



Conditions Necessitating Secondary School Teachers' Turnover in the Elliotdale Circuit, South Africa

Issah Mohammed

Department of Business Education, Faculty of Education, University for Development Studies,
P. O. Box TL 1350, Tamale, Ghana, West Africa.

Corresponding Email: imohammed@uds.edu.gh

Abstract

This study examines the conditions necessitating secondary school teachers' turnover in the Elliotdale Circuit of South Africa. The qualitative research approach was adopted. The design used was a case study. The purposive sampling technique was used to select a sample size of twenty-two (22) participants, which comprised twelve (12) teachers, five (5) principals, three (3) teacher union representatives and two (2) subject advisors. Permission was sought from the provincial and district education authorities. Face-to-face, in-depth individual interviews were conducted through audio recording. The questions used were open-ended. Collected data were transcribed and analysed manually using the deductive thematic analytical method. Findings on the conditions necessitating secondary school teachers' turnover in the Elliotdale Circuit include the Department of Education's inadequacy in motivating existing and newly recruited teachers, delays in the processing of newly recruited teachers' salaries, teachers' feeling of being undervalued, unappreciated and not acknowledged by the District Education, poor socio-economic conditions and the underdeveloped nature of the school communities, poor relations between the teachers and some of the departmental officials, strict monitoring of the teachers' work, long-distance travel to and from school daily coupled with the high cost of transport fares, the prevalence of crime, including burglaries and rape and inadequate opportunities for further studies and career advancement. Recommendations made were that the Dutywa Education District should work with the Provincial Education Office to process all newly recruited teachers' salaries at the earliest possible time, the district should create opportunities for all teachers to further their studies, rural schools should be provided with adequate infrastructure like well-furnished offices, science and computer laboratories and libraries and teachers should be provided with secured flats or houses with electricity and running water.

Keywords: Teacher Turnover, Motivation, Career Advancement, Socio-economic Conditions. Underdeveloped school communities.

INTRODUCTION

The wealth and development of each country are in the heads of teachers, they are the most important resource that ensures continuity in school improvement and the training and development of future manpower of all nations (Herrity, 2023; Mmbengwa, 2008; Darling-Hammond, 2003). This is why Herrity (2023), Mmbengwa (2008) claimed the goal of every school is to employ and retain the best teachers to achieve a culture of teaching and learning. Teachers are also regarded as the most important resource because of their commitment and



the special knowledge and skills they possess to ensure the achievement of effective teaching and learning (Darling-Hammond, 2003).

Despite the importance placed on teachers and the need to recruit and retain them, education systems worldwide still experience teacher turnover and attrition setbacks. As such, in Ghana, Francis, Effah and Osei-Owusu (2014) lamented that teacher turnover and attrition is a problem not only in the Ghanaian education system but in advanced education systems such as the United States of America and Australia. Likewise in South Africa, Mpundu, Assan and Mokoena (2023) mentioned that there is a rise in the rate at which teachers leave the teaching profession at the dawn of the 21st century. Again in South Africa, Palm (2022) highlights that both developed and developing countries for example Canada, Sweden, Ireland, Finland, and Kenya face the challenge of teacher turnover.

It is important to explain here that teacher turnover or teacher churn is the revolving door of teachers being hired, staying for a little while, and then leaving (Lola, 2010; Hayes, 2022). It is also defined as the number of teachers who voluntarily depart from a school either shortly after hiring or later in their tenure, (Herrity, 2023; Bengfort, 2023). In the United States of America, Jichul (2008) explained that teacher turnover is the gross movement of teachers in and out of employment in a given school. It is the ratio of the teachers who have left a given school during a given academic year divided by the average number of teachers in that school (Herrity, 2023; Bengfort, 2023; Jichul, 2008).

The Alliance for Excellence Education (AEE) (2005) mentioned that in the United States of America, nearly a thousand teachers leave the teaching field, some change schools and many in pursuit of better working conditions. As mentioned by Francis, Effah and Osei-Owusu (2014), Kain (2011) teacher turnover is continuously and gradually getting out of control in the United States of America, the reason is that the rate at which teachers depart is higher than the rate at which students dropout out of school, it also because teacher turnover has grown by 50% over the last fifteen years, the rate at which the national teacher turnover has risen is 16.8% and in the urban schools, it is 20%. Again, in North Carolina, Yu, Rezosonya and Drew (2019) reported that 94, 792 teachers were employed between March 2016 and March 2017. Out of this number, 8,249 teachers were no longer employed in public schools by the end of the 2016/2017 academic year due to either career change or leaving for another state to teach.

In 2016, the Australia Institute for Teaching and School Leadership (AITSL) claimed there is a perception of a high rate of teacher turnover within the first five years of their employment. Again, in Australia, the Queensland College of Teachers (2013), Mason and Matas (2015) estimated teacher turnover to be from 8% to 50%, while the House of Representatives Standing Committee on Education and Vocational Training (2007) suggested that 25% of beginning teachers may leave teaching within the first five years of their tenure. In 2014, according to the Commonwealth Government report, 5.7% of teachers left the teaching profession (AITSL).

In Ghana, Francis et al., (2014), the Ghana National Association of Teachers (GNAT) in collaboration with Teachers and Educational Workers (TEWU) (2009) report a very high rate of teachers leaving the classroom every year for other professions which is estimated at 10, 000 teachers. Because of this phenomenon, Francis et al., (2014), Cobbold (2007) lamented



on the failure of school managers and the government to face the challenge of teacher turnover and retention. Statistics of teacher turnover and attrition in South Africa by Mpundu et al., (2023) mentioned that 40% of teachers leave the profession within the first year of their teaching career. It is estimated that about 50,000 teachers left the profession between 2011 and 2020, also, the Cape Professional Teachers Association claimed 20,000 teachers leave the teaching profession every year. In South Africa, teachers migrate from the teaching profession to industries or to be office-based officials (Mpundu et al., 2023).

On the repercussions and impacts of teacher turnover, Lola (2010), Holiday (2021) opined that teacher turnover signals a deeper school problem, a silent killer of the culture of teaching and learning. Teacher turnover is costly as it negatively impacts school improvement efforts, disrupts the stability and continuity of teaching and ultimately affects students' academic success (Mason & Matas, 2015; Francis et al., 2014). In Australia, AITSL (2016) and in South Africa, Palm (2022) state that the impact of teacher turnover may include the loss of qualified and experienced teacher workforce which is critical for students' positive academic outcomes. When a teacher departs, he or she goes with the institutional memory and students' knowledge in addition to the disruption caused by losing a talented teacher (Holiday, 2021).

Teacher turnover renders a cost to the nation's budget including school costs such as wages, advertisement, interviewing and referencing checks and the cost of contracting other teachers to cover the syllabus left by the departed teacher (Lola, 2010; Holiday, 2021; Mason & Matas, 2015). It is an expensive human resources practice and it is an uncertain process to recruit or train teachers (Francis et al., 2014). In the United States of America school system, teacher turnover costs more than \$7 billion a year (Hernandez, 2007; Francis et al., 2014). Also in Ghana, the cost of teacher turnover and attrition to the government can be traced to the fact that about 70% of teachers who enjoyed full-time study leave on full salary do not return to the classroom after their studies (Akyeampong, 2002; GNAT & TEWU, 2009; Bame, 1991; Vroom, 1998). As mentioned by Mmbengwa (2008), teacher turnover does not only cripple students' right to education but the economy of the country and the society at large.

Writing on the causes of teacher turnover, Herrity (2023), Hayes (2022), Holiday (2021) highlight that inadequate opportunities for professional growth and a lack of career advancement opportunities contribute to teacher turnover. Also, in the United States of America, Bengfort (2023) opined that 63% of workers who left their jobs in 2021 cited a lack of opportunities for career advancement as their reason for leaving. Again, in the United States of America, young and newly recruited employees will not leave their organization if 12% of their pay could be used in exchange for opportunities for growth, career advancement, and professional development (Holiday, 2021).

Delays in salary payment, inadequate pay, or lack of benefits are causes of teacher turnover in schools (Mpundu et al., 2023; Herrity, 2023; Holiday, 2021). According to Bengfort (2023), in the United States of America, 63% of workers left their jobs in 2021 partly because of low pay, while 43% of workers left because of poor benefits or a lack of benefits (Bengfort, 2023; Hayes, 2022). For newly recruited teachers, inadequate pay and benefits, play a significant role in them leaving a school district (Holiday, 2021).



Also, Herrity (2023), Holiday (2021) claimed that poor work-life balance and health concerns are causes of teacher turnover and attrition. Poor attention to teachers' health issues and inadequate health insurance can lead to teacher turnover and attrition (Herrity, 2023; Holiday, 2021). According to Bengfort (2023), Hayes (2022) teacher turnover may occur in schools with a poor hybrid work environment that does not support a healthier work-life balance of teachers. Serious health issues such as burnout, physical or mental exhaustion and health problems caused by long hours of work and excessive responsibilities all lead to teacher burnout and turnover (Herrity, 2023; Herrity, 2023; AITSL, 2016).

Furthermore, subpar, ineffective or inferior leadership plays a role in teacher turnover (Bengfort, 2023; Holiday, 2021; Mpundu et al., 2023). Lack of support from leadership as a result of a toxic school environment (that is full of mistreatment of teachers and playing of favorites), adversarial management (that is full of intense conflict and disagreement), or critical management (that is full of questioning of underlying assumptions, ideologies and power) do not foster a culture of effective teaching and learning and, therefore, lead to teacher resignations, attrition, and turnover (Bengfort, 2023; Hayes, 2022; AITSL, 2016).

Inadequate orientation programmes and onboarding procedures negatively affect newly recruited teachers' effectiveness and raise their turnover (Bengfort, 2023). lack of teacher purpose and values in school including not being given the right type of subjects to teach and roles to play can lead to their departure (Harrington, 2021), boredom coupled with a lack of challenging and engaging tasks and bad hiring procedures all do contribute to teacher turnover (Holiday, 2021; Hayes, 2022).

Last but not least, mentioned by Bengfort (2023), AITSL (2016) Mpundu et al., (2023) on additional causes of teacher turnover include a school culture where teachers are disrespected, undervalued, unappreciated, not being recognized and where they do not feel safe voicing out their frustrations.

It is important to highlight that Herzberg's two-factor motivation theory underpins this study. In its original study, Herzberg and his co-researchers investigated fourteen (14) mutual factors, which are grouped into hygiene and motivation factors (Nickerson, 2023; Herzberg, Mausner, & Snyderman, 1959). The adequacy or inadequacy of these factors in a school environment may result in either teacher retention or turnover (Nickerson, 2023; Smith & Cronje, 1995). The motivator factors in schools relate to the content of the teacher's job and include factors like achievement, recognition, responsibility, career advancement, growth, and the teaching job itself (Nickerson, 2023; Smith & Cronje, 1995). To retain teachers, these factors should be adequately presented to make them feel satisfied and motivated. For example, Herrity (2023), Holiday (2021) claimed that teachers are prone to leave a school when opportunities for growth and advancement are inadequate. Also, Bengfort (2023), AITSL (2016) highlight that a decision made by a teacher to leave a particular school will depend on whether he or she is being disrespected, undervalued, unappreciated or unrecognized by colleagues and management.

On the other hand, hygienic factors in schools relate to the job context of the teacher and include factors such as school policy, leadership and management style, status, security, working conditions, salaries, personal life and good interpersonal relations (Nickerson, 2023;



Smith & Cronje,1995). These hygienic factors will give rise to teachers' job dissatisfaction and their decisions to leave particular schools when autocratically carried out or inadequately implemented (Nickerson, 2023; Smith & Cronje,1995). For example, Bengfort (2023) mentioned poor leadership as a cause of teacher turnover, Holiday (2021) claimed school environment that is full of poor interpersonal relations among teachers or between teachers and their supervisors can all result in teacher attrition and turnover, while, Herrity, (2023) opined that poor remuneration and inadequate benefits necessitate teacher turnover. Also, Mpundu et al., (2023) expressed that whenever school management fails to ensure better working conditions for teachers, these teachers become dissatisfied, turn revolt, and ultimately leave to join schools that can meet their needs.

To bring to the fore, most studies have focused more on employees' attritions and resignations in commercial organizations, as such, not much has been conducted on teacher turnover in secondary schools. Studies on teacher turnover locally and internationally are few but more on teacher attrition, also, there has never been a study on teacher turnover in the Elliotdale Circuit of the Dutywa District. The question is: Which conditions necessitate secondary school teachers' turnover in the Elliotdale Circuit of the Dutywa District, South Africa?

The paper examines conditions necessitating secondary school teachers' turnover in the Elliotdale Circuit, South Africa. Despite the significance placed on teacher retention in schools and despite the role of teachers in ensuring stability and continuity of effective teaching and learning, a quick survey among secondary school teachers in the Elliotdale Circuit revealed a phenomenon of continuous in and out movement of newly recruited teachers and where teachers depart from the circuit creating situations where newly recruited teachers are seen in different departments whenever teachers come together to conduct Continuous Assessment (CASS) moderations. The sad reality is when students do not know where their newly employed teacher has been and when certain classes are left unattended because teachers who were supposed to have been in those classes have left for other district schools to teach. Both existing and newly recruited teachers are worried about the working conditions in which they find themselves and their plans to leave the circuit to teach in school districts where there are better conditions of service including prompt processing of newly recruited teachers' salaries, opportunities for further studies, adequate resources, adequate leadership and school environments that are non-toxic.

To affirm teacher turnover situation in the Elliotdal circuit, Francis et al., (2014), Lawrence (1999) claimed that traditionally, the teaching profession has been noted as a profession with a very high turnover rate globally. In 2013 in South Africa, Pitsoe perceived teacher turnover as an evil that needed research-based reasons for its existence and solutions. Mpundu et al., (2023) also added that to address the pressing teacher turnover phenomenon in South Africa, the government needs to work with all other relevant stakeholders in search of solutions.

Given the importance placed on schools to have the right type of teachers at the right time to ensure stability and improvement in the culture of teaching and learning, this study was designed to ascertain the conditions that necessitate secondary school teachers' turnover in the Elliotdale Circuit of the Dutywa District, South Africa. The paper is organized as follows:



Section One deals with the methodology, Section Two presents the results and discussions, and Section Three discusses the recommendations and conclusions.

METHODOLOGY

The study adopted the qualitative research approach, a case study design was used where a purposive sampling technique was used to select a sample size of twenty-two (22) participants from a target population of sixty (60) teachers including office-based educators. The study was confined to the sampling of twelve (12) teachers, five (5) principals, three (3) teacher union representatives from the teacher union office of the Elliotdale circuit and two (2) subject advisors from the Dutywa District Education Office. The twenty-two (22) participants were purposefully selected because of their individual experience with teacher turnover in the circuit and their willingness to give rich information on the case (White, 2005). Permission was sought from the provincial and district education authorities. Face-to-face, in-depth individual interviews were conducted. Questions used were open-ended to get lengthy and descriptive answers from participants, Interview proceedings were recorded. To establish rapport, the questions asked were clear and understandable (Joseph, Mallihai, Zui, & Terry, 2009). Collected data were transcribed after which the transcribed data were analysed manually using the deductive thematic analytical method (Mohammed, Abdulai & Suhiyini, 2023).

RESULTS

The results and discussions based on the study objective are (i) inadequate teacher motivation, (ii) underdeveloped school environment, (iii) strict monitoring (iv) long-distance travels to and from school (v) crime and burglaries and (vi) Inadequate opportunities for further studies.

DISCUSSIONS

Discussions based on the results of the study are presented below:

Inadequate Teacher Motivation

The study revealed the Department of Education's inadequacy in motivating existing and newly recruited teachers through better working conditions and prompt processing of newly recruited teachers' salaries as conditions necessitating teacher turnover in the circuit. It was found that some of the teachers left the circuit for other districts because of the financial instability and frustration they go through which has exacerbated their dissatisfaction and led to them seeking opportunities elsewhere. Assertions from a teacher were: *Teachers leave this district to teach in other districts because of frustration of not being paid salaries. Teachers are not motivated to stay and work in the district for long, also, the district office does not process newly recruited teachers' salaries early, leaving them with nothing.* To support these findings, Herrity (2023), Hayes (2022), Mason and Matas (2015). mentioned that a lack of salary payments or benefits could lead to a decrease in teachers' motivation and commitment to teaching and learning. While Francis et al., (2014) claimed delay in salary payments can lead to teacher attrition and turnover.



The study also revealed a rise in teacher turnover in the circuit because of the feeling among teachers that their hard work and commitment have been undervalued, unappreciated and not acknowledged by the District Education. It was also revealed that district has failed to implement effective motivational strategies to retain teachers in the circuit. Expressions from a subject advisor were: *These teachers leave because they are unhappy, dissatisfied and not being motivated by the district office.* Another teacher laments that: *This is because in other districts the teachers are more motivated, have better working conditions than the teachers here.* A Union Representative claimed that: *Sometime teachers' commitments are seemed not to be valued and appreciated so they always think of leaving this circuit to join other better districts where their hard work can be acknowledged.* Aubrey (2009), and Lola (2010) corroborate these findings by stating that teachers leave their schools because of the way they are treated every day, including the lack of care and appreciation of their work.

Underdeveloped School Environment

The underdeveloped nature of the school communities has also been found to have contributed to teacher turnover in the Elliotdale Circuit. The study found that the general underdeveloped work environment of the schools significantly affected teacher retention. These include the lack of electricity and tap water, the inadequacy of infrastructure, and proper housing for teachers to stay and work. What a principal mentioned is that: *The conditions here are bad and the infrastructure is inadequate, you will find out that some schools do not have proper housing for teachers to stay.* A teacher said that: *The Elliotdale Circuit is underdeveloped, with no houses with electricity and running water for teachers as such the teachers do not stay for long before they leave for other districts.* An opinion from a teacher was: *One of the issues that make teachers to leave this district is the undeveloped nature of the environment where there is no water or electricity.* To corroborate these findings, Yu, et al., (2019) claimed underdeveloped school socioeconomic environment affects teachers and their working lives as such may contribute to their turnover and attrition. Also, Darling-Hammond (2003) confirmed the claim by Yu, et al., (2019) by stating that newly recruited teachers will leave high-poverty and undervalued schools if there are inadequate working conditions and stress-related issues.

The study found factors such as poor socio-economic conditions, emotional and psychological distress teachers experience in school environments to necessitate their decisions to leave. Feelings from two teachers were that: *That place (Elliotdale), is not a place to stay and work because of the poor nature of the conditions.* Another teacher claimed that: *my point is that instead of the place promoting and encouraging you and boosting your self-esteem, it discourages, gives you emotional and psychological distress, and drags you down.* To confirm these findings, Mmbengwa (2008), Mpundu, et al., (2023) note that teachers in most schools in South Africa work in environments that are in a shocking state of disrepair, stress and depression. In Ghana, the GNAT and TEWU (2009) lamented that teachers in rural and deprived communities work under difficult socioeconomic conditions, necessitating their early turnover and attention.

It was also revealed that there is a scarcity of resources in the schools, making teaching difficult. Two teachers had the following to say: *I have already said that environmental factors including a shortage of resources are some of the reasons that make teachers move to*



other districts. What a principal mentioned is that: *the conditions here are bad, you will find out that some schools do not have resources such as photocopy machines and printers.* Mason and Matas (2015) confirmed these findings by mentioning that inadequate school resources and facilities can necessitate teacher turnover. Francis et al., (2014) also mentioned poor conditions and poor classroom environments as reasons for teacher turnover and attrition. Another teacher claimed that: *It comes back to the lack of resources that I have mentioned.* To corroborate this finding, Holiday (2021) claimed teachers may leave a school when they are expected to ensure effective teaching and learning without adequate resources to succeed. Again, in Ghana, the GNAT and the TEWU (2009) have attributed teacher attrition and turnover to several factors including poor working conditions.

Strict Monitoring

The study found departmental officials' strict monitoring of teachers' work in schools to have necessitated teacher turnover in the circuit. It was revealed that poor relations between the teachers and some of the departmental officials due to constant supervision and strict monitoring of the teachers' work sometimes contribute to the teachers' early exit and turnover in the district. A Union Representative said the following: *You see, these are new teachers who need guidance but some officials are so strict that there are poor relations between them and the teachers so they leave for other districts.* In support of the above findings, Herrity (2023) states that teachers become dissatisfied and so depart whenever they are not in good employment relations with their supervisors. While Mason and Matas (2015) claimed teachers will decide to leave their school whenever there is a poor quality of relationship with managers and supervisors.

It was also revealed that some of the teachers leave the Elliotdale circuit to teach in other district schools because of the bossy nature of the departmental officials, their signs of arrogance towards teachers' suggestions, their dictatorial towards teachers' work and the negative feedback they give to teachers. A teacher mentioned that: *I have already said this, sometimes our officials are so strict and show signs of dictatorship in our work so some teachers become unhappy and leave.* To corroborate these findings, Hayes (2022) in the United States of America, Francis et al., (2014) in Ghana claimed strict monitoring, unfriendly working relations between teachers and management, poor management, and a toxic school environment all contribute to teacher turnover in schools.

Long-Distance Travels to and from School

It was revealed that long-distance teachers travel to school every day from Mthatha has contributed to their turnover and departure from the Elliotdale circuit. The following words were presented by a school principal: *I think I have already mentioned some of those things: one is the distance, most of the teachers who teach in Elliotdale Circuit stay in Mthatha and if you a teacher can go through such a long distance without extra motivation you will surely want to grab an opportunity somewhere, so it is the reason why some teachers leave the Elliotdale Circuit to teach in Mthatha.* It was revealed that the daily travel of up to two hours each way is exhausting and negatively impacts teachers' well-being and health. With this, another subject advisor was found saying that: *Some teachers also complain that Elliotdale is too far from the big towns and that they are tired of traveling every day.* To confirm these



findings, Mohammed and Abdulai (2022) in the same setting, mentioned that the long distance to and from school by teachers is a factor that affects teachers' motivation and their decisions to stay and teach in a given school.

It was also revealed that teachers leave Elliotdale for other districts because of the high cost of transport fares spent each month to school which places a financial burden on them. What a subject advisor said was that: *Teachers leave because transportation fare is a big problem for them, they pay huge sums of money each month on contract cars to and from schools. A teacher had this to say: It is no longer good to stay in the rural areas to teach because of the high amount of transportation fares paid by those teachers. All these are the reasons why the teachers are leaving the Elliotdale circuit.* Contrary, Mohammed and Abdulai (2022), Urwick, Mapuru and Nkhoboti (2005) report how teachers in Lesotho enjoyed rural allowances to cover the high transportation fares spent daily.

Crime and Burglaries

The study has also revealed how teachers leave the Elliotdale circuit to teach in other districts because of the prevalence of crime, including burglaries and rape, which makes the areas unsafe and undesirable for teachers. A teacher laments that: *It is not safe to stay in the rural areas because of crime and the high amount of transportation fares paid by those teachers in the rural areas. All these are the reasons why the teachers are leaving the Elliotdale circuit.* The study revealed that the high crime rates, coupled with the other challenges of rural living, lead to teachers feeling insecure and opting to go for safer environments. A school principal also mentioned that: *Since those areas are rural it is not easy for teachers to stay because of crime, burglaries and rape cases.* Mpundu et al., (2023) in South Africa, mentioned that fear, crime and insecurity may force newly recruited teachers out of the teaching profession, while Yu, et al., (2019) in North Carolina, claimed crimes committed against teachers, where some teachers are being threatened with injury or being physically attacked are some of the reasons why teachers leave to teach in other states and because of the effects crime has on their lives and productivity.

Inadequate Opportunities for Further Studies

Inadequate opportunities for further studies were also revealed as a reason for teacher turnover in the Elliotdale circuit. The study found that teachers in the Elliotdale Circuit face significant challenges in pursuing further studies and upgrading their qualifications due to the lack of accessible educational institutions and the difficulty of enrolling in universities for professional development. A feeling presented by a teacher was: *Some of the teachers left because it is not easy to upgrade one's teaching qualification when teaching in Elliotdale Circuit.* A school principal said: *I think because most of them want to enroll in the universities for their professional development that is why they leave for other districts.* In confirmation, Hayes (2022), Mason and Matas (2015) are of the view that a high teacher turnover could mean the school does not provide adequate training and development opportunities for the teachers.

It was revealed that teachers leave the Elliotdale Circuit to work in other districts because they lack the opportunities to further studies and to ensure the achievement of career growth and



development, making rural postings less attractive. The study emphasizes that the Elliotdale Circuit is not for teachers who wish to advance their careers and professional growth. An opinion from a teacher was: *That place (Elliotdale), is not a place to stay and work. If you want to further your studies or you have a vision about your life, then Elliotdale Circuit is not a place for you.* Because of these findings, Herrity (2023) cautions that schools risk losing their capable teachers if they fail to offer them opportunities for career advancement, professional development, and further studies.

CONCLUSION

It is clear from the discussions that inadequate teacher motivation and delays in the processing and payment of salaries can necessitate teacher turnover in schools. Teachers' decisions to leave a school for others will depend on their feelings of being undervalued and unappreciated by management. Also, conditions necessitating teacher turnover include schools' inability to offer them electricity, tap water, proper housing, resources, adequate infrastructure, and emotional well-being. It is important to highlight here that departmental officials' strict monitoring of teachers' work, poor relations between the teachers and the supervisors, long-distance teachers travel to and from school daily, the high amount of transportation fares, inadequate opportunities for further studies, and the prevalence of crime, including burglaries and rape have all the power to contribute to the phenomenon of teacher turnover and attrition in schools.

RECOMMENDATIONS

To enhance teacher recruitment and retention in the secondary schools of the Elliotdale Circuit, the Dutywa Education District should work with the Provincial Education Office to process all newly recruited teachers' salaries at the earliest possible. To retain teachers and to attract more qualified teachers in rural schools, the Department of Education should have incentive systems that include allowances for health and high cost of transport fares for rural teachers.

The school principals through the District Education Office should create opportunities for all teachers to further their studies and to advance their careers, they should also make available adequate bursaries or financial assistance to all senior secondary school teachers. The Department of Education should work hand in hand with higher educational institutions to offer teachers remote learning opportunities and professional development opportunities. In-service training should be organised for all school principals and human resources officials at the District Education levels on conducting exit interviews for teachers who have left to work in other district schools.

The Department of Education should work hand in hand with the Department of Human Settlement, the Ministry of Electricity and Energy and the Department of Water Affairs to provide all rural teachers with affordable but secured flats or houses with electricity and running water to make conditions of living more attractive to the rural teachers. The Department of Education should provide rural schools with adequate infrastructure like well-



furnished offices or staff common rooms for teachers, conducive classrooms for teaching and learning, science and computer laboratories and libraries. The department should allocate more funding for teacher learner support materials. The Department of Education should again organize capacity-building workshops for all school principals and district subject advisors on democratic and collegial leadership skills, effective monitoring and supervisory skills, and good interpersonal relations skills.

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