rate all over the world. Lesotho is not an exception in this regard, with teacher attrition found to be among the education challenges facing Lesotho, especially at primary schools. Ingersoll (2001) argues that attrition appears to be higher in the teaching profession than many occupations in the United States and worldwide. The interaction between a teacher and a student is most important, so attrition is causing major concerns in schools throughout the United States (Decker, 2019).

Many teachers abandoning a teaching profession, some of whom with rare skills, have not been replaced. Strunk and Robinson (2006) postulate that every time a qualified teacher leaves the profession, time, effort and money should be spent to replace them. While studies have been conducted on teacher attrition internationally, none has been (written about it) in Lesotho. Therefore, this study aims at filling the gap existing due to limited research in this area of Lesotho. Considering the teachers' roles in providing education, the study set out to explore the factors

contributing to teachers' departure from schools and make recommendations.

1.3 Problem statement

Many people in developing countries consider teaching as a springboard to other lucrative jobs and occupations. As a result of such societal attitudes, teachers are less motivated to do their jobs. In a survey conducted in six African countries: These were Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia, Education International (2007) reported that the average rate of teacher attrition in these countries was 4%. Most of the attrition is attributed to retirement, resignations, death and dismissals. While the Education International (2007) reported on general teacher attrition in six countries, this study focuses specifically on teacher attrition in Lesotho.

Every year, Lesotho faces challenges posed by education reforms, multi-grade classes at primary schools, preparation and development of school leaders, shortage of teaching staff and lack of policies on teacher retention. The Department of Education and the community of Quthing district are annually perturbed by the declining academic performance of primary schools of Quthing. Teachers have been noted for leaving their schools for various reasons. As central to providing education to learners, teachers' migration creates a vacuum, thus rendering learners academically vulnerable and stressed. As indicated by Ronfeldt and McQueen (2017), attrition negatively affects student achievement. This study, therefore, seeks to explore the factors contributing to teacher attrition with a focus on some primary schools teachers in the Quthing district.

1.3.1 Research questions

This section presents the research questions which the study primarily addressed to understand the phenomenon under study. The following research question served as a guide to the research study:

1.3.1.1 The main research question

What factors contribute to teachers' departure from the teaching profession and what strategies can be employed to reduce the problem of teacher attrition?

1.3.1.2 Research sub-questions

a) What are the reasons for teachers early' resignations from the teaching profession,

especially in the Quthing primary schools?

b) What are the consequences of the teacher attrition in the Quthing primary schools?

c) What strategies can be used to reduce teacher attrition?

1.3.2 Purpose of the study

The purpose of this study was to explore factors that lead teachers in Lesotho (specifically in the Quthing district) to leave the profession for other career opportunities, and to identify strategies that could help to mitigate this problem.

1.3.2.1 The objectives of the study

In line with the purpose, the study set out to achieve the following objectives:

a) Eestablish factors that cause teachers' departure from the teaching profession, especially in Quthing primary schools;

b) Highlight the consequences of teacher attrition in the Quthing primary schools;

c) Identify strategies that can be employed to reduce teacher attrition.

1.4 Research design and methodology

The appropriate design and methodology was considered to address the main research question of this study.

1.4.1 Research paradigm

This study used the interpretivist paradigm. McMillan and Schumacher (2006) share a similar view, seeing qualitative research as concerned with understanding social phenomena from participants' perspectives, through analing the many contexts of the participants and their narrative meanings for these situations and events. Merriam further views this paradigm, assuming that researchers do not "find" knowledge, rather "construct" it. Through this paradigm, the researcher was able to ascertain different perspectives and diverse realities of the participants regarding the attrition of primary school teachers in Lesotho. the data were interpreted based on the perspectives and realities of the participants. On this note, Nieuwenhuis (2007) demonstrates that the ultimate aim of interpretivism is to offer a perspective of a situation and to analyse a situation under study, thus providing an insight into the way in which a particular group of people

make sense of their situation or the phenomena which they encounter.

1.4.2 Research design

This study's research design is a case study which entails an empirical inquiry of a phenomenon. A case study, Maree (2007), refers to an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. For Myers (2009), a case study examines individual cases and explores differences within and between cases; as such, this design is chosen because of the philosophical assumption that knowledge is acquired through reality and that reality is produced by the people. This design has helped to make an inductive reasoning from participant to be used to interpret the participants' meanings.

1.4.3 Data collection

According to Bogdan and Biklen (1992), data simply means the rough materials gathered by researchers from the selected participants, resulting in transcribing and analysing such data. Data collection from such interviews could also be drawn from the field notes arsing from participant observations. Similarly, Maree (2007) sees interviews as entailing a communication between the interviewer and the participants wherein the interviewer seeks their meanings, ideas, beliefs, views, opinions and behaviour about the study at hand. Furthermore, interviews involve oral questioning of the participants for obtaining rich descriptive information about the phenomenon under study through the eyes of the participant (Mkhondo, 2016).

Semi-structured interviews were used to interact with the individual participant principals to focusing their experiences in teacher attrition. For rich data, such interviews helped to uncover participants' perceptions and values drawing on the rapport, warm, supportive and comfortable environment earlier established with the participants. The tool thus enabled me to understand the participants' world and to establish rapport and trust to be able to extract the information from them. Hohenthal, Owidi, Minoia and Pellikka (2015) reveal that unlike interviews, the researcher therapy takes a peripheral, rather than a centre-stage role in a focus group approach.

Focus group interviews were also considered for further data collection, especially from teachers concerning their experiences. Hayward, Simpson and Wood (2004) argue that a focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction. Furthermore, Nieuwenhuis (2007) postulates that the focus group interview strategy is based on the assumption that group interaction will be productive in widening the range of responses activating forgotten details of experiences and realising inhibitions that may otherwise discourage participants from disclosing information. Bennett, Roth, Klain, Chan, Christie, Clark and Wyborn (2017) contend that from being an outlier and on the sidelines of the discourse on conservation, understanding human perspectives is central to decision-making. The purpose of this approach is to concentrate on the specific topic in-depth in a comfortable environment to get a wide range of opinions, feelings, and perceptions from a group of people who share some common experiences related to the study. With the researcher interested in exploring the factors for attrition at primary school in Quthing, the target population group involved teachers of 6-12, following Bezuidenhout, Davis and Cilliers (2014), who view a focus groups as a meeting of a small group of people (usually six to twelve people, often facilitated by the researcher. The rich data generated from this will be thematised and analysed later.

1.4.3.1 Population

The primary school principals of Quthing were approached to respond by giving the reasons for and/or factors influencing attrition of primary school teachers in Lesotho, and the consequences of the latter thereafter. Should the principals and/acting principals not be available, the deputy principals were contacted for the relevant response. For further data collection, the teachers were consulted for an engagement in focus groups so as to give their personal experiences, attitudes towards and beliefs in the phenomena under study.

1.4.3.2 Participants selection

Maree (2007) posits that participants are purposively selected on the basis that they will supply relevant and rich information to the questions under study. With purposive selection of participants, I chose the elements to include in my sample, based on certain characteristics. As Maree (2007)

observed, the selected participants have some defining characteristics that make them the holders of the data needed for the proposed study. Since the study has adopted qualitative research methodology, the researcher interviewed and audio-recorded eighteen participants, four of whom were primary school principals and fourteen primary school teachers, together forming two focus groups.

1.4.4 Data analysis

According to Ary, Razavieh and Sorensen (2006), data analysis involves reducing and organising the data, synthesising, searching for significant patterns, and discovering what is important. Data organisation, analysis and interpretation have been guided by the primary research questions and responses from the interviews with the participants. Since this is a qualitative study, the data were collected through semi-structured interviews using audio-recording by a cellphone. This aligned with the transcriptions which were done personally to ensure that data could not go missing since I am the one to hold the interviews. These interviews were further transcribed verbatim, that is, word-for-word and coded according to emerging themes. Leech and Onwuegbuzie (2007) define coding as a thematic content analysis and a most common method of analysing qualitative data as it helps identify themes and patterns. The data were then interpreted to give meaning. Meyiwa (2011) argues that data analysis is an on-going process; therefore this section discussesd in one of the next chapters.

1.5 Value of the research study

This study has been chosen because it appears that research on teacher attrition has not been studied in other contexts, following Urwick, Nkhoboti and Mapuru's (2005) research in Lesotho, focusing only on teacher motivation and perceptions of Lesotho Secondary Education. So, I noticed a gap regarding the factors affecting teacher attrition in Lesotho primary schools, with potential teachers leaving their teaching posts. The afore-mentioned studies talk to the reasons and

causes of teacher attrition (in a small scale) not giving a larger picture of the factors contributing to teacher attrition.

Teacher attrition is a challenge facing the education system in Lesotho and many other countries and it is influenced by various factors. In determining these various factors, the researcher drew the principals' attention to maneuver the situation. Meyiwa (2011) noted experiences of school principals in teacher attrition which affects their roles and school general performance. When a teacher transfers, retires, resigns, is redeployed or dies,the principal is bound to take a course at school. Various conditions determine the extent of such disruption, for instance, the time taken for replacement or even whether there would be one. Knowing teachers more likely to leave and reasons for leaving can bring in stability and teacher's job satisfaction and learner performance (According to (Duze & Rosemary, 2013; Waddell, 2010).

The study has been anticipated to shed light on the attrition of teachers in Lesotho. Setting out to discover the factors contributing to teacher attrition in Lesotho, the study hoped to recommend to the respective school authorities, and the government through the Ministry of Education and Training for a due action if possible. Nguyen (2018) illustrates that teachers represent a critical part of public education and there is a compelling interest in retaining teachers, particularly for schools in dire needs. Ashiedu and Scott-Ladd (2012) and Waddell (2010) maintain that becoming a teacher starts with the aspirations to become a teacher and is followed by a motive for choosing teaching as a career. However, each person's determination to be a teacher varies according to the demands of the profession. Also considered is the manner in which this study could benefit teachers as primary stakeholders.

1.6 Delineating research area and the scientific field

As it is within management and administration, this study was based on the primary education sector which is fully governed by the Ministry of Education and Training. Teacher attrition can be placed within management, leadership and policy-making. Therefore, the study is geographically situated in Quthing.

1.7 The integrity of the study

Garner, Kawalish and Wagner (2012) explain that ethics should be considered at every step of the research design and implementation. The two subtitles below give an identity of how I conducted the study ethically.

1.7.1 Ethical considerations

According to McMillan and Schumacher (2006), ethical issues relate to the beliefs about what is wrong and what is right from a moral perspective in the conduct of a research. Prior to conducting a study, the researcher applied for the permission from the principals to conduct the study at the selected schools. With the permission, I aligned the study with the international standards of pursuing a research study. Since the participants have a right to information (Flick, 2009), they were informed in advance about the purpose and the procedure of conducting the study. The utmost respect and a sense of belonging was considered for the target participants for the interviews, making them feel free to respond to the questions posed. As Cresswell (2007); Trochim (2000) and Ary *et al.* (2006) noted, if participants feel uncomfortable or stressed, necessary steps would be taken to reduce or avoid any intrusion make them feel at ease during the research process. The participants were thus accorded the right to privacy and confidentiality using pseudonyms instead of participants' real names as viewed by Matete (2018).

1.7.2 Trustworthiness

Greneheim and Lundman (2004) argue that research findings should be as trustworthy as possible, and every research study should be evaluated in relation to the procedures used to generate the findings. As the researcher, I worked through to achieve this status by considering these measures: credibility, dependability, transferability and conformability. The researcher has noted the extent to which his personal experience might contribute to personal bias. Therefore to reduce any bias in the data interpretation, checking with the participants has been useful and the interview scripts and transcripts were verified by the participants for the accuracy of the data copllectd. The raw data have also been verified by having the study's transcripts rectified by the participants, for any mistakes or omissions during the interviews (Maree, 2007). All the afore-mentioned measures have been used during the data analysis exercises to ensure trustworthiness

of the findings.

1.8 Layout of chapters

Chapter 1: This chapter offers the orientation to the study, including background to, research problem, research questions and objectives of the study. Also presented are the significance of the study, research design and methodology, coupled with data collection and analysis. Values of the study, demarcating research study, ethical considerations and trustworthiness are also indicated. Lastly, the layout of chapters ensures the components of each chapter from chapter to chapter.

Chapter 2: Thee theoretical framework and literature underlying this study are reviewed in Chapter Two.

Chapter 3: This chapter presents the research design and methodology adopted for the study. Included in the chapter are data collection and analysis, relevant methods and instruments.

Chapter 4: This chapter is concerned with data analysis, following data collection from the selected personnel of the selected schools. The interactive interviews have been helpful for data collection.

Chapter 5: The chapter presents the discussion of the findings from the collected data. The chapter ends with conclusions and recommendations based on extent to which the main research question has been addressed on the attrition of the primary school teachers in Lesotho.

1.9 Conclusion

In this chapter background to the study, the problem statement and the significance of the study have been presented. The chapter has further provided the research design and methodology adopted in this study. Methodology of this study is further discussed in Chapter 3. Lastly, the ethical considerations followed by an outline of chapters are presented. The next chapter reviews the literature related to teacher attrition, coupled with the theoretical framework underlying the study.

CHAPTER 2
LITERATURE REVIEW
Teacher attrition and strategies of mitigation

2.1 Introduction

The previous chapter offered an overview of and background to the study. This chapter presents the literature; specifically focusing on theoretical and conceptual frameworks related to the study. The chapter also discusses school leadership and management, policy related factors. Further noted is the concept of teacher attrition and the strategies used to mitigate such attrition. Studies have revealed teacher attrition as multifaceted, with many contributing factors. Skilbeck and Connell (2003) argue that without a clear understanding of the structures within the hierarchal educational system, teacher attrition rates would remain high.

2.2 Theoretical framework

Underlying this study is the Human Capital Theory (HCT). Closely related to the HCT is the Identity Theory (IT), which was adopted as a supplementary theory for the study. The two theories have shed light on understanding and predictions about contributing factors to attrition.

2.2.1 The human capital theory

Established by Schultz in the 1960s, the human capital theory addresses skills and knowledge possessed by humans, regarded as capital forms termed human capital Capital" (Gilead, 2009).. In the late 1950s and early 1960s, Schultz converted "human capital" from a suggestive metaphor to the basis for a wide-ranging and fruitful research programme in economics (Holden & Biddle, 2016). Schultz's metaphor of human capital was embraced especially by conomists who perceived it as a new way of thinking about education being advocated by a social science. Emma and Linda (2015) maintain that human capital sustained economic development both at the individual and country levels. Therefore, education is an investment for individuals choosing their career path, for both monetary and non-monetary benefits. Further, Marimuthu, Arokiasamy and Ismali (2009) describe HCT as the knowledge and training required by employees to increase their capabilities in performing economic activities.

In terms of HCT, individuals act as rational utility maximisers, when choosing their education with the primary aim of maximising their own wealth and success in education (Gilead, 2009). Furthermore, individual investment in education maximises the psychic and material gains. Taking issue with the view, Spence (1973) argues that because of the unobserved ability of workers (information asymmetry), education merely signals employers' quality of workers, that is, an MBA or a degree from a prestigious university or college. According to Connelly, Certo, Ireland and Reutzel (2011), Spence's model stands contrasts with human capital theory, by de-emphasiing the role of education in increasing worker productivity; instead the focus in on education as a means to communicate otherwise unobservable characteristics of the job candidate.

Nakabashi *et al.* (2013) posit that national investments in human capital can work as a trigger to both social and economic changes and lead to economic growth. Well-functioning education at related institutions important links between economic development and the distribution of political power. The capacity to accumulate human capital such as skills and knowledge is over the life cycle determined by an ability that an individual begins life with what are inherited from former generations. Examples of this ability can be drive, strength and intelligence. Because of heterogenous ability, individuals differ in their human capital stock accumulation, which, in turn, affects the returns to human capital investments and the earnings distribution (Borjas, 2013).

Applied in the context of organisations, HCT suggests that individuals who invest in education and training will increase their skills and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in HC. On this note, Becker (1993) maintains that schooling raises earnings and productivity mainly by providing knowledge, skills and a way of analysing problems. Moreover, Becker's (1993) ideas are central to contemporary employee development and learning literature, with HCT boosting employees' knowledge and skills can be developed through investment in education or training, including taaching (Grant, 1996a; Hatch & Dyer, 2004).

2.2.2 The identity theory (IT)

The Identity Theory, found as critical for understanding teacher attrition, is briefly explained in the following section.

2.2.2.1 Defining the concept of 'identity'

Stryker (2002) defines an identity as a set of meanings attached to the roles occupied by individuals in the social structure. Generally, identity is considered to be a shared set of meanings defining individuals in particular roles in a society like parent, worker, spouse, teacher role identity, as members of specific groups in a society like a church, book club, or softball group identity (Burke & Stets, 2009). However, Fearon (1999) argues that identity is of two-fold: social and personal. The social category is characterized by beliefs, desires, moral commitments or physical attributes (Fearon, 1999). Vignoles (2017) views identity as how people answer the "who are you?" question. Academics often note that "a person's identity is how the person defines who he or she is". However, Vignoles (2017) argues that identities are inescapably both personal and social, in their content and in the processes by which they are formed, maintained and changed over time. The personal and social identity is a construct based on its greatest theoretical potential, namely an insight into the relationship between the individual and society.

2.2.2.2 The theoretical perspective of identity

The identity of a person, within a culture has been examined from the humanistic, cognitive scientific, psychological and psychoanalytic perspectives (Horowitz, 2012). One of the primary goals of this theory is to specify how the meanings attached to various identities are negotiated and managed in interaction. Specifically, identity theorists study how identities relate to one another (given their likelihood of being brought into situations and how central they are to individuals), as well as their relationships with performance, behaviour, affect, feelings, physical and mental health. Included here are stress, anxiety, and depression, the self-concept, such as self-esteem, self-efficacy, and self-authenticity.

Of the above theories is the human capital and identity theory which is crucial for understanding factors contributing to the attrition of teachers. These theories suggest that knowledge, skills, competencies and other attributes embodied in individuals or groups of individuals acquired during their life are used to produce goods, services and ideas in market circumstances. Borjas (2013) argues that the individuals' human capital stocks are mostly acquired through schooling and post-school investments such as on-the-job-training. On completion of schooling, most workers accumulate further human capital through on-the-job-training. As such, teachers who quit their jobs might not be familiar with their economic contributions to society. Lim (2014) postulates that the shortage of workers with higher skills has potentially increased with decades of economic growth. The Vietnamese labour market has had a greater demand than supply for highly skilled workers, and this mismatch can slow down the economic growth. Emma and Linda (2015) narrate that human capital theory implies that investments in the human capital stock should be possibly related to earnings. Therefore, these theories have guided this study on exploring the reasons why teachers, specifically in the Quthing district, Lesotho, leave their profession for other possible careers.

2.3 Conceptual framework

For an effective learning, instructions should be facilitated by the teacher. Nguyen (2018) reiterates that teacher shortages have strong implications for educational outcomes, quality and equity in students' learning. Hanushek, Kain and Rivkin (2004); Ingersoll and Smith (2003); Loeb, Kalogrides and Beteille (2012) view teachers as foundational to public education, an integral part of the democratic society. As such, the general public and educators value equity and productivity at schools, with policy makers devoting time to staffing classrooms with qualified teachers. Therefore, No Child Left Behind (NCLB) and Every Student Succeeds Act (ESSA) are typical instances of federal legislation that emphasises the importance of quality teachers and their placement in every classroom.

Attrition means the permanent loss of teachers from the teaching profession for whatever reason (Mulkeen, 2010). Karsenti and Collin (2013) describe this phenomenon as voluntary and premature. Trom the teaching professional perspective, it is considered a teacher drop-out, with Ingersoll (2001) labelling the same scenario as teachers' turnover. However, teacher turnover may

include teachers still exiting the profession, though referring to those who have changed fields or a particular school. Fisher (2011) notes that for centuries, teaching has been characterised as a profession that is emotionally taxing and frustrating. A c c o r d i n g t o Hall *et al.* (2005), the term 'attrition' pertains to people who are leaving the employment, while turnover refers to loss and replacement of employees. Both terms are used to indicate job leavers in the literature. The author further see attrition as referring to teachers who voluntarily leave the education profession completely.

On this basis, the conceptual framework for this study has examined the nature of teacher attrition, particularly factors for teacher attrition, as in teacher's leaving a profession. The framework has also highlighted the reactions of governments to teacher attrition as well as consequences of the phenomenon at schools and in governments.

2.3.1 School leadership and management

Leadership and management influence and determine the teachers' decision to be in the educational system, and how things are done in the school settings (Wushishi, Fooi, Basri & Baki, 2012). Leadership and management, vested in the principal, determine interactions between the school management team and teachers; teachers and learners; and teachers and parents for achieving the school vision (Wushishi *et al.,* 2012). Singh and Sinha (2013) postulate that working conditions, the type and quality of supervision, safety and resources influence teachers' decision to leave or stay in the school. For Duze and Rosemary (2013), when principals practise instructional leadership, they communicate their expectations and possibly good teaching practices to teachers coherent with the school vision and mission. Furthermore, Duze and Rosemary (2013) observed principals' practice of instructional leadership as bound to closely implement and monitor the curriculum thus making teachers feel supported likely to be retained at the school. School leadership and management is thus crucial for teachers' job satisfaction (Brown & Wynn, 2009).

Similarly, Crippen (2016) offered how effective and visionary leaders with organisational goals could ignite enthusiasm and energy within their teams to achieve their goals and carry out the vision. Crippen (2016) and Northouse (2009) further argue that within a school setting, principal's leadership is defined by the ability to influence teachers, students and stakeholders, revealing leadership as an event occurring between both leaders and followers. Leaders cannot exist without followers; nor can followers exist without leaders. Crippen (2010) further views schools as demonstrating growth and development as well as collaborative learning environments where each person is both a leader and a follower.

Also critical is what Mancuso, Roberts and White (2010) term distributive leadership. Also referred to as shared leadership, distributive leadership occurs when principals involve teachers in collective decision-making to ensure ownership of the outcomes. Servant and transactional leadership styles are assumed to be influencing teachers positively to experience job satisfaction and thus increase their retention in the system (Lytle, 2013). Additionally, Mancuso *et al.* (2013) associate transformational leadership with "clear and well-articulated goals; delegated tasks; shared decision-making, shared problem-solving; fair and equitable treatment of teachers and stakeholders, and the provision of staff support in difficult situations". Concurring with the view, Morrison (2012) sees shared leadership, collective teaching and collegiality as encouraged and teacher retention is high. For Frick and Frick (2010), a caring environment may contribute to the experience of care by teachers, the view which Van der Vyver, Van der Westhuizen and Meyer (2015) take up noting principals' caring roles for subordinate teachers as having been overlooked regionally and internationally.

Any successful critical leadership skills by principals involves all stakeholders in decision-making resulting in a conducive school environment (Crum, Sherman & Myran, 2009; Macrothink Institute, 2015). In this view, leaders must exhibit a strong sense of self-being within school and community eliminating the inclination of self-regard or admiration. According to Notman and Henry (2010), effective principals use multiple leadership strategies for leading teachers to boost students' achievement, more especially with the principal having a long and stable tenure, thus making the teachers stay at the school.

Mkhondo (2016) postulates that principals need to be available for teachers who need to discuss challenging issues that arise from teaching. Waddell (2010) adds that contextually intelligent principals do not need to perform complicated actions nor use external resources or financial costs to retain teachers. Progressively, teacher leadership is an important part of building successful schools. Therefore, principals must instill the values of leadership in each teacher to feel part of the teaching team that works towards fulfilling educational goals (Macrothink Institute, 2015).

Ingersoll (2003) believes that when teachers are not involved in decision making due to poor leadership, attrition of teachers, particularly among novice teachers, becomes imminent. Dissatisfaction with the administration, lack of support and motivation from the administration also contributes. As a result, teachers tend to become rebellious and difficult to lead if decisions are imposed on them all the time (Meyiwa, 2011). Woods and Weasmer (2004) argue that school leaders ought to consult with their teachers so that these teachers might not feel like they are instruction takers hence they are part of the organisation's decision making. They believe that support has a positive effect on retaining teachers and boosting their morale. Feinman-Nemser (2003) is of the opinion that for novice teachers to achieve competency, their experienced colleagues should support them. Gui (2019) asserts that the reasons for high teacher attrition have been studied frequently and from various perspectives, as a function of individual teachers' characteristics, as influenced by economic necessities, and from a sociological perspective – that of the organisation itself.

According to Waddell (2010), with teachers' working environment not understood by principals, such teachers would leave the profession because of bitterness, improper replacement, ineffectiveness or incompetency. The survey involving approximately 8, 400 teachers across the USA, revealed that teachers who left their profession were dissatisfied with the support provided by school leadership (Prather-Jones, 2011). According to Mkhondo (2016), availability of principals for teachers' needs and challenges are crucial for teaching. Taking the point further, Mokoena (2012) views principals'monitoring programmes and offering professional development opportunities and guidelines for acceptable technological use within the school as likely to retain teachers.

Furthermore, Duze and Rosemary (2011) posit that school administrators who are honest, warm and visible to teachers, learners and parents when needed, retain teachers at school. Teachers need constant management support and motivation to adapt to the demands of teaching and stay in the teaching system. As Gulgan (2012) observed, principals with effective instructional leadership skills can motivate staff members to achieve a common goal. Conversely, ineffective instructional leadership skills negatively impact on a school at all levels. Mkhondo (2016) further indicates that principals' increased support further builds professional relationships where teachers feel valued and encouraged. Such support results in collegial interaction and involvement in school-decision making (Waddell, 2010). According to Wesley (2016), collegiality involves good relationships amongst the colleagues thereby building and defining a school culture.

Richwine, Andrew and Biggs (2011) argue that some teachers who leave the system opt for better working conditions outside eaching, while others join other schools due to personality disputes with administrators and other staff members. Further, the principal's leadership style, including decision-making processes can affect teachers' job satisfaction, morale, productivity, attrition and retention of quality teachers (Boglar, 2001). According to Ingersoll(2001), research is necessary to establish how leadership and management at schools influence teacher retention and attrition. Pitsoe and Machaisa (2012) reveal that such global policies as the New Partnership for Africa's Development (NEPAD), Universal Primary Education (UPE), Education for All (EFA) and Millennium Development Goals (MDGs) cannot be achieved if teachers are constantly leaving the teaching field,. Such teacher attrition negatively affects the quality of teaching and schooling and interrupts continuity. Gulgan (2012) notes that negative effects of poor leadership include the loss of trust in leadership, resulting in decreased teacher retention. Further, as Gulgan (2012) points out, newer research on leadership has changed how school principals regard their influence, power and behavior in the school setting. A principal can create a negative climate as follows: poor communication, lack of fairness, favouritism, subjective or poor performance reviews, lack of support of teachers with students, parents, other teachers, or professional endeavours (Ingersoll, Merrill & May, 2014).

2.3.2 The policy-related factors

Many factors influencing individual teachers decisions to leave classrooms have been examined. Some of these factors have not been addressed directly by the national and district public policies, although others indirectly addressed. Gui (2019) recommends that policy makers should create policies to promote a more equitable distribution of experienced teachers and prevent the concentration of beginner teachers at high schools in needs, as well as strengthening educational finance reforms that have multiple goals. These are attracting new individuals to the profession; providing adequate resources to existing teachers and school administrators (including increased instructional spending and salaries); and increasing the overall effectiveness of school finances and operations. This section presents potential policy related factors beyond other factors that might help for teachers leaving their profession. These factors include leadership and teacher empowerment.

2.3.3 Management support to retain teachers

The actions and practices of the school management team should motivate teachers, ensuring an experience job satisfaction. Passion for teaching, as Mkhondo (2016) posits, could be enhanced if the school management team involves teachers in decision-making that affects them and provides regular feedback during information sharing sessions. The school leadership is mandated in continuously motivating teachers, persuading them to support one another to build the collaborative spirit of collegiality.

2.3.4 Teacher empowerment

Studies have noted an ability to shape teachers'conditions as affects their satisfaction and teacher attrition. According to Kimwarey, Chirure and Omondi (2014), teachers' empowerment is central to teachers' professional development and competence. For Moran (2015), administrators should find ways of empowering and promoting teachers through teaching practices, so as to develop their capacity.

2.3.5 Outlining teacher attrition

According to Merriam Webster Learners' Dictionary (2015), attrition is a reduction in number of employees as a result of resignation, retirement or death. Borman and Dowling (2014) define teacher attrition as the process of leaving the teaching profession for other career endeavours. The concept of early exit attrition appears to obscure a further distinction as some certified teachers quit their teaching profession within their first five years, while others stop pursuing the teaching career (Struyven & Vanthournout, 2014). Recent research, has to some extent, has conceptualised this phenomenon ociologically,managerial and economically, thus problematising teacher attrition (Kelchtermans, 2017).

Pitsoe (2012) noted an internationally held view that teachers are central to student success. Ensuring that all students have success to qualified teachers is a universal struggle. In sub-Saharan Africa, teacher attrition has become a subject of concern, with schools facing such a challenge. According to the UNESCO Institute for Statistics (USL) (2011b), teachers are important for transmitting cultural and social values such as tolerance, dialogue and gender quality, the view which is reinforced by the Issue Brief (2008) thus seeing teachers as central to education quality and students' learning outcomes. Noting many teachers leaving, particularly poorer low-performing schools and their profession every year, for Kukla-Acevedo (2009), such teacher attrition could be attributed to differences between teacher training programmes and the ground work of the profession. As such, understanding how education policy influences teacher stress and attrition is crucial for addressing any gaps.

According to the United States Department of Education (2011), also shared by Borman and Dowling (2008), nearly 50% of teachers leave the profession within their first five years of service.

Also noted is that ever increasing demands of state assessments, test scores, shortage in school funding and growing school populations have placed a strain on the educational system. A specific factor contributing to this strain is the problem of teacher attrition which is the largest single causal factor for the shortage of quality teachers (Cha & Vogel, 2001). As Borman and Dowling (2008) note, despite the implementation of mentorship programmes and training, novice teachers in the profession continue to leave the profession at the rate of 33% in the first year, including 50% within the first five years, as noted above. Carver-Thomas and Darling-Hammond (2017), and Vittek (2015) maintain that high-quality induction is also critical to special education teachers, who have higher rates of average turnover than general education teachers, particularly during the early-career years. These teachers are likely to face difficult working conditions, such as excessive paperwork, lack of collaboration with colleagues, lack of appropriate induction/monitoring, and lack of administrative support, all of which increase the likelihood of transferring to a general education position or entirely leaving teaching.

Generally, teachers have reportedly been instrumental in students' cognitive growth and learning, with students noted for equally recognizing the value of being taught by qualified teachers (Carlsson *et al.,* 2019). However, graduates with more pedagogical skills are by far less likely to leave teaching after the first year of their job. Other studies have recorded attrition rates as apparently much lower for teachers with teaching qualifications or proven competence in teaching than for teachers without qualifications (den Brok, Wubbles & van Tartwijk, 2017).

2.4 How teacher attrition impacts on the quality of teaching and learning

As mentioned earlier, teacher attrition has been of concern for teaching quality. For instance, a high attrition rate implies a heavy turnover of teaching staff, which complicates a cohesive school team. For the IALEI (2008), and Pitsoe and Machaisa (2012), teachers and their working conditions are crucial for quality teaching and learning and students' success. Additionally, a limited teaching staff increases the need and likelihood for out-of-field teaching, where teachers teach subjects for which they are neither prepared nor qualified. Such constraints cause poor teaching and restrict students from specialising in such subjects, also losing any confidence in such teachers. According to Rasmussen (2008), in Denmark, a higher probability of out-of-field teaching has been predicted due to teacher shortages in the areas of natural sciences and foreign languages.

Besides, the International Task Force on Teachers for EFA (2010) found secondary teachers' attrition as higher than that of primary teachers simply because their higher qualifications, hence greater labour market and more opportunities. For example, mathematics and science teachers are found to leave at a higher rate than teachers of other subjects because they have more career options than other teachers. On the contrary, given the complexity of the teacher attrition, recruiting and hiring teachers is a time-consuming and expensive process, requiring schools and districts to shift financial and human resources away from some programmes for new teachers. In addition, Pitsoe and Machaisa (2012) argue that the costs of attrition extend from those largely hidden in tuition and tax support for teachers to the funds schools directly invest in induction and professional development efforts.

Also worth considering is that teachers with acceptable learner disciplinary measures consistent with discipline policies are likely to be retained at school (Duze & Rosemary, 2013), and Prather-Jones, 2011). Furthermore, disciplined learners become motivated and co-operative to do the school work, thereby motivating teachers to stay at the school (Mkhondo, 2016). When discipline is well maintained, teachers feel free and confident to execute their educational tasks; they would also develop interest in their assigned classes and subjects, thus increasing their knowledgeable, and experience in their work (Duze & Rosemary, 2013). With learners having stable and familiar teaching staff, teaching quality and students' achievements could be enhanced at school (Boyd *et al.,* 2011).

2.5 Reasons that lead teachers to abandon their profession

The literature indicates that teachers hold approximately 3.8 million or about 4% of the available jobs in the United States. During the school-year period from 2004 to 2005, 621, 000 teachers or almost 17% moved on and slightly less than half of those teachers transferred to a different school. That represents a rate of almost 1, 000 teachers, per day, who quit teaching, and 1, 000 teachers who transfer to new schools across the United States per day. Considering schools with a high poverty separately, the percentage jumps from 17% to 21%. Ingersoll's (2008) study into teacher attrition and mobility suggests that the shortage of good teachers is a skewed perception. In the next section, the main factors influencing teacher attrition.

2.5.1 Job dissatisfaction

Job dissatisfaction is any state of being unpleasant, the state to which most individuals are conditioned; it could be even biologically-driven dissatisfaction or unpleasant conditions to which one would respond by searching for mechanisms to reduce (Okeke & Dlamini, 2013; Afsher & Doosti, 2016). This drives towards an adaptation as a natural and inevitable in the workplace as it is in any other environment (Chan, 2002). However, Duze and Rosemary (2013) argue that job satisfaction influences the way in which teachers regard the relationship between their duties and the fulfillment of values important to them, thus determining their inability to balance work with non-work commitments (Ashiedu & Scott-Ladd, 2012). Farrel (2000) suggests that employees respond to job dissatisfaction in one of the four ways; *exit, voice, loyalty and neglect.* According to Prather-Jones (2011), approximately 8, 400 teachers across the USA left their profession because of being dissatisfied with the support provided by the school leadership. Waddell (2010) emphasises that knowing those more likely to leave and reasons for leaving can help to improve stability and teachers' job satisfaction and learners' performance or vice versa. Job dissatisfaction is the greatest determinant of teacher attrition (Ashiedu & Scott-Ladd, 2012; Boyd *et al*., 2011; Duze & Rosemary, 2013; Hughes, 2012; Martinez, Frick, Kim & Fried, 2010 & Waddell, 2010), therefore, teachers who experience job dissatisfaction are most likely to transfer or leave the education system.

Naseem and Salman (2015) have reported retention of teachers as challenging for South African education system, as well as many global education systems. While dissatisfaction has been deduced as challenging for retention of teachers and other workers Calitz, Roux and Strydom, (2014), it has apparently threatened the agentive roles of teachers for sustainability and social transformation in schools and larger society. Dissatisfaction has also been associated with insufficient preparation, inadequate monitoring support, poor working conditions, low salaries and exclusion from decision-making, all of which inhibit teacher retention (Boyd *et al*., 2011; Waddell, 2010). According to Skaalvik and Skaalvik (2009), job satisfaction is positively related to teacher self-efficacy and negatively related to both dimensions of teacher burnout with emotional exhaustion as the far strongest predictor.

2.5.2 *The school culture and climate*

Khavenson and Chirkina (2018) view student success as involving parameters of the educational process and the specific features of the school, including an environment. As such, the school climate is also key to determining teacher attrition and or teacher retention at the school level. For Weiss (2005), a school climate includes organisational structures, processes, social interactions, values, norms and an overall character of the school, and these represent the total attitude of the school as an organisation. The school climate also includes staff morale and teachers' feeling about their school. Tableman and Herron (2004) posit that principals set the climate of their schools with their expectations and through collegial interactions with teaching staff, students and parents. Schools with low teacher turnover rates have happy and satisfied teachers. The principals should create an atmosphere for teachers to thrive in the workplace. Wesley (2016) argues that teachers who are satisfied not only have lower turnover rates, but they also are productive in their interactions with students.

In contrast, a school culture involves the practices, beliefs, values, procedures and ceremonies of a school (Weiss, 2005). Further, a school culture develops over the course of years and becomes embedded in the rituals and unwritten expectations of the school. Both negative cultures and climates can adversely affect turnover rates. However, novice or beginning teachers are more vulnerable to the effects of negative cultures and climates than are more seasoned teachers.

Moreover, Khavenson and Chirkina (2018) contend that school climate is important for the effectiveness of educational institutions as well as student academic achievement, motivation, socialisation and behaviour. In addition, as Berkowitz, Moore, Astor and Benbenishty (2016) note a positive school climate for boosting socioeconomic and academic achievement, thus positively influencing educational outcomes at either the student or the school level. On this basis, principals who exercise effective leadership skills celebrate the successes of their teachers. As such, principals create a school climate where teachers are developed and supported, resulting in their teaching which is increasingly conducive to student success (Gulgan, 2012).

Worth considering about teacher attrition are factors influencing professional continuity and limiting teacher turnover. The school climate or the "quality and character of a school life" is a measure of the strength of school relationships within the school community (Bear, Gaskins, Blenk & Chen, 2011). A positive school climate lessens stress in teachers (Schwab, 2001), whereas a negative school climate is associated with negative outcomes, including burnout, stress around high stakes testing, resulting in the likelihood of leaving (Collie, Shapka, & Perry, 2012).

The school climate is a reflection of the depth and quality of relationships in the school setting (Bear, Gaskins, Blank & Chen, 2011). As Grayson and Alvarez (2008) noted, however, teachers' perceptions of teacher-student relationships have featured studies on teacher outcomes, including burnout and stress. Moreover, more needs to be understood about how a school climate, high stakes testing stress, and burnout mediate the relationships between accountability, attrition and migration (von der Embse, Schultz & Draughn, 2015).

According to Mkhondo (2016), a conducive and transparent school climate is enhanced by team teaching. Here, teachers plan together and share challenges facing lesson presentations and assessment. In addition, team teaching may make teachers grow both personally and socially in their professional development and improvement of the school programmes (Kaufman & Al-Bataineh, 2011). Ashiedu and Scott-Ladd (2012) and Waddell (2010) maintain that becoming a teacher starts with the aspirations to be a teacher and is followed by a motive for choosing a teaching career. However, each person's determination to be a teacher varies according to the emerging demands of the profession. Duze and Rosemary (2013) observe that getting teachers to stay in the profession requires an understanding of their reasons for leaving the teaching profession.

2.5.3 Challenges of HIV and AIDS pandemic

Moyo and Perumal (2019) explain that the human immunodeficiency virus and acquired immune deficiency syndrome (HIV/AIDS) have proven fiercely challenging to humanity. The stigmatisation associated with the HIV/AIDS pandemic continues to destroy societies worldwide. Traditionally, teachers have been expected to serve as ambassadors of a healthy school environment, as role models, and key custodians of information (James-Traore, Finger, Ruland & Savariaud, 2004; Kelly, 2008; UNAIDS, 2010). Little attention has been given to what teachers living with HIV undergo as individuals, amid the scourge of the HIV/AIDS pandemic to teachers. While teachers tend to be absent from work when they are sick (Mampane, 2011; Van Dyk, 2012), studies show HIV-positive teachers as likely to be absent as a result of unhealthy conditions.

George (2010) noted that majority of teachers in Sub-Saharan Africa quit teaching due to HIV/AIDS-related complications ranging from death, chronic illnesses and absenteeism, seeking earlier retirement than leaving on normal medical grounds. The Teaching Service Commission (2010) pointed out that, out of the 10, 000 teachers who permanently left the profession in 2010, 6, 500 were cases of death, illness, resignations and early retirement on medical grounds due to HIV and AIDS related complications. This accounts for 65% of annual teacher attrition nationally. Mulei, Waita, Mueni, Mutune and Kalai (2016) reiterate, however, that a working environment for people infected with and affected by HIV and AIDS-related complications can lead to one seeking transfer to places unfamiliar or near their family members as justified by the 80.1% of the responses given by the respondents. The Education International (2007) indicates that many respondents

who participated in the survey that HIV/AIDS and its related illnesses contributed to teacher attrition being rife particularly in Zambia and Lesotho.

In Moyo and Perumal's (2019) study teachers were engaged and asked to tell their stories, also reinterpreting their suffering though being in isolation and denial. Further revealed was lack o support from the workplace, society and elsewhere, with the teachers thereby deteriorating in their health. For Chan and Tsai (2017), stigmatisation and discrimination have detrimental psychological, emotional and physical effects on teachers living with HIV. However, Moyo and Perumal (2019) reported school principals as having a mammoth task to help to prevent HIV/AIDS as well as rendering care and support for the infected or affected. In, Moyo and Smit's (2017) view, principals may be required to encourage teachers to disclose their HIV status so as to obtain necessary support, although Kamau (2012) warned that teachers could fear being socially excluded by colleagues at work and shunned by family and the community at large following their diclosure.

Concurring with Kamau (2012), Mbonu, Van den Borne and De Vries (2009) view the cultural context as causing the infected individuals to fall into social disgrace and becoming isolated from the rest of the community, thus affecting the quality of life. In the same manner, Moyo and Smit (2017) emphasised a need for the principals to instil a culture of leadership connected to HIV/AIDS-related matters. Moyo and Perumal (2019) posit further that principals should facilitate staff development by creating an environment in which teachers living with HIV feel free to share information. On this basis, the scourge of HIV/AIDS should be accepted just as any other life-threatening diseases, for example, cancer. Teachers should thus be empowered within their peer networks.

In addition, the strategic plan identifies "unattractive working conditions" and "lack of a clear career structure" as causing a high attrition and low motivation, among teachers (Ministry of Education and Training, 2005a). Moyo and Perumal (2019) provide that school leadership impacts on the success of the whole school programme. The schools principals are expected to transform their schools so as to disseminate information on HIV/AIDS. Additionally, Bass and Bass (2008) considered quality leadership to be crucial for the failure or success of institutions.

2.5.4 Teacher burnout

According to Jennet, Harris, and Mesibov (2004), burnout results from long-term occupational stress, particularly among human service workers. Burnout occurs when an individual experiences job-related stress that affects their physical, mental and emotional well-being. Haberman (2004) defines the term as "a condition in which teachers remain as paid employees but stop functioning as professionals. Teacher burnout is commonly cited as the reason special education teachers leave their profession, thus causing a critical shortage in classrooms across the country." Burnout refers to a fatigue, frustration or apathy that that can result from periods of overwork and stress (Berry, 2011). Burnout can also result from increasing paperwork requirements, stress associated with students who have physical, emotional and/or learning disabilities or lack of support from their peers and administrators, all of which leave special education teachers feel isolated (Billingsley, 2010). Schaufeli and Salanova (2007) consider emotional exhaustion and depersonalisation to be central to burnout. Although reasons may differ, almost all teachers

experience stress at their work (Jennet *et al*., 2003).

Defined from the multiple perspectives, professional burnout bears the notion of an enduring state of mental, emotional and physical exhaustion induced by chronic stress leading to negative sentiments toward one's professional self-efficacy (Herman, Hickmon-Rosa & Reinke, 2018; Maslach, 1982; Schaufeli, Leiter & Maslach, 2009). The sociological and ecological factors escalated burnout syndrome in the 21st century. Job burnout has been found to be crucial for organisational predicament curtailing job satisfaction and occupational productivity (Gold & Roth, 2013; Marek, Schaufeli, & Maslach, 2017; Skaalvik & Skaalvik, 2014;). However, Xu (2013), as teachers have to constantly modulate their social interactions with students, colleagues, administrators and parents; they are continually exposed to "emotional labour" in their career. Consequently, if not identified and controlled early, teacher burnout may culminate in chronic anxiety, physical and somatic afflictions and job abandonment (Marek *et al.*, 2017).

Teacher burnout and attrition affect districts, states and student achievement in two ways; one is academic, and the other is financial (Jacobson, 2016). Academically, teacher burnout and attrition have negatively affects student success because of inconsistencies in instruction. Some teachers with burnout are inclined to coming to work unprepared, being concerned with whiling away time, rather than offering quality of education (Vandenberghe & Huberman, 2011). Also noticeable is an increasing absenteeism, coupled with inconsistent staffing and instructions which restricts high standards and necessary improvements as well as policy implementation by school administrators (Jacobson, 2016).

Specifically, Geving (2007) finds that teacher behaviour elicited negative student behaviour, such as harming school property, criticising other students and back-biting teachers. In addition, Kokkinos (2007) associate teacher burnout with higher levels of student antisocial and oppositional or defiant behaviour. On the contrary, Herman, Hickmon-Rosa and Reinke (2018) reveal that teacher stress and burnout affect the schools, suggesting that innovative and impactful ways of improving outcomes for students by supporting teachers may help the society.

2.5.5 Teachers' workload

Teachers are assigned a particular number of lessons per week as determined by the employer who could delegate to the school heads on the ground (Mulei *et al.* 2016). The Voluntary Service Oversees (2007) and the UNESCO (2005) reported that, following the introduction of Free Primary Education in 2003 and subsidised Secondary Education in 2005 in Kenya, the rapid expansion of enrolment has led to increased population and large classes. In such cases, the teachers' workloads and responsibilities increase. An increased workload means that teachers teach more than 27 lessons a week and they are doing other roles such as being a games master or mistress, class-teacher, house-master or mistress. Hillary, Andrade and Worth (2018) claim that teachers in England work more hours in a typical working week than nurses and police officers, and are the least satisfied with their amount of leisure time. However, Walker, Worth and Ven den Brande (2019) suggest that improving teachers' perceptions of their workloads involves more than just reducing the number of teaching hours.

Larrivee (2012) explains that the teaching profession is becoming more onerous and stressful, owing to the far-reaching changes imposed by modern neoliberal educational and managerial systems in the form of expanding workload and pressure on teachers. Denning (2002) stated that when the workload is reduced for novice teachers, their stress level decreases. Rowden (2002) viewed planning for lesson and organising tests as time-consuming, especially the written part. These can affect teacher morale as many are subjected to a lot of anxiety during these times (Gilman & Gilman, 2003). Teachers often blame one another for low scores, thus resulting in conflicts and stress. This could result in teacher attrition when some teachers quit or request to be transferred to other schools (Gilman & Gilman, 2003).

Lynch, Worth, Bamford and Wespieser (2016) and Sims (2017) suggested the extent of workloads in affecting teachers' job satisfaction (Bamford & Worth, 2017). Mulei *et al.* (2016) further argue that increased workloads obstruct teachers from coping, often resulting in their desire to leave for greener pastures as in the private sector or career switch for better-paying jobs. Additionally though, Walker *et al.* (2019) showed that teachers working longer hours were generally more likely to report that workload as a problem. However, they show that primary teachers and middle teachers, who generally report working hours than their secondary counterparts, are less likely to perceive teacher workload to be 'a very serious problem' in their schools.

2.5.6 The stress

In Wentzel's (2010) study, stressed teachers are not coping well, thus causing relationship with students to suffer, and leading to negative academic and behaviorral outcomes for students. The effect of occupational stress and its relationship with teachers leaving the profession has been concerning (Brunsting, Sreckovic, & Lane, 2014; Schlichte, Yssle & Merbler, 2005).

2.5.6.1   The sources of stress

Kyriacou (2001) notes that the sources of stress experienced by a particular teacher are unique and depend on the precise complex interaction between teacher's personality, values, skills and circumstances. Studies have also found a relationship between personality and stress to include certain characteristics of a person prone to stress. Craford (1997) classifies personality traits as in Type A and Type B. Type A is considered to be very competitive, devoted to work, with a strong sense of time urgency, showing a need for power and easily exhibiting aggression, anger and hostility under pressure. Type B traits are less competitive, less devoted to work, having a weaker sense of urgency, and showing less need for power and more relaxation and less anxiety. Type A people are more prone to stress and heart-attack (Van Niekerk, 2002). According to Meyiwa (2011), such a trait influences the school principal's ability to cope during teacher attrition.

Recently, Greenberg, Brown and Abenavoli (2016) have documented four main sources of teacher stress. These sources are (a) school organisation as in lack of school administrative support and organisational structure, negative school working conditions. These include Ingersoll, (2012); (b) job demands, for instance, excessive paperwork, high teaching loads, insufficient time; Shenoff, Mehta, Atkins, Torf and Spencer, (2011); (c) and social and emotional competence, like lack of collegial interaction; Schlichte *et al.*, 2005). According to Algozzine, Wang and Violett (2011), high stress levels are noted for causing about 25% to 50% of teachers to leave the profession within their first five years of teaching. Apparently, Katz, Greenberg, Klein and Jennings (2016) concur that teachers' stress also affects their physical health and wellbeing. This implies that chronic stress among teachers is associated with exhaustion and negative changes in biological indicators of stress. For example, chronically stressed teachers show atypically daily patterns of stress reactivity and cortisol levels. However, administrators can protect teachers from stress by reducing non-instructional responsibilities and giving them adequate teaching time (Haydon, Leko & Stevens, 2018). They further explain that administrators can encourage and reinforce teachers to support one another and if possible, provide paid time for collaborative efforts.

The study by Croasman, Hampton and Hermann (2002) have found teacher attrition experiences to determine reasons for teacher attrition, and work-related. The study showed insufficient facilities and resources, a noisy environment or even unhealthy and hazardous environment working conditions as making teachers resign. According to Meyiwa (2011), if a teacher is redeployed to a distant or a less attractive school, they mostly become frustrated and/or underperform, especially when they cannot adapt. As a result, this underperformance has a direct bearing on student performance and the school principals who have to account in the end. Taking the notion further, Correa and Wagner (2011) see administrators as providing professional learning opportunities for teachers on stress management. Haydon *et al.,* (2018) concur with Correa and Wagner (2011) and perceive professional development activities to be offered to nurture teachers' social and emotional competence.

2.5.7 Teacher qualifications

Teacher qualifications represent one of the most studied arrears of teacher attrition (Nguyen, 2018). Studying National Board Certification in North Carolina, Goldhaber and Hansen (2009) provided causal estimates that certificated teachers are more likely to leave the state than their uncertificated counterparts. For the authors, certification made teachers leave the state, though remaining in the profession elsewhere. Goldhaber and Hansen (2009) also found certificated teachers move from schools with high minority students to schools with lower levels. However, teachers with regular or standard certification are much less likely to leave teaching than those who do not (Harris-Mcintyre, 2013; Helms-Lorenz, van de Grift & Maulana, 2016; Ingle, 2009; Johnson & Birkeland, 2003; Kelly, 2004; Luke, 2014, Newton, 2011). Further reported is that teachers in some alternative training programmes such as Professional Development Schools are more likely to stay in teaching than traditionally trained teachers (Latham, Mertens & Hamann, 2015).

While research has also examined the relative attrition rates between teachers with a graduate degree and those with undergraduate or lower degree, Smith (2006), others Imazeki, (2005) have studied attrition rates for teachers specialising in Science and Maths against other specialties. Donaldson and Johnson (2010) and Redding and Smith (2016) emphasised attrition for those who are alternatively certified, or those with National Board certification (Goldhaber & Hansen, 2009).

2.6 Strategies to mitigate teacher attrition

With a view that teachers are central to the educational advancement of any nation, the education system should enhance the recruitment, training and retention of adequate, skilled and high-performing teachers. Similarly, to avoid any teacher attrition or teacher turnover, inside or outside the educational system, thus losing human capital teachers leaving the profession, some strategies of mitigating teacher attrition have been developed as discussed below (Egu, Nweju & Chinonye, 2011).

2.6.1 Strategies to improve compensation

The comprehensive strategies of addressing teacher attrition depend on principals' role in attracting and retaining talented teachers. Espinoza, Saunders, Kini and Darling-Hammond (2018) suggest multiple policies for solving teacher shortages. For instance, research on salaries and working conditions at hard-to-staff schools has indicated the importance of raising salaries and providing more collegial, supportive and well-resourced environments in order to recruit and retain teachers. The United Nations (2020) added seeing non-payment of teachers' salaries as not only posings problems for the individual, family and community well-being, but as also hindering the delivery of quality education.

Scholars such as Podolsky, Kini, Bishop and Darling-Hammond (2017) and Sutcher, Darling-Hammond and Carver-Thomas (2016) offer that incentives such as competitive and equitable salaries, housing, child-care support and forgivable loans and service scholarships can attract and retain teachers in high need-fields. Added to these are special education, science, technology, engineering and math (STEM) courses meant for economically disadvantaged locations like high minority communities. For Aragon (2016), financial incentive strategies may be most effective and sustainable when paired with leadership and/or career advancement opportunities as well as improved teachers' working conditions. Incentive programmes have been regarded as cost-effective, with districts offering financial incentives to teachers who have helped students to achieve at hard-to-teach schools or areas (Dee & Goldhaber, 2017; Sutcher *et al.*, 2016).

2.6.2   Strategies of improving career advancement

Career advancement programmes as in career ladders, offering increased compensation, responsibility and recognition may attract larger numbers of high-quality teachers and retaining them in the classrooms (Natale, Gaddis, Bassett & McKnight, 2016). However, research on their effectiveness is limited (Milanowski & Miller, 2014). Establishing career ladder programmes and sustaining substantial monetary support requires funding continuity, both of have been challenging (Natale *et al.*, 2016). In addition, Milanowski and Miller (2014) indicate that positive evaluation results in teacher retention and student achievement within the framework of certain programmes for stakeholders.

2.6.3 Strategies of improving administrative leadership

Improving administrative leadership is crucial, with the principal leadership helping to determine working conditions, which impact on teacher turnover, particularly at high-need schools (Grissom, 2011). In this view, rural schools struggling with teacher turnover should recruit principals, capable of improving teachers' working conditions (Burkhauser, 2017). Principals are charged with shaping the school's vision, serving as instructional leaders, developing teachers' leadership skills, managing people and processes, and ensuring a hospitable and safe school environment (Wallace Foundation, 2013). In addition, principals have been found to be generally capable of identifying their strongest teachers, and thus helping to refine and reinforce retention efforts, making effective teachers stay and ineffective ones rejuvenate or leave. Furthermore, high-quality principal preparation and development programmes have been found to increase principals' effectiveness in retaining high-performing teachers. Jacob, Goddard, Kim, Miller and Goddard (2015) and Lochmiller (2013) note that providing principal professional development activities such as coaching and/or mentoring improve principal practice and reduce teacher attrition.

2.6.4 Strategies to improve working conditions

Research suggests that when the organisational contexts in which teachers work are enhanced, teachers are more likely to persist in their positions (Kraft, Marinell & Yee, 2016). Further, Nguyen (2018) contends that student disciplinary problems, administrative support, teacher collaboration and professional development all determine the quality of working conditions and factor into teachers' decisions to remain at their schools. In this case, Geiger and Pivovarova (2018) consider working conditions to be mediating in the relationship between teacher turnover and school demographic characteristics, possibly being critical for minority teacher retention.

Improved working conditions may also be fostered through targeted professional learning strategies and school-redesign (Podolsky, Kini, Darling-Hammond and Bishop, 2019). For Simon and Johnson (2015), teachers need ample time for productive collaboration to plan, evaluate, and modify curricula; they have should regular blocks of time as part of daily schedules for teaching the same subject or groups of students for teacher retention. Podolsky *et al.* (2019), found additional resources as necessary occurring outside teachers' contractual roles to compensate teachers for professional learning; alternatively, hiring additional staff to cover teachers' classes during professional learning time has been recommended. On the contrary, special educators are particularly likely to be unsatisfied with their working conditions, which often contributes to stress and burnout and increased attrition rates (Billingsley & Bettiti, 2019; Burkhauser, 2016 & Moore, 2018).

2.7 Conclusion

Teacher attrition has been found to be a challenge for schools. Noted in the chapter are teachers' positive attitudes towards the classroom, the feature which could be enhanced by job satisfaction. For teacher retention, such stakeholders as school administration, policy developers and government officials are crucial (Mkhondo, 2016). Of the role players, the principal, as the immediate supervisor, with all the powers and influence, should ensure teachers' experience and job satisfaction. Drawing on the human capital theory, he study has found teachers as the human capital worth considering. Teachers are vital for and essential to the school's best education for learners. As such, with their social needs satisfied, teachers would become so much committed to their roles, hence their identity.

3.1 Introduction

The previous chapter presented literature review focusing on the conceptualisation of attrition, its influencing factors and the role of school leadership and management. This chapter presents the research design, methodology and approach, as well as methods used to collect and analyse data. It also highlights the rationale for choosing participants in this study. The integrity of the research study is also considered in this chapter.

3.2 Research design and methodology

Research design is described as the framework set to answer the research questions under study (McMillan & Schumacher, 2006). Further, Cresswell (2009) defines research design as a plan and a procedure for research that span the decision from broad assumptions to detailed methods and data collection. Babbie and Mouton (2011) compare a research design to an architectural blueprint that is followed in the construction of a building, which specifies, for example, what material is needed, how much of it need be purchased, and the layout of the building. For Cresswell and Clark (2007), research designs are important for guiding methods and decisions made by researchers during their studies, and a set logic used for interpreting the findings. For addressing the overarching question of the research study, the fitting research design and methodology were identified. The design has been inductive thus examining the participants' meanings.

3.2.1 Research paradigm

Nieuwenhuis (2007) sees a paradigm as a set of assumptions or beliefs about fundamental aspects of reality pertaining to a particular worldview. It addresses fundamental assumptions taken on faith, such as beliefs about nature of reality (ontology), relationships between the knower and known (epistemology) and assumptions about methodologies. The paradigm guides the researcher's choice of methodology, thus forming the basis for this research . Therefore, the research process is guided by philosophical beliefs about nature of reality, knowledge and values and by the theoretical framework that informs comprehension, interpretation, choice of literature and a

research practice on a given topic of study (Garner, Kawulich & Wagner, 2012).

This study has been conducted within the interpretivist paradigm, assuming that knowledge is socially constructed, attributing knowledge to observable multiple sources of reality (Matete, 2018), or multiple realities or interpretations of a single event. Merriam (2009) argues that this paradigm assumes that researchers do not 'find' knowledge; rather they construct it. The ultimate aim of the interpretivist research, Nieuwenhuis (2009), is to offer a perspective of a situation, thereby analyzing such a situation under study and providing insights into ways in which particular groups of people make sense of their situation or phenomenon. Therefore, through this paradigm, the researcher observed different perspectives of the participants regarding the factors influencing teacher attrition at primary schools in the Quthing district.

3.2.2 Qualitative approach

This study adopted a qualitative research approach to collecting data and answering the research questions. This approach is worth considering for exploring the factors affecting attrition of teachers in the Quthing district. Merriam (2009) observes that qualitative researchers are interested in understanding how people interpret their experiences; how they construct their worlds; and what meaning they attribute to their experiences. Cresswell (2014) indicates that qualitative research explores and seeks to understand the meaning which individuals or groups ascribe to social or human problems. Consequently, Gopaldas (2016) regards qualitative approach as a range of data collection and analysis techniques that use purposive participants' selection and semi-structured, open-ended interviews. It focuses on words rather than numbers; it observes the world in its natural setting, and interprets situations to understand the meanings that people make on a day-to-day basis (Walia, 2015). The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the perspectives of the individuals being studied and to generate new concepts and theories. The choice of methodology is directed by the questions being raised (Viswambharan & Priya, 2016).

The qualitative research examines the subjective experiences of individuals, recognising the importance of individuals' responses to specific events, occurrences and behaviour (Merriam, 2009). This approach is considered to be most relevant for enabling the researcher to describe and

analyse the factors contributing to teacher attrition and school management and leadership experiences in teacher attrition. The qualitative approach is found worthy, allowing the researcher to collect data using interviews in one-on-one interactions and in a group with the participants. Babbie and Mouton (2001) see the participants' natural setting as providing a complete and holistic comprehension of teacher retention and attrition because different settings give different responses.

In addition, qualitative research strives to create a coherent story seen through the eyes of those who are part of the story, to understand and represent experiences and actions in their lived situations. Raid (2004) declares that qualitative methods provide insight into how people make sense of their experiences, which is not easily achieved with other methods. This approach is, therefore, found relevant to understanding the factors contributing to teacher attrition at primary schools in Quthing. Merriam (2009) offers the overall purposes of qualitative research as understanding how people make sense of their lives, delineating the processes rather than the outcomes) of meaning making, and describing how people's interpretations of their experiences. As such, the researcher collected detailed stories of experiences of teachers and principals, as well as the strategies employed to overcome such challenges.

3.2.3 Data collection

As literature posits, researchers collect data through, using specific data collection instruments, as in questions about attitudes towards self-esteem or a behavioural checklist, for example, observing workers engaged in a complex skill. Cresswell (2010) sees an interview as a two-way conversation in which the interviewer asks the participants questions to collect data and learn about the ideas, beliefs, views and behaviour of the participants in order to see the world through their eyes. In this study, data collection was conducted through semi-structured interviews with principals, deputy principals and teachers. The interviews were audio-recorded to avoid any possibly missing data. The researcher talked interactively with the participants so as to have the participants seek more clarifications if anything was unclear. Since the study has adopted the qualitative approach, only two tools: semi-structured and focus-group interviews, were used in collecting the data.

3.2.3.1 Semi-structured interviews

According to Bezuidenhout, Davis and Cilliers (2014), an interview is a qualitative data collection method which allows the researcher to pose questions to participants with the aim of learning more about the views, opinions and beliefs about a specific phenomenon. This method was used to collect data from the principals and teachers of the selected schools. When the principal was unavailable, the deputy principal or the teachers' representative, in the school board, was requested to come on board. With the participants' approval, the researcher talked interactively to and probed further for more information from the participants, audio-recording the interviews as mentioned above.

3.2.3.2 Focus-group interviews

Focus-group interviews were also used for data collection. Focus groups are a means of better understanding how people feel or think about an issue, a product or a service. The tool is further viewed as a research method which gathers opinions, beliefs, attitudes and knowledge of interview participants (Gavora, 2015). Gavora (2015) also posits that such opinions, beliefs, attitudes and knowledge are elicited in the course of interview rather than "mechanically produced" by focus group participants to the moderator. For Stewart, Shamdasani and Rook (2007), a focus group interview is based on interaction between participants, and allows an interactive discussion, such as dyadic interview or Delphi groups, with participants taking turns to express opinions, beliefs, attitudes and knowledge about the area of concern. In this study, participants were selected because of certain characteristics related to the topic. Gavora (2015) considers a focus group as an assembly of people who are selected because of sharing some common characteristics. Every focus group interview can be analysed regarding its content and the process of interaction within which the content evolves.

Investigating the factors contributing to and strategies of mitigating teacher attrition in Quthing, the study had the focus groups of teachers selected from the target schools in the district as noted earlier. The focus group was made up of 6-12 teachers, as supported by Benzidnhout (2014) who views focus groups as composed of a small group of people, usually six to twelve, facilitated by the researcher. According to Ladimeji (2013), groups may be formed depending on the standardisation of questions; a number of focus groups conducted, and a number of participants per group and a level of moderation involved.

3.2.4 Population

Welman, Kruger and Mitchel (2007) view the population as the study object consisting of individuals, groups, organisations, human products and events, to which they are exposed. Principals and teachers were the target population for this study. As noted above, with the principal away,the deputy principal was on course for semi-structured interviews and teachers were consulted for focus group interviews. Four primary schools were consulted in this regard.

3.2.4.1 Participant selection

Maree (2007) avers that participants are purposively selected for the purpose of providing rich and relevant information to the questions under study. With purposive participants' selection, I chose the participants for their desirable characteristics for the study (Bezuidenhout, Davies & Cilliers, 2014). In addition, Garner *et al.* (2012*)* claim that with purposive participants' selection, the researchers rely on their own experiences, previous research or ingenuity to find the participants, considering them to be representative of the population and usually using specific criteria to identify the most suitable individuals. According to De Vos, Strydom, Fouche and Delpot (2005), purposive is based entirely on the judgement of the researcher. On this basis, the sample is composed of elements that contain the most desirable characteristics or attributes representing the population that serves the purpose of the study.

Therefore, the selected participants are four principals and fourteen teachers. Two principals from the affected primary schools by high attrition and two principals from the primary schools with low attrition rate in Quthing district. The information about these participant schools was requested from the District Education Office.

3.2.5 Data analysis

Data organisation, analysis and interpretation was guided by the primary research questions and responses from the interviews with the participants. An important aspect of data is the decision on how to present the data (Maree, 2007). Cresswell (2010) reiterates that qualitative data analysis tends to be an ongoing and interactive process which implies that data collection, analysing and reporting are intertwined. Thematic content analysis (coding), which is one of the most common methods of analysing qualitative data (Leech & Onwuegbuzie, 2007) helps to identify any themes in the data. For analysis, the researcher paid close attention to the audio recordings safely before transcribing them accordingly. Maree (2007) validates this procedure even further by stating that transcripts should be written in a question-by-question format to capture what the group has to say regarding each question. Transcribing the data verbatim ensured that all of the words from the participants were captured and coded accordingly.

Coding is defined as the marking of the segments of the data with symbols, descriptive words or unique identifying name. A coding process enables the researcher to quickly retrieve and collect together all the text and other data that is associated with some thematic idea so that the sorted bits can be examined together and different cases compared in that respect Cresswell (2010). After coding the transcribed data, the relevant themes to the study were clustered, and categorized, with the data sorted for usability.

3.3 Integrity of the study

For Tsan and Nguyen (2019), protection of human subjects is an ethical mandate for all contemporary research involving human subjects. In order to fulfill this mandate, the study's integrity was ensured through adherence to the issues of ethics and trustworthiness.

3.3.1 Ethical considerations

According to Garner *et al.* (2012), ethical issues must be considered in every step of the research design and implementation process. In order to pursue the study ethically at four target schools of Quthing district, the following were undertaken to seek approval from respective principals for permission to conduct research (i) obtaining an informed consent from the participants based on personal agreement to participate (hence the right to agree to participate) in the study; (ii)

confidentiality and anonymity; (iii) non-maleficence and (iv) beneficence.

3.3.1.1 Informed consent

Matete (2018) posits that informed consent refers to the procedures by means of which individuals choose whether to participate in a study. They make their decisions after being informed of the purpose of the study, procedures of the study, risks and the right to ask questions, the benefits of the study accrued to the participants, alternative procedures and limits of confidentiality to participation or non-participation at all (Johnson & Christensen, 2008). Requests for consent always include the possibility of opting out of the research. If opting out carries ethical issues of an individual being unable to partake in educational activities, the individual participates in the research, with data not collected whenever possible (Dooly, Moore & Vallejo, 2017). The researcher and/or research team would obtain informed consent from all parties involved in the research prior to implementing the research project.

In this study, informed consent was acquired by visiting the participants at their respective schools to explain the purpose of the study and assured the participants of their voluntary participation in and/or withdrawal from the study without any negative consequences.

3.3.1.2 Confidentiality and anonymity

Dooley, Moore and Vallejo (2017) argue that the researcher and/or research team ensure confidentiality of all research subjects, including data stemming from systematic review of documents. These include such sensitive issues as race, ethnicity, religion, politics, health or sexual orientation. In this study, participants' right to privacy is protected thereby ensuring confidentiality. Bearing in mind the agency and autonomy of my interviewees, I asked them whether and to what extent they wished to remain anonymous. Eventually, none of the participants decided to reveal their identity. Some of them believed it would compel them to have a greater degree of self-censorship. I also made it possible for them to edit the interview transcripts; t to increase reliability of the data, correct errors, clarify certain issues and to avoid decontextualising research results.

Saunders, Kitzinger and Kitzinger (2015) contend that anonymity is one of the forms of

confidentiality and consists of concealing the identity of the study participants. Taylor (2015) maintains that concealing the identity of the participants may guarantee authenticity of their statements. To ensure anonymity, I used pseudonyms for the participants. During the reporting of the findings, I used only the generic personal pronoun "he" to refer to the participants, for all sexes so as to protect their identities.

3.3.1.3 Beneficence

The Australian Council for International Development (2017) points out that beneficence is the action that is done for the benefit of others. This principle implies that the expected benefit to participants justifies any risks, harm or discomfort to participants. On this principle, research must be valuable to participants, their community, the country or development practice. This study was thus intended to benefit the principals, deputy principals and teachers, raising awareness on the factors contributeing to teacher attrition in Quthing.

3.3.1.4 Non-maleficence

Literature reveals researchers' responsibility as saving participants from any malicious information. On this note, the researcher avoided having the participants suffer from any emotional distress, anxiety, deprivation, depression and misrepresentation or any other inhuman treatment.

3.3.2 Trustworthiness

According to Slabbert (2013), trustworthiness of the research means that the readers of the research believe what the researcher has reported and they consider the results reliable. For Gunawan (2015), a study remains trustworthy if, and only if, the reader of the research report judges it to be so. Gunawan (2015) further sub-divides trustworthiness into four features. These include credibility which corresponds roughly with the positivist concept of internal validity; dependability which relates more to reliability; transferability which is a form of external validity; and confirmability which is largely an issue of presentation.

3.3.2.1 Credibility

Shenton (2004) explains that to establish credibility is to 'seek to ensure that the study measures or tests what is actually intended'. Merriam (2009) declares that credibility in research examines

the question of how research findings match reality. In research, credibility hinges on the meaning of reality. This study promoted reality through revisiting the participants for clarification and regularly revisiting the transcripts to verify the data accuracy in relation to the objectives of the study. The participants were also given an opportunity to check completion and authenticity of my description; whether the themes on the report were accurate to be included, and lastly, whether my interpretation was fair and representative were considered. As mentioned earlier, both the raw and transcribed data were verified by the participants for any mistakes or omissions during the interviews. Credibility of the researcher's interpretations of data, information collected from the participants was presented in direct quotes.

3.3.2.2 Dependability

According to Shenton (2004), a researcher can establish dependability 'if the work were repeated, in the same context, with the same methods and the same participants, similar results would be obtained'. Hence each stage of the study should be informed by research on similar studies. Leedy and Ellis Ormrod (2005) consider reliability of the instruments to be important that is repeating the survey instruments to see reliability of methods used. This testing of replication should be feasible and allow for the reliability of the methods. Merriam (2009) defines dependability as the extent to which research findings can be replicated. Viewing human behaviour as naturally dynamic, Merriam (2009) elaborates that the important question for qualitative study is whether the results are consistent with the data collected. Therefore to promote dependability, I ensured that data collected from the interviews were consistently reliable.

3.3.2.3 Transferability

Merriam (2009) defines transferability as being concerned with the extent to which the findings of the study can be applied to other contexts or with other respondents. Transferability is critical to the application of research findings because policy and management can rely on data, conclusions, and recommendations from a single or small number of research projects, often relying on evidence from various contexts, and/or if different to the one in which applications will be made (Moon, Brewer & Januchowsk-Hartley, Adams & Blackman, 2016). Thus, it is crucial that researchers clearly state the extent to which findings may or may not be relevant to other contexts. I obtained transferability by collecting sufficient detailed description of data in context and report with sufficient detail to allow judgement.

3.3.2.4 Confirmability

Moon *et al.* (2016) arguably state that one's philosophical position is the most important requirement of social research, thus defining the relationship between the researcher and their subject/s though overlooking the philosophical position of the research. Knowing the position of the researcher is essential to confirming the extent to which research findings are intended to be a function of the subjects or the researchers themselves. It is possible to confirm the research approach and interpretation of the findings when researchers have stated their philosophical position. To establish confirmability of this study,the researcher provided characteristics of the respondents, methods and techniques used and reflexive notes of the investigator' self-awareness. To further address the issue of confirmability in this study, I relied on the supervisors and the original transcripts.

3.3.2.5 The researcher's position/reflexivity

Related to the integrity of qualitative research is the researcher's position or reflexivity. Reflexivity is the process of reflecting critically on the self as a researcher and the relationship between the researcher and the field of study (Merriam, 2009). Moon and Blackman (2014) saw a position as often underpinned by normative agenda, where researchers seek to change some elements of the system towards some ideal system or model. When researchers do not make their agenda, like a feminist might want to change a patriarchal culture within a logging community Moon and

Blackman (2014), it becomes impossible to assess and confirm the credibility, dependability and transferability of their research approach (Horton, Peterson, Banerjee & Peterson, 2016). As noted above this study investigated the factors contributing to teacher attrition in Lesotho schools. Using interviews the principals and teachers, the study was conducted at four primary schools of Quthing. Secondly, having worked as the principal for over five years now, I was motivated by the apparent rate at which teachers were leaving schools for personal reasons, with the result that the study would make recommendations to address such challenges.

3.3.2.6 Realities of the field work

Matete (2018) recommends that a researcher should reflect on the realities to data collection. The data for this study were collected from the four primary schools in Quthing from April when the schools resettled after the Covid-19 pandemic was alleviated. Communication with the participants was well managed with social distancing, sanitising and using face-masks as a way of minimising the spread of the outcry during the interviews and group discussions. I showed all the deserved respect, love, patience, humbleness and admissible social stance to the participants so as to co-operate with them for this study.

I met the participants individually and through groups to discuss and schedule the interviews which I later confirmed. As the principal, it was not easy to leave my school during the working hours to attend to the participants for this study. However, I had to sacrifice so as to accommodate their time for contributions. While some participants had tight working schedules, I would patiently await their calls when available, for data collection. During the one-on-one meetings with the participants, I briefed them on the study, the informed consent form and the reasons for tape-recording the interviews. I reassured them of confidentiality and pseudonymity of their information to protect their personal and school identities. Initially, I had organised to conduct interviews with four primary school principals and two separate focus groups as well as the principal, deputy principal or teachers' representative if possible.

3.4 Conclusion

This chapter has presented the paradigm, research design and research methodology adopted for this study. The qualitative approach has been found worth considering, coupled with data collection approaches as in-depth interviews and focused group discussions. Furthermore, the chapter has presented data analysis strategies. Finally, the chapter has offered ethical considerations and trustworthiness to ensure integrity of the study.

CHAPTER 4
DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

Chapter Three presented the research design, methodological approach and data collection and analyses as well as the rationale for the choice of participants and the integrity of the study. This chapter presents and analyses the data, including the description of the site. Also included are the characteristics of the participating schools and participants' demographic details for this study. Finally, the findings are categorically presented narratively/textually and through tables as shown below.

Bogdan and Biklen (2007) contend that data analysis is a process of systematically searching and arranging the interview transcripts and other materials accumulated, so as to enable the researcher to arrive at the findings. The common approach is to present data textually and to subsequently to reduce them into codes and categories (Ryan & Bernard, 2000). According to Creswell (2010), qualitative data analysis tends to be an on-going interactive process which implies that data collection, analysis and reporting are intertwined.

As mentioned earlier, the focus group discussion and semi-structured interviews were used to collect data, with the participants: principals and teachers drawn from four selected schools in the Quthing district for the study. A total of twenty-four participants took part, contributing with ideas, suggestions and responses to the research questions for the study. The four participating schools in this study are labelled School A, School B, School C and School D. Semi-structured interviews were conducted in all schools with principals while focus group discussions were undertaken only at School A and School B. In this regard, the participants' code-names are used for both principals and teachers for ease of reference. That is, principal 1 of school A is referred to as P-A1, principal 2 of school B becomes P-B2, principal 3 of school C is P-C3 and that of school D becomes P-D4. Pseudo-codes used for teacher participants were teacher 1 of school A is T-A1, teacher 2 of school A is T-A2, teacher 5 of school B is T-B5, thereby allowing ease of reference in presenting the findings.

4.2 Description of the research site

This study was conducted at four primary schools in the urban areas of Quthing district. Two are neighbouring schools in the upper part of the township, known as Moyeni; one is along the main road, about two kilometres from the township, while the fourth one is about ten kilometres away. All the four schools are very close to essential services such as health, shopping, education, banking and electricity supply services. Job creation in this area is scarce and many people, including teachers migrate to the Republic of South Africa to seek jobs, leaving many children as family heads and with compromised education. Some parents from the rural areas of this district send their children to town for better education, where they stay in rented houses. Back home are older children taking on responsibilities of parents in the absence of their parents and guardians.

4.2.1 Characteristics of participating schools

The four schools that participated in the study differ in terms of infrastructure and facilities. The table below indicates their characteristics.

Table 4.1: Characteristics of participating schools in this study

Schools	A	B	C	D
Number of teachers	12	16	6	17
Number of learners	277	674	146	766
Acting Principal	Yes	Yes	Yes	Yes
Deputy Principal	No	No	No	Yes
Effective school Board	Yes	Yes	Yes	No
Location	Urban	Urban	Semi urban	Urban
Administration Office	Yes	Yes	Yes	Yes
Staff-room	No	No	No	No
Computer lab	No	No	No	No
Telephone	No	Yes	No	No
WiFi	No	No	No	No
Electricity	Yes	Yes	No	Yes
Photocopying Machine	Yes	No	No	Yes
Road accessibility	Yes	Yes	Yes	Yes
Free Primary	Yes	Yes	Yes	Yes
Teacher residences	Yes	Yes	No	Yes

4.3 Participants' demographic details

The focus groups and semi-structured interviews were conducted in four target primary schools in Quthing using semi-structured interviews with four principals from the four schools. Each of the two focus groups had ten participants. Table 4.2 presents demographic information, the participants' information showing the impact on the findings of this study as illustrated below.

Table 4.2: Demographical details of the principal participants

Participants	School A	School B	School C	School D
Gender	Female	Male	Female	Male
Age	49	41	47	48
Marital status	Married	Married	Married	Married
Number of years	23	18	23	23
Highest qualification	B.Ed .Hon	B.Ed	B. Ed (primary)	B. Ed.
Attended workshops on management and administration	No	Yes	No	Yes
Attended workshops on management with school board	Yes	Yes	No	Yes
Any prior management task	Yes	Yes	No	Yes
Workshops attended on parental involvement	None	None	None	None

Table 4.3: Demographic information of teachers at School A (Ten teachers were involved)

Teachers	1	2	3	4	5	6	7	8	9	10
Gender	M	F	F	F	M	F	F	F	F	F
Age	47	45	47	49	49	50	44	41	43	49
Marital Status	M	M	M	M	M	M	M	M	M	M
Teaching	24	22	18	24	25	27	15	14	14	25
Highest Qualification	Dip. Pr.	Dip. Pr.	Dip. Pr.	Dip. Pr.	Dip. Pr.	B. Ed. Pr.	Dip. Pr.	Dip. Pr.	Dip. Pr.	B. Ed. Pr.

Table 4.4: Demographic information of teachers at School B (Ten teachers were involved):

Teachers	1	2	3	4	5	6	7	8	9	10
Gender	F	F	M	M	F	F	M	F	F	M
Age	39	42	33	33	36	48	39	43	47	36
Teaching Years	19	17	9	10	3	19	19	19	22	11
Marital Status	M	S	M	M	S	M	M	M	M	M
Highest Qualification	Dip. Pri.	B.Ed. Pri.	B.Ed. Pri.	Dip. Pri.	Dip. Pri.	Dip. Pri.	Dip. Pri.	B. Ed	Dip. Pri.	B.Ed. Pri.

4.4 The findings

As noted above, qualitative research analysis refers to making sense of data from the perspective of participants, considering the context, patterns, themes, categories and irregularities (Cohen *et al*., 2011). In order to interpret the collected data from the participants, I transcribed the interviews verbatim and then summarised the same data into common words, phrases and patterns. Therefore, Neiuwenhuis (2007) sees this process of thematising, categorising and labelling, also called coding. Saldana (2015) confirms that coding is a word or a short phrase that symbolically assigns a summative, silent, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The following table shows the categories and sub-categories of the collected data from the participants.

Table 4.5: Categories and sub-categories

Themes	Sub-themes
Roles of principals	Coordination, supervision, records keeping, monitoring, support
Roles of teachers	Curriculum execution, policies implementation, instructional supervision, records keeping
Reasons for abandonment	Retirement, Teacher transfers, Undesirable behaviour, Greener pastures, Haphazard school board, Teacher deaths, Leadership styles
Resignation	Workload Burnout
Consequences	On school administration On teaching staff
Poor infrastructure	Limited funding
Lack of motivation and support	
Strategies used to manage attrition	Keeping teachers informed, forming teacher investments, staff development, code of good conduct, staff celebrations and curriculum mini workshops.

4.4.1 Roles of principals at primary schools

The participants emphasised the role of the principal as ensuring the life of the school, including teachers and learners. In this view, principals should protect both teachers and learners in the school premises so as to meet the desired objectives of the curriculum, with schemes of work and daily lesson plans done as expected at school. Principals are as also responsible for facilitating teaching and learning as well as basic human rights of all those under their leadership. Principals serve counselors for teachers and learners in case of encountering hardships in life. For further development of the school, the sub-themes that were established under this theme are co-ordination, supervision, records keeping and monitoring as explained below.

4.4.1.1 Co-ordination

The participants attributed all the school administrative activities, especially the goals of the organisation (school) and interdependence to principals. That is, there should be a smooth network of school activities. Principal participant of school A illustrated that:

> *Effective co-ordination calls for smooth trust and performance in many aspects. We set roles and responsibilities, rules and standards together as a team to achieve the educational goals. It is my responsibility to co-ordinate different activities. For this to happen, I maintain superb social relationships with and amongst my subordinates to improve trust at school. All the school activities have to interrelate.*

The principal of school D demonstrated that co-ordination can lead to better organisational performance. He had this to say:

> *Both formal and informal co-ordination works through human relationships. Collective decisions on developmental activities such as planning and budgeting, are made as a result of interconnectedness.*

4.4.1.2 Supervision

The findings have revealed supervision as a deliberate effort aimed at enhancing the outcomes of each educational institution. Therefore, teachers should fully be supervised so as to achieve goals of both the curriculum and of the school as an organisation. Sullivan and Glanz (2013) define supervision as a process of involving teachers in an instructional dialogue for improving teaching and increasing student achievement. One principal (P-B2) explained this as follows:

> *I have to make sure that teachers' record books are up-to-date. These books are registers (temporary and permanent), a scheme and a record of work performed, and daily lesson-planning books while the assessment books come in due course. As principals, we are expected to monitor the work of our subordinates so as to provide any professional support whatsoever in time of need. We assess the coherence of the scheme and the lesson plans and also assess the learners' daily and weekly attendance from the respective grades so that the objectives of the curriculum are met.*

The principals also reported their responsibility for allocating duties to teachers to have a direction assess the performance towards achieving the set objectives of the school. Principal participant (P-B2) indicated:

> *We are authorised to delegate on many aspects of the institution. So, our main responsibility is to check on the progress of the specified duties allocated for the delegates. Delegation is not intended to punish a teacher but to measure pros and cons in improving the school results in many spheres. So, there is a need to supervise and give support and compliments where they are due. Practically, clinical supervision brings about good results that stimulate a smile into the community.*

4.4.1.3 Records keeping

The school records involve books, documents, diskettes and files that contain information as well as the other relevant information pertaining to the development of the school as an institution. The principals who keep records are always on the right track and have responses in times of need. The principal participant (P-C3) showed:

> *There so many things to record at school. The school has its community being the people in authority (school board), teachers, parents and learners, non-teaching staff, and the school material resources being buildings, desks, textbooks, finances and many more.*

Principal participant (P-B4) pointed out that some of the important school records should be disseminated to the Ministry of Education and Training (MoET):

> *Every year in March, we submit the school current information at the Education Office through ER 42 as a specified form only designed for that purpose. We provide information about the teachers, learners and school materials, for example, desks, buildings and the use of finances. Because of Covid-19, schools opened late this year, and we have not provided this information yet.*

4.4.2 Roles of teachers

From the findings, the teachers' roles are hardly adequately defined except that the teacher in the classroom is the whole person, an expert in a profession, as well as the expert in the field of

pedagogical and psychological knowledge. The teacher is the mentor who nurtures the child's soft mind in a school setting using skills, passion and techniques. Added are the curriculum execution, policies implementation, instructional supervision and records keeping as sub-thematised below.

4.4.2.1 Curriculum execution

Most participants defined curriculum execution as the main role of teachers in a school setting. They indicated that teachers are expected to faithfully implement the curriculum through instructions and assessment using available resources. The focus of training and professional development emphasise teaching how best to interpret the curriculum so as to address learners' needs. Principal participant (P-A3) said:

> *In order to execute the curriculum, teachers should be well trained on the syllabus, scheme and record of work, and lesson plans. These tools help to achieve the goals of the curriculum for change of human behaviour. content knowledge depends on the quality of explanations uttered by teachers to achieve the objectives of the lesson plan.*

On the contrary, teachers are instrumental in the success and/or failure of curriculum execution. When considering teachers' roles in the curriculum, it is necessary to understand teachers' concerns. Teacher participant (T-B2) outlined:

> *The curriculum is very broad (hidden or written) and it requires new skills for implementation. If teachers are not given enough chance for professional development by the schools, and/or by the Ministry of Education and Training even for refresher courses by the Government of Lesotho, they cannot implement the curriculum. The mind of a teacher has to be sharpened to nurture the child's mind.*

On the same point, teacher participant (T-B7) noted:

> *The principals have to support teachers with materials necessary for achieving the specific objectives of the curriculum. The Government of Lesotho through the Ministry of Education and Training should also support schools with materials that both schools and teachers cannot afford. Examples are science kits, mathematics kits and agricultural tools. If supported on whatever initiatives, teachers become*

motivated.

4.4.2.2 Instructional supervision

One of the most important aspects of educational management is the instructional supervision. Instructional supervision may be defined as the process of bringing about improvement in the teaching-learning process through a network of co-operative activities and democratic relationships of persons concerned with teaching and learning. The notion is also considered important for to achieve an effective education system (Oyewole & Ehinola, 2014). The findings have shown an effective teaching as relying on proper instructional supervision. Teachers should be knowledgeable in areas of their instruction. Teacher participant (T-A10) asserted:

> *It is my responsibility to impart knowledge and skills to learners. Therefore, for proper content delivery, I have to consider the issue of undertaking research on every topic before planning my lesson. I also have to ensure that I*
>
> *work well with other teachers and my learners so that freedom of expression and support are of highly valued. A co-operative class is highly interactive.*

Principal participants noted that principals are at the supervisory level, and are expected to monitor teachers' work and provide professional support if necessary. Principals should monitor teachers, always checking their record books and attendance of classes. Principal participant (P-B2) affirmed:

> *Actually, principals are the administrators of schools. They check activities relevant to teaching and learning. We are responsible for assessing and evaluating teachers' record books thereby tracing the flow of concepts schemed and seeking coherence of the scheme and record of the work done with the lesson plans. We should also visit their classes during lessons mainly to check the atmosphere of the class where necessary.*

4.4.2.3 Records keeping at classroom level

In every way, teachers are very particular about the records keeping. Teachers revealed that record-keeping may be in the form of a computer, statistical return forms (also known as the SRF 42s), manual files, reports and books such as registers, schemes and records of work done. They maintained that some records are informal like keeping names of learners who have paid for a

particular event, which may not be worthy after sometime. Teachers valued the records for academic growth of every learner. One of the teachers (T-A9) put as follows:

> *Record-keeping is very key in ensuring accountability. We are required to record the learners' scores and performance which may later be used in some instances, that is, a record of their continuous assessments. Yes, we also provide our personal information on the Statistical Return Forms for the Ministry of Education and Training. Sometimes we record informally.*

4.4.3 Reasons for abandonment

It also emerged from the findings that teachers quit their jobs due to poor management and weak leadership at schools. While teachers' role is to help learners to acquire the best skills, they also assist and support their principals in different ways.

4.4.3.1 Retirement

The findings also revealed that retirement is good for creating a space for qualified, yet not working teachers; however, retirement would cause lot of havoc in a school setting, by losing existing knowledge, skills, competence and experience. Many participants have considered early retirement at the age of fifty years as very helpful for giving them a space to go home young and energetic, unlike before when it was done at the age fifty-five or sixty. Important as it may be, however, it affects the school system. One principal participant (P-B2) acknowledged:

> *Teachers are now expected to take early retirement at the age of fifty. I can assure you that at this age teachers are still fresh for teaching and their departure leaves the school with a big gap. They walk away with effective skills and lot of experience of co-operation. Once the teacher leaves, the replacement is done after a long time; this is Lesotho.*

One participant teacher (T-B8) noted:

> *It is really good to go on retirement to create a space for qualified teachers to work as well. The only problem is the delay in replacing a teacher. The Teaching Service Department does not play its role actively in this regard. It takes years to fill the vacancy of a retired teacher. They probably overlook the problem created for teachers and learners.*

One participant principal (P-D4) indicated:

> *It would be better for the Teaching Service Departments (TSD) to be placed in every district, failing which they can be placed in the northern, central and southern regions of Lesotho. The only TSD that we are having currently does not suit the hiring system of teachers. Then, the school boards should be made more effective and accountable. The TSD that we are having now is a problem itself.*

4.4.3.2 Teachers' transfers

Noting a teacher as an important resource in the curriculum implementation, the findings revealed that teacher-transfers, shortages, including having few qualified teachers negatively affect the education system of Lesotho. They further showed teachers' transfers for some reasons of sickness, unbearable family matters, inconsiderate conduct and declining learner enrolment. One (P-D4) of the principal participants revealed:

> *Teachers are very important in the education system of every country. They practically put the curriculum into practice to respond to the societal needs. When a teacher is transferred due to a weakened enrolment, it creates instability in the school premises and learners' achievements are negatively affected. At this school, many teachers were transferred because learner turnover deteriorated marginally. By then, I was a classroom teacher and the pressure upon their departure was overwhelming.*

The principal participant (P-B2) continued:

> *Not long ago, one effective male teacher in sports was transferred to one of the districts in the southern region of Lesotho. This teacher used to dodge coming to school because of sports commitments in one of the southern districts of this country. When I reprimanded him for that misconduct, he formed a group of teachers who wrote a petition against me indicating a motion of no confidence. The matter was handled between my school board and the Teaching Service Commission. He had to leave and our sports activities were compromised.*

On this note, participant teacher (T-A7) noted:

> *One teacher who was with me in the class was transferred to another school.*

We shared subjects upon our capabilities. She moved away with that vast knowledge, skills and experience. I was left alone to carry all the subjects. I had to carry out daily lesson planning, hourly conflict resolutions, regular research on what to deliver and preparing teaching and learning materials all alone. I would thus talk the whole day, carrying out my other responsibilities than teaching which was really exhausting. I was, at one stage, on the verge of quitting my noble profession.

4.4.3.3 Undesirable behaviour

Majority of participants defined undesired behaviour as a barrier to school development. The prticipants indicated that undesirable behaviour is demonstrated by lack of punctuality, at school and in the class. The examples given are unfair grading of assessment scores, regular absenteeism, unpreparedness for the class, beating children, uttering vulgar language and regular indecency. These examples show incompetence and can result in teacher-transfer. The principal of school D said:

Teachers are a powerful instrument used for school development. If teachers would understand fully how important they are to the children, schools would be a better place to live. If teachers do not prepare well for the classes, or regularly miss the work for unfounded reasons, such would hinder a teaching and learning process. Therefore, when the school authority puts the disciplinary code borne by the Education Act 2010 with Code of Good Practice to enforce good behaviour in that particular teacher, it sounds as though it is a fight. As a result, the teacher seeks a transfer or sometimes disappears unreasonably. I am speaking from a bitter experience!

However, teacher participants demonstrated that teachers' undesirable behaviour varies from teacher to teacher. What is common are the negative behaviour and attitudes towards learners, teachers and the school as a whole. Teacher participant (T-A5) noted:

Teachers who are scolding, criticising and/or mocking students make them negative towards education. A teacher should be an agent of change. I know teaching is a Science therefore teachers have to change their attitudes towards learner community. There is no need to earn the salary that you have not worked for.

4.4.3.4 'Greener' pastures

This is one of the findings that inspire teachers to leave their profession in Quthing. Most teachers quitting this noble profession face various economic challenges which drive them into other new challenges. Teachers improve their skills by schooling, and after acquiring degree qualifications and above, they flee into other departments. Principal (P-B2) had this to say:

> *I became an acting principal because the former acting principal had just acquired an honors degree and was reading for master's degree part-time at the University of Free State. He opted for being the inspector in one of the ten districts of Lesotho. The man was so good at administration and management.*

The principal (P-D4) reflected:

> *Teachers are eager to do something happily in the ministry. The most qualified teachers leave schools because they do not get paid for the services they render with their newly acquired qualifications. Qualifications are the licenses that suitably prove one's potential for specific services. Some of these teachers become school administrators and they do not get paid for that. So, they move away for other opportunities. Both ineffective and quality teachers exit; unfortunately, quality teachers leave the education system at their own risk.*

The point of good payment from the government of Lesotho through the Ministry of Education and Training is also highly considered by almost every teacher, not principals and qualified teachers alone. The participants also showed that the Teaching Service Department is the barrier to the financial development of individual teachers. Teacher participant (T-B3) maintained:

> *I am doing an honors degree at one of the universities. If on completion, the Teaching Service Department does not recognise my services in terms of increasing my salary scale, there is no need to stay. We spend our money, time and energy to further our studies as an initiative to develop this country, but ultimately we are not considered. It is a fact that we go to school to improve our skills to serve our communities, expecting the government to increase the salaries as a right, not a privilege.*

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4.4.3.5 Haphazard Disorganised school board

Nowadays school boards are the existing authorities that oversee the daily running of the schools. The government, the chief and councilor, community, proprietor and the teachers are well represented in this entity. The longer the boards stay beyond their expected period, the worse they do by means of intimidation and having an absolute power over the teaching and non-teaching staff. The principal participant (P-B2) showed:

> *Some experiences are very tough to tell. A school board that has taken too long as a school authority happens to lose direction. When teachers have social conflicts, these people solve such conflicts with bias. Teachers seek support from the board members over the secretary. One day the chairperson of the school board came here to fight against me for one teacher, not knowing the conflict in detail. Remember this board expired in 2018 and the Ministry of Education and Training delayed giving a directive for the selection of the new board.*

4.4.3.6 Teacher deaths

Majority of participants reiterated that deaths of teachers and learners significantly impact on school community. They showed that when a teacher dies, the education system is arguably affected. Teacher participant (T-A7) said:

> *Deaths are natural, but hard to acknowledge. When the teacher dies, it creates a space for workloads for us as classroom teachers. It means we have to double our efforts for teaching. Again, learners become emotionally and psychologically affected, and learning does not occur effectively. For instance, my colleague lost life due to car accident recently. The whole school was hugely affected and teaching and learning were compromised.*

The participant principal (P-C3) said:

> *When the staff member passes away, we follow all the procedures to get a replacement. While that process, arrangements are made, classroom teachers have to continue teaching even under such horrible circumstances. Their workloads increase.*

4.4.3.7 Leadership styles

Principal participants highlighted that leadership styles used differ depending on the situations. They admitted that there is no stand-alone leadership style that can be in use without others. They vary these leadership styles depending on different situations. Principal participant (P- D4) noted:

> *Principals are the overseers of the schools. They manage schools by means of supervising, directing, guiding, co-ordinating, delegating and others. All these key activities make principals vary their leadership styles.*

The participant principal (P-A1) articulated:

> *Leadership requires strong men and women. Sometime a principal has to take harsh or soft decisions depending on situations. When you take harsh decisions, teachers feel you are being unfair; they take advantage of soft decisions. It all calls for firmness!*

However, participant teacher (T-A5) responded:

It is good to be led at school. Some principals have no care for human race. They are cruel, not aggressive. They do not feel for teachers they are leading. They do not put the institution first. They run schools as if they own them. Who would be comfortable to be led by this type of a character? So many teachers emotionally suffer.

4.4.4 Resignations

The participants defined resignation as a formal act of leaving a position from the work. They maintained that there are various reasons for teachers' resignations. Workloads and teacher burnout have been identified as sub-themes.

4.4.4.1 Workloads

The principal participants described workload to be a problem encountered in their daily running of the schools. They reflected that principals are held accountable for administrative, co-curricular, teaching and other issues of the schools. They maintained that administration is a

broad subject of accountability and requires utmost dedication and proper management. Participant principal (P-B2) indicated:

> *Principal is the overseer of the school running programmes. As such, most of the activities that are performed in a school setting centre around the principal's mind. Sometimes, the principal has no deputy like me, so it goes without saying that the mind becomes exhausted and may develop dyslexia. In this regard, unfortunately, the government of Lesotho through the Ministry of Education and Training does not support with any headship allowances.*

Most of the participant teachers reported workloads as impacting negatively on their daily instructional leadership. They showed that workload is a serious problem causing burnout to teachers. From their observation workload destroys their mentality and making so exhausted at the end of the day. As a result, their instruction becomes ineffective because there is no time to research about a topic for delivery to the learners. Teacher participant (T-B6) said:

> *When we are overloaded with work at school, our minds go tired. If we have too many responsibilities, it means we have to allocate time, thinking about each responsibility. Again, we are obliged to prepare lesson plans from extensive research for the content to deliver to the learners. When we are overloaded, we become worthless both in and off the school premises.*

4.4.4.2 Teacher burnout

From the findings, the participants defined burnout as an emotional fatigue which becomes a barrier to proper teaching. For them burnout results from overloads with responsibilities which end up exhausting the mind and ultimately affecting the school development and professional self-esteem. Participant principal (P-C3) said:

> *Burnout is very dangerous and some people take it so lightly. Principals are affected by this syndrome in Lesotho. Most powerful schools deteriorate in enrolment and development because principals quit for politics and better job opportunities. There is no need to work hard for no positive reward (salary). I have to apply my trade elsewhere; a life of a principal is at risk in Lesotho.*

One participant teacher (T-A3) stated:

> *We are congested with so responsibilities for sweet nothing. This congestion becomes a barrier to proper instruction. When a teacher leaves a school with a limited staff number, we are forced to combine classes; so it becomes very hard to evaluate and assess learners' individual performance. We work so hard to nurture a child to become a useful citizen. There are so many things to do. Teachers in South Africa work for what they see unlike here in Lesotho where we are treated like slaves.*

4.4.5 Poor infrastructure

Majority of participants concluded that most of the schools in Lesotho have old buildings, worn out toilets, poor school fences, no electricity, dilapidated chalkboards, broken desks, windows and doors. Such poor infrastructure is considered to frustrate teachers' job satisfaction and decisions, thus making principals and teachers leave for better work environments. Principal participant (P-C3) had this to say:

> *Schools are the centres of education. Heroes are made from teachers. These teachers work in horrible centres of education (schools). When a teacher leaves home for school happily, that happiness turns into shame upon reaching the school. We even admire South African schools on television.*

Principal participant (P-C3) again added:

> *Money is a problem at our schools. School bank accounts are empty. The government grants the schools a subvention in line with the learners roll (M20.00 per child). Imagine have a roll of hundred learners getting M2000.00 which is aimed at targeting to sustain a school for a year; maintenance does not go well, with other school activities that require financial backup.*

Teacher participant (T-A2) observed:

> *Teachers stay longer in their profession in some schools mainly because work conditions are not so difficult. Electricity, water and sanitation are fine; buildings are attractive, and environmental cares are of great value.*

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They settle well. Some schools like mine have poor infrastructure resulting in poor work conditions. Upon our observation, even learners quit for other schools because learning in such an environment is very tearful.

Most of the participants indicated that in every workplace, workers need support and motivation (extrinsic or intrinsic motivation). For them, support and motivation at school make teachers' work improve tremendously. Participants reflected that a salary itself is a source of motivation and support; hence, they work with a stable mind. Principal participant (P-C3) noted:

Everyone needs money and money improves one's dignity in society. Again, money makes teachers perform do their roles and responsibilities to their best abilities. Satisfied teachers are no troublesome; they accept instructions, orders and commands peacefully and implement such accordingly. Their instructional leadership is very superb and as the principal, I have to give credit where it is due.

One teacher (T-A2) participant said:

There are so many means of support that we expect from the school authorities. I can mention of care during happy and/or difficult times in our lives. Being with us gives us strength and we support our leader in return. If there is friction, then a school life becomes handicapped.

Teacher participant (T-A4) acknowledged:

Workshops are suitable platforms to expose our diverse potential. The principals should not focus their attention on one or two individual teachers for workshops. Sticking to certain teachers for workshops brings discomfort and circumstances of this kind are the forcing factors to take transfers. There is no need for the head-teacher to fall into a trap of bias or favouritism in his administration.

4.4.6 Consequences of attrition

It was found from participants that the schools encounter negative impacts over attrition. Two sub-themes were identified as consequences for the school administration and consequences for teaching staff.

4.4.6.1 On school administration

Principal participants indicated that teacher attrition disturbs the smooth functioning (administration) of the school. The teachers were found to be central to the day-to-day running of the school as an entity. Sometimes when the principal is absent from school, one teacher would be appointed to assume the duties of principal. Principal participant of school B revealed:

> *I cannot divide myself into two for the administration of my school. I appoint credential personalities to help me with the office work while I am absent from the school. Imagine such personalities leaving the school for their reasons beyond my control; they leave a burden for the administration. The principal begins to be left with a huge administrative workload. Yes, principals are entrusted to carry such loads; however, the government of Lesotho is not so far eager to pay us for our services.*

School C principal participant said:

> *The departure of the teachers has a negative impact on students' academic achievements such as high failure, dropouts and repeating classes. Strong teachers entrusted to improve the performance of learners and control behaviour usually part ways with a school; as a result, the school development is hindered. On this note, parents begin to withdraw their children, leading to decreased enrolment.*

However, the principal participant of school A (P-A1) said:

> *It would be better if teachers who are the barriers to the school development were transferred or anything like that. They give us headache to the administration. Their contact is far from being professional. Sometimes, this type of teachers contributes to learners' deviant behaviour.*

4.4.6.2 On teaching staff

Participant teachers concurred that there are challenges faced as a result of teacher attrition. One teacher (T-B3) revealed:

> *As the teaching staff, they become pleased when a new teacher comes in because workloads decrease and there is a shared value of instructional responsibilities*

and others. Once one colleague moves out, there are tensions, depression and psychological demotivation.

One other teacher participant (T-B1) said:

If somebody with good experience and skills leaves our workplace, it becomes very difficult to accept. It brings about overloads and it affects quality of education. For instance, one teacher with superb relationships with the entire school community and parents, retired in June 2020. My principal had to take one teacher from the upper classes to teach the stranded grade. So, our staff was numerically weakened.

4.4.7 Strategies used by principals to manage attrition

Upon findings, principal participants indicated that they have their strategies that help minimise the phenomenon of teacher attrition facing their schools. The sub-themes that emerged incorporate keeping teachers informed, forming teacher investments, staff development and code of good conduct.

4.4.7.1 Keeping the staff informed

The principal participants mentioned that the teachers should be well informed about all issues that concern the whole life of the school. They indicated that by updating the teachers, it makes the staff uniform by means of understanding and having uniform responses to questions rising from the community members. Principal participant (P-D4) maintained:

Staff meetings should not be a threat to organise. Staff and parents' meetings are meant to share information regarding the school development. Parents are the external members of the school community. They should be informed of the new developments of the school. They should also know the academic progress of their children. From the external members, some are elected into the school board.

Principal participant (P-C3) said:

It is good to keep the staff informed about the financial report of the school. My philosophy is to discuss the financial record of each department like electricity, uniform, c o o k i n g pots hire and water affairs, with each teacher c o n c e r n e d . This is done to ensure the accuracy of the records. After this, I

submit all the records as one thing to the staff and each member, with each member responsible taking charge of their departments to answer before the staff. After this, I submit a detailed record to the school board and eventually before the parents. The financial record is done collectively so that every member of the school is legitimate to answer before the parents.

Another participant principal (P-A1) added:

All the affairs of the school should be equally shared with the teaching staff. The information from the ministry should also be offered to the teachers so as to comply with it as a unit. When teachers come from meetings, forums and workshops, they disseminate information to the rest of the staff members.

4.4.7.2 Forming teacher investments in the school

Participants noted that they managed to create societies of investments at their schools to retain teachers. Principal participants acknowledged that they are at the forefront of such societies to ensure sustainability, unity and solidarity. Having different societies of investments, with both long-term benefits (pensions) and short-term as in 'rotational monthly collections' has proved useful for them. The principal participant (P-B2) explained:

We created pension funds at our school through VODACOM MPESA and we contribute monthly into that. Every member is entitled to contribute equally and the treasurer ensures monthly financial statements to observe the smooth payments. Withdrawals are made by the management body of the society only when a certain member retires from active teaching; and that particular member writes a formal letter attaching a certified copy of an identity document and a letter from the principal confirming the retirement.

Another participant principal (P-A1) noted:

> *We developed a society of funds for long-term investments into our school. We have managed to register this society and we plan to erect commercial buildings on the advice of our financial advisors.*

One participant teacher (T-B5) said:

> *There is an organisation where we contribute a certain amount of money for each individual teacher on a monthly rotational basis. Luckily, we are all trustworthy! Every member is pleasantly reaping the rewards. We enjoy teaching.*

4.4.7.3 Staff professional development

The principal participants confirmed encouraging their staff to go to school to further their studies. They maintained that professional development changes one's methods of instruction, self-conduct and brightens one's mentality in line with creating new policies and serving with improved skills. Principal participant (P-A1) said:

> *I am behind my subordinates to further their studies as a means to develop our institution hence bright human mind is more important than money itself. We need new ideas, improved skills and focused teachers.*

Principal participant (P-C3) said:

> *The development of any institution relies on the character of its workers. If the workers think along the lines of development, such an institution is likely to develop. If they do not put the life of the institution ahead, it means the institution is doomed. Teachers have to be visionary for the sustenance of the school.*

4.4.7.4 Code of good conduct

The principal participants noted that code of good conduct of teachers enforces good behaviour, integrity and dignity of every school. So, they maintained that the legislature of the school helps to teachers to be conversant with the rules and regulations of the school. The principal participant (P-A1) explained:

> *There was a time that my subordinates were beginning to lose humility and respect for the school. We had to set standards, rules and regulations to guide*

ourselves. The rules were based on punctuality, discipline for teachers, parents and learners, academic work and roles and responsibilities. Since then, we have been running the school with fewer conflicts.

One principal participant (P-D4) noted:

We formed the disciplinary panel of four teachers, including the principal). This panel relies on the Education Act and Lesotho Code of Good Practice of teachers to resolve conflicts. The observance of rules calls upon the school integrity and control. So, we are more stable than before.

4.4.7.5 Staff celebrations

Many principals reported giving their subordinates moments of being together in celebrations, especially for sports and end-of year teachers' tours to release long tensions of working hard. Principal participant (P-B2) indicated:

In my agenda sometimes, I give my teachers to suggest how they are going to be celebrating the district zonal sport activities. Upon their final decisions which include financial contributions, my office advances them with a certain amount of money so as to enjoy peacefully in their zone. Besides that, I personally contribute to the suggested fee as part of the initiative. The Entertainment Committee ensures that the initiative is performed well.

The principal participant (P-A1) indicated:

It has turned into a "hidden policy" that we contribute something at the end of every academic session. After a long stress of service covering about six months, we contribute a certain amount to celebrate together, hence the school should not be taken as a place of terror, but joy. Immediately after giving reports to parents on the last day of the academic session, we begin our celebration to release stress of marking, recording marks and others.

4.4.7.6 Curriculum mini-workshops

Principal participants indicated that they had resorted to organising workshops based on mastery of curriculum delivery by means of instructional leadership. They reported subjects panels as facing challenges on certain topics. Such measures were carried out for teachers' contributions

towards solving the challenges faced by teachers in their subjects. One principal participant (P-C3) articulated:

> *At school we have Sesotho, English, Mathematics and Science panels. Every panel focuses on its subject, but at a meeting where they are going to share with the entire staff on how panels are doing, all the teachers assist the individual panels in the required direction. So, the expectation is that each panel will ensure that teachers work hard in their subjects. I ensure that all the panels are interrelated and they carry out their responsibilities as expected.*

Table4.6:Summary of the findings

Themes	Sub-themes	Findings	References
Roles of principals	Co-ordination	Principals are entrusted with maintenance of all the school administrative activities	4.2.1.1
	Supervision	Supervision is considered a deliberate effort aimed at enhancing the outcomes of each educational institution	4.2.1.2
	Record-keeping	Teachers are very clear about the importance of records in the academic growth of every learner	4.2.2.3
	Instructional Supervision	Effective teaching relies on proper instructional supervision	4.2.2.2

	Records keeping	Teachers are very clear that records are very important in the academic growth of every learner	4.2.2.3
Reasons for abandonment	Retirement	It affects the school system: knowledge, skills and experience are lost.	4.2.3.1
	Transferring teachers	Teacher-transfers impact negatively on the education of Lesotho	4.2.3.2
	Undesired behaviour	Undesirable behaviour destructs school	4.2.3.3
	Greener pastures	After acquiring new certificates, teachers face new challenges.	4.2.3.4
	Haphazard school board	The longer the boards stay in the board, beyond expected period, the worse they become.	4.2.3.5
	Teacher deaths	When a teacher dies, the education system is arguably affected	4.2.3.6
	Leadership styles	Leadership styles used differ depending on the situations	4.2.3.7
Resignation	Workloads	Problems encountered in their daily running of the schools.	4.2.4.1
	Teacher burnout	Burnout results from overload of responsibilities	4.2.4.2

Poor infrastructure		Poor conditions contribute to the decisions of teachers and principals leaving for better environments of work	4.2.5
Lack of motivation and support		If there is support and motivation at school, the teachers' work improves tremendously.	4.2.6
Consequences of attrition	On school Administration	Teachers play a pivotal role in support of day-to-day running of the school as an entity.	4.2.7.1
	On teaching staff	Teacher attrition impacts negatively on teaching staff	4.2.7.2
Strategies used by principals to manage attrition	Keeping the staff Informed	Updating the teachers makes the staff to be uniform by means of understanding	4.2.8.1
	Forming teacher	Creating societies of	4.2.8.2
	investments in the school	investments in their schools to retain teachers.	
	Staff professional Development	professional development changes one's methods of instruction, self-conduct and brightens one's mentality	4.2.8.3
	Code of good conduct	It enforces good behaviour, integrity and dignity of every	4.2.8.4

| | Staff celebrations | There are moments of togetherness. | 4.2.8.5 |
| | Curriculum mini-workshops | Subjects panels to declare challenges they face on specific topics | 4.2.8.6 |

4.5 Conclusion

In this chapter, two sets of questions have been presented, with the results sub-categorised into themes and sub-themes. With the research questions of the study, the data gathered from the selected participants have shown the following aspects. The findings demonstrated the co-ordinating, supervisory, record-keeping, monitoring and supporting roles of principals. Added have been teachers' curriculum execution, policy implementation, instructional leadership and record-keeping roles. The teachers have been found to facing such challenges as retirement, transfers, greener pastures, undesirable behaviour, haphazard school board, deaths and poor leadership skills at schools. Further noticeable are the strategies reportedly employed to manage teacher attrition by the principals in Quthing district. Of particular mention have been strategies of keeping teachers informed, forming teacher investments, staff development, and code of good conduct, staff celebrations and curriculum mini-workshops.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to explore the factors that contribute to teacher attrition in the Quthing district of Lesotho. The factors that lead to teacher attrition such as undesired behaviour, haphazard school boards and transfer of teachers were stipulated. Similarly, the strategies employed by some principals to manage this phenomenon are also provided. One of the proposed recommendations relates to how work conditions could be improved to retain teachers.

5.2 Overview of the study

Chapter 1 presented a description and motivation for pursuing this study. The aim of the study was presented indicating factors contributing to teacher attrition at the target primary schools of Quthing. The chapter set out with the purpose, research questions, the research design and methodology, selected participants, data collection data analysis methods. Added were the ethical issues and trustworthiness of the study.

Chapter 2 reviewed the theoretical and empirical literature, including two complementary frameworks such as human capital theory (HCT) and identity theory (IT) underpinning this study. Premised on this literature, the study has investigated the factors influencing teacher attrition at selected primary schools in the Quthing district, in Lesotho. Emerging from the findings have been such possible factors as a career change, resignations for unknown reasons, desertion or migration to other schools. The chapter has also noted teachers' empowerment as an effective strategy for developing their professional competence and that managers should find ways to develop their capacities.

Chapter 3 presented research design and methodology based on the qualitative approach to exploring factors for teacher attrition. With a purposive sampling technique and semi-structured interviews and focus group discussions the data were collected from twenty-four participants, including principals and teachers from the target schools. Further presented are the ethical considerations and issues of trustworthiness for the study.

Chapter 4 presented and analysed the data, thus categorising them into themes and sub-themes and relating them to the theoretical and empirical literature.

Chapter 5 summarises the study, draws conclusions, proposes recommendations and identifies possible areas for future research from the findings of this study.

5.3 How the research questions were addressed

The main research question
This research question "What factors contribute to teachers' departure from the teaching profession for other career opportunities; and what strategies can be employed to reduce teacher attrition?" was used to establish the study.

Sub-questions
The following questions guided this study as indicated in Chapter 1:

a) What are the reasons for teachers'early resignation from the teaching profession, especially in the Quthing primary schools?

b) What are the consequences of teacher attrition in the Quthing primary schools?

c) What strategies do they use to reduce teacher attrition?

The main research question of this study was framed thus: '*what factors contribute to teachers' departure from the teaching profession for other career opportunities and what strategies do the principals employ to reduce the problem of teacher attrition?*' This was addressed by critically reviewing literature and research findings. While addressing the research problem, the research sub-questions (cf. 1.2.3), as well as the purpose of the study was considered (cf. 1.3).With the question *'what are the reasons that lead to teachers to resign early from the teaching profession especially in the Quthing primary schools?',* coupled with defining *the roles of principals and teachers in the school setting,* the respondents reported principals as co-ordinators, supervisors and record keepers (cf. 4.2.1), while teachers' roles (cf. 4.2.2) include curriculum execution (cf. 4.2.2.1), instructional supervision (cf. 4.2.2.2) and record keeping at classroom level (cf. 4.2.2.3). With the reasons for teachers' departure from teaching profession, the issues of retirement (cf. 4.2.3.1), transferring teachers (cf. 4.2.3.2), undesirable behaviour (cf. 4.2.3.3), greener pastures

(cf. 4.2.3.4), haphazard school board (cf. 4.2.3.) teacher deaths (cf. 4.2.3.6) and leadership styles (cf. 4.2.3.7) were noted. Furthermore, the respondents attributed teachers' resignation from their profession to difficult situations at work. They maintained that workloads (cf. 4.2.4.1) impact negatively on their daily instructional leadership and teacher burnout (cf. 4.2.4.2) is a result of being overloaded with many responsibilities.

Regarding the question *'what are the consequences of the teacher attrition in the Quthing primary schools?'* the respondents noted consequences (cf. 4.2.3) as experienced on two levels being *'on school administration'* (cf. 4.2.4.2), showing teacher attrition as disturbing the smooth functioning (administration) of the school; and *'on teaching staff'* (cf. 4.2.4.3). For them when a teacher with vast experience, knowledge and skills leaves, quality of education meant for learners becomes highly affected. On the question *'what strategies can be used to reduce teacher attrition?'* the respondents reported using diverse ways of addressing challenges facing them. Of the strategies employed for overcoming teacher attrition in the Quthing schools, the following illustrate:

- *'Keeping the staff informed'* (cf. 4.2.5.1) makes teachers have common responses from the community members in line with the school, as well as having collective decision-making as a teamwork, towards developing the whole school;

- *'Forming teacher investments in the school'* (cf. 4.2.5.2) helps to bring about unity, solidarity, trust and sustainability. They have some groups of giving one member a large some collected from the participating members, which is done rotationally along the year length. Most important is the group involving all the staff forming their pensions fund through *mpesa* (personal account) of Vodacom;

- '*Staff professional development'* (cf. 4.2.5.3) brightens one's mentality in line with Establishing new policies and serving with improved skills for the school;

- '*Code of good conduct'* (cf. 4.2.5.4) a Code of Good Practice for teachers and Education Act of 2010 is maintained, by setting standards of the school along these lines;

- *'Staff celebrations'* (cf. 4.2.5.5) help the staff to enjoy great moments like ending the two academic sessions together as a way of eliminating work tensions together in celebrations.

- *Curriculum mini-workshops* (cf. 4.2.5.6) are held for teachers to contribute ideas towards addressing challenges facing them in their subjects.

5.3.1 Conclusions and recommendations

For reflecting on the factors contributing to teacher attrition, the challenges and strategies, I draw on the findings of the preceding chapters. This section presents the main constructs drawn from the literature and findings in Chapter 4. The section draws conclusions and makes recommendations for the principals' attention for retaining teachers in the Quthing district.

5.3.2 Principals' roles

The findings have shown the role of principals in an effective running of schools. Principals have reportedly been found to protect both teachers, learners and school premises, ensuring effective teaching and learning to achieve the objectives of the curriculum.

5.3.2.1 Co-ordination

The findings from the interviews revealed that principals co-ordinate teaching and learning, school administrative activities social relationships amongst the subordinates so as to develop the school as an institution. The literature indicates quality teachers as essential to and responsible for leadership and management, and eventually the success of the school. Further, principals create the climate and atmosphere for teachers to thrive at their schools (cf. 2.3.1), with some high expectations and through collegial interactions with teachers, staff, students and parents set. Schools with low teacher turnover generally have satisfied teachers. Given the volume of administration work done by principals at schools, it is recommended that panels of responsibilities should be introduced with clear job descriptions and responsibilities so as to balance the administrative roles of the principals and the roles of teachers at school.

5.3.2.2 Supervision

The findings have shown the need for allocating duties to, supervising and monitoring teachers by principals to achieve goals of both the curriculum and the school. Besides, delegation of duties including subject teachers' lesson plan observations, checking on the scheme books and pupils' books by principals has been found to be crucial for professional development opportunities and guidelines for acceptable technological use and retaining teachers at school (cf 2.3.1).

Since primary education has lower, middle and upper classes, it is therefore recommended that

each of these divisions should have representative in the monitoring panel of the school to help to monitor the progress of such a division and produce a report to the principal. When discussing reports with each responsible teacher, the principal makes follow-ups to strengthen the spirit of collegiality and workforce.

5.3.2.3 Keeping the records

The findings from the interviews demonstrate that principals should record statistical returns and the administrative activities for submission to the Education Office and other related offices. With the records, the principal provide answers in times of need. It is, therefore, recommended that principals should be equipped with recording and reporting skills so as to manage their institutions properly and ensure fairness, equal treatment, honesty, firmness and respect.

5.3.3 Teachers roles

The findings reveal that anyone who trains as a teacher undergoes many courses which change the latter into a better being entrusted to contribute meaningfully to learner's academic growth. So, there are roles that these teachers play in their teaching upon revelation of the findings.

5.3.3.1 Curriculum execution

The findings have demonstrated teachers' training as critical for using the syllabus, scheme and record of work, and lesson plans to execute the curriculum. Literature shows that principals that practise the instructional leadership tend to implement and monitor the curriculum more closely such that teachers feel supported and are likely to stay at the school (cf. 2.3.1). Literature further indicates that where there is shared leadership, collective teaching and collegiality is encouraged and teacher retention is high. To achieve this, it is therefore, recommended that the Teaching Service Commission (TSC) should employ additional qualified teachers, depending on the demands by schools.

5.3.3.2 Instructional supervision

From the findings have offered effective teaching as relying on proper instructional supervision, suggesting he need for teachers in areas of their expertise. Therefore, for proper content delivery, teachers should research, especially when motivated by effective instructional leadership towards

achieving a common goal. Conversely, ineffective instructional leadership negatively impacts on a school on all levels. Also recommended is that the Ministry of Education and Training should hold refresher courses on instructional leadership for principals so as to boost teachers' and learners' academic growth.

5.3.3.3 Record keeping at a classroom level

The findings from the interviews have revealed record keeping as important for accountability. Teachers should record learners' information as in date of birth, disabilities, orphanage and their academic assessment. Principals are recommended to support their subordinates by providing required stationary in advance and checking with the recorded information upon submission.

5.3.4 Reasons for abandonment

Teachers are the pillars of school development. Their roles is to help nurture child's mind and support the school authorities. However, teachers quit their jobs due to some challenges facing them at their schools.

5.3.4.1 Retirement

Retirement is inevitable and it creates space for the unemployed qualified teachers to fill the vacancy. Some teachers leave due to retirement, but remain supportive to school development, physically fresh and mentally energetic. They leave their schools with skills, energy, co-operation and knowledge necessary for the support. Literature maintains that when teachers leave the school during the active teaching and learning process, schooling is disrupted because learners do not receive teaching during that period. However, it further reiterates that a high attrition rate implies a heavy turnover of teaching staff, thus complicating a cohesive school team (cf. 2.3.5). The recommendation is that the MoET through the TSC, should expeditiously employ qualified teachers (at least within three months) to fill the vacant positions, as opposed to the current period.

5.3.4.2 Transferring teachers

Also noted is that teachers got transferred for reasons as sickness, unbearable family matters, undesirable contact, decline of learner enrolment, job dissatisfaction and a host of other reasons. The participants reported teacher shortages as negatively affecting teaching and learning and disrupting their schools. Knowing those more likely to leave and reasons for leaving can help

improve stability, teachers' job satisfaction and learner performance or vice versa (cf. 2.5.1). It is, therefore, recommended that school leadership should strive for job satisfaction so as to promote relationships and a spirit of oneness by supporting and treating every teacher equally as a human being.

5.3.4.3 Undesirable behaviour

It emerged that that undesirable behaviour is demonstrated by lack of punctuality both at school and into the class, unfair grading of assessment scores, regular absenteeism, unpreparedness for classes, beating children and uttering vulgar language. Teachers who are ill-behaved normally become the barriers to school progress. Literature claims that high teacher attrition rate influences the quality of education received by students with emotional and behavioral disorders, whose behaviour demands more skilled and reliable support on the part of teachers (cf. 2.5.1). It is recommended that interviews for candidates for vacant posts should be transparent at school. Investigations should be made for the short-listed contenders after the interviews so as to recommend the best applicant for the post to the Teaching Service Commission. The newly appointed teachers should trained on teacher ethics, the Code of Good Practice, Education Act 2010, Teaching Regulations 2002 and other related tools.

5.3.4.4 'Greener' pastures

Teachers improve their skills by schooling and after acquiring qualifications as in degrees and more, they flee into other departments upon findings. The most qualified teachers leave schools because of not being paid for newly acquired qualifications. Respondents indicated their going to school to sharpen their skills and improve on work competence, if the Teaching Service Department does not recognise their value by increasing salaries, they quit the teaching profession. The findings have then shown low salaries and lack of influence on decision-making, justifying teacher retention and job satisfaction (cf. 2.5.1). The recommendation on this is that the government of Lesotho through the Ministry of Education and Training should consider qualifications for promotions and improve salaries accordingly. Appraisals of teachers should be considered so as to retain teachers in the education system.

5.3.4.5 Haphazard school board

It was found that when school boards overstay in authority, they begin to cause harm to the school development, causing stress, intimidation and frustration to the teachers and the principal. It can, therefore, be recommended that the principal should write a letter eight months before the expiry of the current school board, to the Minister of Education and Training to advise the Minister concerned to act accordingly within five months so that the new school board can be elected before the expiry of existing one.

5.3.4.6 Teacher deaths

It was identified from the participants that when a teacher dies, the education system is negatively affected although death is natural. Once a teacher dies, it takes a long time to get a replacement. While the delayed arrangements are done in the Teaching Service Department, teachers encounter heavy workloads having to prepare for the grades (classes) without teachers, that is having double efforts. Literature maintains that teachers are assigned a particular number of lessons per week, and this is determined by their employer, albeit being delegated to the school heads on the ground. So, the absence of one teacher makes the remaining teachers double their lesson plans to cater for classes with no teachers. Increased workloads means that teachers teach more than 27 lessons a week, and they are doing other roles, as in being a games master or mistress, a class-teacher, a house-master or a mistress among other 43 responsibilities than teaching (cf. 2.5.6). The recommendation is that upon reception of death report at the TSD, the TSC should act accordingly to fix the vacant position. The TSDs should be regionally decentralised.

That is, the Northern, Southern and Central regions of Lesotho should be allocated such departments for adequate and rapid service delivery to schools.

5.3.4.7 Leadership styles

From the findings, it emerged that principals and teachers use different leadership styles, rather than having any stand-alone leadership style depending on contexts. Literature confirms effective leaders, that is teachers as being visionary and igniting enthusiasm and energy among their teams towards achieving the organiational goals (cf. 2.3.1). It is recommended that principals should be trained by leadership experts like Education Inspectors on different leadership styles such as transformational, democratic, transactional and distributive. Well rounded principals would have firm decision-making, conflict resolution, critical thinking and communication skills.

5.3.5 Resignation

It emerged from the participants that there are various reasons for teachers' resignations. Workloads and teacher burnout have been identified as sub-themes of this theme, justifying a teacher's departure from a certain school.

5.3.5.1 Workloads

The findings have revealed principals' need for being accountable for administrative, cross-curricular, teaching and other issues of the schools. Teaching profession has also been noted for becoming more onerous and stressful, owing to the far-reaching changes imposed by modern neoliberal educational and managerial systems in the form of expanding workloads and pressure on teachers. As a result, teacher attrition occurs with some teachers quitting or requesting to be moved to other schools (cf. 2.5.6). The recommendation is that School Supply Unit (SSU) should support schools with a toolkit to manage workloads, with the principals and teachers being at the forefront and ensuring co-operation in using such a toolkit.

5.3.5.2 Teacher burnout

From the findings, the participants defined burnout as an emotional fatigue which becomes a barrier to effective teaching. Most powerful schools deteriorate in enrolment due to teacher burnout, as has been found that teachers quit for other opportunities. It is recommended that principals should

encourage their staff to support one another both at school and off school. Again, school teachers should plan collaboratively and share ideas on content delivery.

5.3.6 Poor infrastructure

According to the findings, poor conditions demoralise teachers and principals thus making them leave for better environments of work. As noted earlier, poor conditions include dilapidated buildings, poor water supply and sanitation, lack of electricity, fenceless site, lack of security, broken furniture and many others. Literature stipulates that teacher' working conditions should promote quality teaching and learning. A high attrition rate implies a heavy turnover of teaching staff, restricting any cohesive school team (cf. 2.3.5). My recommendation is that the Ministry of Education and Training should transform the education system, by granting schools annual subventions for the schools to meet their budget. With such large budgets school would maintain the buildings, fence schools, and install electricity and WiFi.

5.3.7 Consequences of teacher attrition

The findings have revealed that the consequences of attrition centre around two sub-themes which are administration and teaching staff.

5.3.7.1 Consequences of teacher attrition on school administration

It was found that teachers are central to day-to-day running of the school as an entity. When teachers leave the school for various reasons, the school administration becomes disrupted. As noted above, teachers' departure negatively affects students' academic achievements such as high failure, dropouts and repetition of classes. I recommend that the schools and the relevant ministry should retain teachers by acknowledging and intensifying them for enhancing quality education. Therefore, capable teachers would always be available as part of the school system, including the administration whenever needed.

5.3.7.2 Consequences of teacher attrition on teaching staff

The findings have revealed decreasing responsibilities and workload decreases when a new teacher arrives. With one teacher leaving, teachers have reportedly encountered tensions, depressions, stress of workload and others. Studies reveal that teaching is a high-stress profession, and many teachers experience serious emotional problems related to the stress of their job. Literature further posits that when teachers are stressed, without coping, the relationships with students are likely to suffer, leading to negative academic and behavioural outcomes for students (cf. 2.5.7). Principals are recommended to implement changes in a structured manner based on strategic decisions. Principals should focus on school improvement policies and priorities with a clear plan, and avoid disruptive changes.

5.3.8 Strategies used by principals to manage attrition

Of the strategies of overcoming teacher attrition, principals have used some professional means such as keeping teachers informed, forming teacher investments, staff development and code of good conduct.

5.3.8.1 Keeping teachers informed

Worth considering is having teachers informed about all issues concerning the school, including the mission and vision. I recommend that school principals should involve the staff in administrative issues as in school budgeting, financial report, organising school trips and a host of others. With such interpersonal communication through consultative staff meetings, collective decision-making would help to improve pedagogical aspects and avoid any monotonous and repetitive meetings.

5.3.8.2 Forming teacher investments in the school

Forming teacher investments has also been identified as motivational with principals being at the forefront in managing such financial groups at school. Financial societies with rotational funding are meant for accumulating financial backups with complete mutual trust. Furthermore, they have developed pensions fund through *Vodacom mpesa (mpesa simply means the system used by Vodacom customers to transfer monies)* for all the teachers so that when they go on retirement, they have something to rely on, while awaiting the delaying Government of Lesotho pension fund. As postulated, strict measures are taken for withdrawals, which are made only during retirement. This initiative drives teachers to stay and serve their school with respect, love and honesty because there is a spirit of social bond. I, therefore, recommend that unity of this nature should be practised by schools for teacher retention.

5.3.8.3 Staff professional development

The respondents maintained that professional development changes one's methods of instruction, self-conduct and brightens one's mentality in line with creating new policies and serving with improved skills. When teachers develop professionally, their institution also develops because they all think along the same lines of improvement and social relationships. The bond they have minimises risks of misunderstandings. As a result, the conducive work-environment helps teachers to work as a team and solve problems collectively. Therefore, it is recommended that the school principals should encourage and support staff members to develop professionally.

5.3.8.4 Code of good conduct

The code of good conduct was identified as a good measure to maintain discipline among the teachers and students. Any typically wise principals would not perform complicated actions nor use the external resources or financial costs to retain the teachers. Teachers' leadership is essential for building and making a school succeed. Therefore, principals should be exemplary and instill leadership, including good behaviour, care and vigilance among the teachers (cf. 2.3.1). It is recommended that principals and teachers should draw a policy with terms and conditions to manage ill-behaviour demonstrated by three parties; teachers, parents and learners. This policy

should correspond with the National Constitution of Lesotho, Education Act and Code of Good Practice.

5.4 Limitations of the study

The study is limited and confined to teachers who work in urban schools of Quthing district. Therefore, factors explored contributed to teacher attrition from urban schools. At one school, I encountered logistical problems, with the focus group participants not ready, because of their apparent cold relations with the school leadership. Despite their considering me the guest of the office, they later accepted to participate in the rescheduled meeting. Another key limitation is that my computer would hide files, thereby causing a stress to me in times of need. At another school, the interview was conducted in the very cold weather and some teachers could not attend and left off. Because of tight administrative schedules, some principals wanted a short interview schedule, despite which I managed to ask all the research questions to which they responded.

5.5 Suggestions for future research

This study investigated factors contributing to teacher attrition in Quthing district. The findings revealed such factors as lack of motivation and support, teacher burnout, workload and haphazard school boards. A qualitative research study could still be undertaken on measures appropriate to retain teachers at schools in the Quthing district. One other suggestion for further research relates to the roles of principals in teacher retention. Principals should consider the benefits of retaining teachers through leadership and management to ensure teachers' job satisfaction. I would also suggest that a study be conducted to establish proper ways and programs to help school heads to cope with attrition.

5.6 Conclusion

The study has provided some insights into the roles played by principals and teachers in school, the factors contributing to teacher attrition, its consequences and the strategies of retaining teachers by principals at schools. This study has shown the principals' role in teachers' discipline and enjoy in the workplace, resulting in actively instructional leadership. On the contrary, there are challenges facing their leadership and management. The collective efforts towards addressing these challenges lead to a conducive working environment for every school community member.

Therefore, I conclude that the Government of Lesotho through the Ministry of Education and Training should help school principals note the factors contributing to teacher attrition. With that note, implementing the recommendations made in this chapter could help to alleviate the high rate of teacher attrition. Should the Ministry of Education and Training and principals could adopt the recommendations, teachers might be humbled, and inspired/persuaded to serve their community with honour. The human capital and identity theories view education as an investment in which individuals choose education by comparing monetary and non-monetary benefits. Ultimately, teachers might realise the importance of education as a basic tool to solve their economic problems. According to these theories, individuals act as rational utility maximisers when choosing their education with the primary aim of maximising their own wealth and success (cf. 2.2.1). Therefore, when satisfied at work, teachers might stay at their schools, which could improve their academic, social and economic lives, leading to professional growth and career progression.

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ANNEXURES

ANNEXURE A: THE INTERVIEW SCHEDULE

Introduction

From the scholarly point of view, an interview is defined as an interactive process where a person asks questions to seek particular information (Essa & Christina, 2017). Apparently, a face-to-face interview is advantageous based on the amount of data that can be collected. In general, interview, time is a major factor, well accounted for when the face-to-face mode is applied (Opdenakker, 2006), and face-to-face interviews are also perfect for groups (Doyle, 2005). Therefore, the two sets of questions below will be dealt with accordingly:

1. **Questions to the principals for semi-structured interviews**
   - What are the roles of the principals in primary schools?
   - Do the principals get training before they take over as overseers?
   - Teachers seem to abandon their profession for various reasons, what are the main factors contributing to teacher attrition?
   - In your school some teachers left a few years ago, what were the factors for their departure?
   - How did/do you react towards teacher attrition at your school as the school administrator?
   - How does this challenge affect teaching and learning process in the school?
   - What measures/strategies do you think should be considered to retain teachers for the development of the school?

2. **Questions to the teachers for focus group discussions**
   - What are the roles and responsibilities of teachers in the school structure?
   - What kind of support do you get from the school administration?
   - Why does your school experience teacher attrition?
   - How does teacher attrition impact on teaching and learning process?
   - What do you think principals should do (strategies) to keep teachers from departing?
   - Where do you think principals should improve in their school administration to alleviate teacher attrition?

ANNEXURE: B

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FACULTY OF EDUCATION

13th April 2021

The Principal
Askop Primary School
Quthing

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. KHABELE LESLEY KHAKETLA (STUDENT NUMBER: 20101811) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Mr. Khabele Lesley Khaketla is a registered part-time student at the National of University of Lesotho in the Faculty of Education. He is currently pursuing Master of Education (M.Ed) Degree in Educational Administration and Management. As a requirement for this degree, he is conducting a study entitled: *Factors attributed to Teacher Attrition in some selected primary schools of Quthing*

In order to achieve the objectives of his study, he will conduct interviews with school principals as well as focus groups interviews with teachers. The findings from this study will help the Ministry of Education and Training, principals and teachers to be aware of the causes and effects of teacher and do their part in managing this problem.

Prior to conducting interviews, the researcher will produce letters of informed consent to each participant to inform them what the study is all about; and that their participation is entirely voluntary. He will also reassure the participants that the information gathered will be treated with utmost confidentiality as per the requirements of the Faculty of Education, at the National University of Lesotho.

1

I therefore request you to grant Mr. K. L. Khaketla permission to collect data in your school.

Yours sincerely

Kah

T. Tlali (PhD)

Supervisor

ALWYNSKOP PRIMARY SCHOOL
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P.O. Roma 180
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FACULTY OF EDUCATION

13th April 2021

The Principal
Holy Trinity Primary School
Quthing

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. KHABELE LESLEY KHAKETLA (STUDENT NUMBER: 20101811) TO CONDUCT RESEARCH IN YOUR SCHOOL

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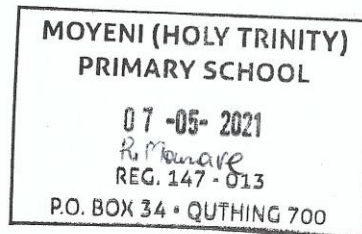
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1

I therefore request you to grant Mr. K. L. Khaketla permission to collect data in your school.

Yours sincerely

(signature)

T. Tlali (PhD)

Supervisor

**MOYENI (HOLY TRINITY)
PRIMARY SCHOOL**

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Lesotho
Africa

FACULTY OF EDUCATION

13th April 2021

The Principal
Villa Maria Primary School
Quthing

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. KHABELE LESLEY KHAKETLA (STUDENT NUMBER: 20101811) TO CONDUCT RESEARCH IN YOUR SCHOOL

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1

I therefore request you to grant Mr. K. L. Khaketla permission to collect data in your school.

Yours sincerely

Hah

T. Tlali (PhD)

Supervisor

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Africa

FACULTY OF EDUCATION

13th April 2021

The Principal
Moyeni Primary School
Quthing

Dear Sir/Madam

APPLICATION FOR PERMISSION FOR MR. KHABELE LESLEY KHAKETLA (STUDENT NUMBER: 20101811) TO CONDUCT RESEARCH IN YOUR SCHOOL

I wish to confirm that Mr. Khabele Lesley Khaketla is a registered part-time student at the National of University of Lesotho in the Faculty of Education. He is currently pursuing Master of Education (M.Ed) Degree in Educational Administration and Management. As a requirement for this degree, he is conducting a study entitled: *Factors attributed to Teacher Attrition in some selected primary schools of Quthing*

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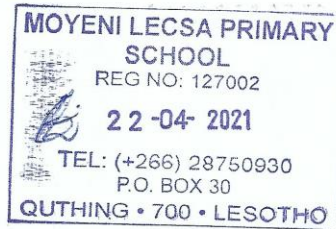
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1

I therefore request you to grant Mr. K. L. Khaketla permission to collect data in your school.

Yours sincerely

T. Tlali (PhD)

Supervisor

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ANNEXURE: C

Informed consent (Semi-structured interviews)

Dear participant,

You are cordially invited to participate in a semi-structured interview for my research project entitled "*Factors attributed to Teacher Attrition in some selected primary schools in Quthing*". This research project is done in fulfilment of the master's degree I am doing at the National University of Lesotho. The interview will be conducted at the time convenient to you, and there will be no disruptions of teaching time or daily management of the school. Please be assured that your participation in this discussion is voluntary and the information you provide will be treated with absolute confidentiality. Note that you will not be given any incentives whatsoever for taking part in this discussion. You may withdraw and discontinue from participation at any time without any penalty. You will also remain anonymous, your name and other identifying information will not appear on the study report.

I appreciate your co-operation and the time you have put aside to help in this

project. Thank you for your time, co-operation and consideration.

Yours faithfully

……………………..

K. L. KHAKETLA

Participant' signature

………………………………

………………………………

ANNEXURE: D

Informed consent (Focus Group Discussion)

Dear participant

You are cordially invited to participate in a group discussion for my research project entitled "***Factors attributed to Teacher Attrition in some selected primary schools of Quthing***", with National University of Lesotho. The focus group discussion will be conducted at the time convenient to you and your colleagues, so there will be no disruptions of teaching time or daily management of the school. Please be assured that your participation in this discussion is voluntary and the information you provide will be treated with absolute confidentiality. Note that you will not be given any incentives whatsoever for taking part in this discussion. You may withdraw and discontinue from participation at any time without any penalty. You will also remain anonymous, your name or other identifying information will not appear in the study report. I appreciate your co-operation and the time you have put aside to help me in this project.

Thank you for your time, cooperation and consideration in this matter.

Faithfully yours

…………………………

K. L. KHAKETLA

Participant's Signature ………………………….. Date ………………………………………