

Effects of remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region in Namibia

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Abstract

Learners in Namibian rural schools receive a poor education as a result of their schools' remote settings, which makes teachers hesitant to teach there. The Republic of Namibia's government established the remoteness and hardship allowance in an effort to keep teachers in rural schools. The purpose of this study was to investigate the impact of the remoteness and hardship allowances on maintaining teachers in rural schools in the Oshana region because teachers still transfer from rural to urban schools despite receiving these benefits. This is why determining the allowance's impact and cost-effectiveness was critical. The study was to answer the following research questions: (1) What are the effects of using money as an incentive to retain teachers in rural schools? (2) What are the factors that contribute to the movement of teachers from rural to urban schools? (3) Which other measures can be put in place to motivate and retain teachers in rural schools to complement the remoteness and hardship allowance? The study used a qualitative research approach, using a survey design. Purposive random sampling was utilised to select a sample of six teachers from all schools in the region that receive the remoteness and hardship allowance, as well as urban schools where teachers were relocated from rural schools. The study's subjects were subjected to in-depth face-to-face interviews. The study included three teachers from a remote rural school and three teachers who had transferred to urban schools. The study included a total of six teachers. The data from the tape recorder was transcribed, and the transcribed data was subjected to content analysis. Themes and patterns were arranged and categorised based on how they emerged from the data. The study discovered that numerous reasons contributed to teachers' moving from rural to urban schools, including a lack of housing, bad transportation networks, and poor leadership and management styles, to name a few. According to the study, money is not a motivating element because it might lead to job discontent. According to the study, the Ministry of Education, Arts and Culture and the various institutions that train teachers can design a module that focuses on the preparation of student teachers for postings to rural schools, as well as improved mobile communication networks and opportunities for professional development.

Keywords: quality education, remoteness, hardship allowance, retaining, cost-effective

Introduction

The Namibian Education Act 16 of 2001 and various other policy documents such as the remoteness allowance policy of 2012 state that all Namibian learners should have access to the same quality of learning and teaching facilities and education. However, the shortage of qualified teachers in rural schools lowers the quality of education in these schools.

Chirimbana (2013) states that "...before Namibia got its independence, the Namibian education system was mainly characterised by inequalities brought about by the South African apartheid system" (p. 69). In Namibia, there were three distinct education systems: those for Blacks, Whites, and Coloureds (Chirimbana, 2013). After independence, the Namibian education system was reformed and four main goals that entailed accessibility,

equity, quality, and democracy were introduced (Ministry of Education, 2003). The four goals were only to be achieved if the teachers entrusted with the education of the Namibian children were trained and well qualified. There is an observed trend of an unwillingness of qualified teachers to teach in rural schools (Aipinge, 2019). Cranny, Smith, and Stone (2011) argue that teachers who teach for a longer period in a school tend to deliver more than those who only teach at a school for a short period of time before they transfer to another school, leaving several Namibian children in rural schools receiving education that lacks quality since they are left to be taught by unqualified or under-qualified teachers since most of the transfers occur between rural and urban schools.

To ensure that all learners in Namibia receive quality education, despite their geographic location in the country, the government of the Republic of Namibia has introduced what was initially called “bush allowance,” now called “remoteness and hardship allowance” (Kavishe, 2012). This allowance is paid to qualified teachers who teach in remote areas in an attempt to retain them there. Rural livelihood in Namibia is characterised by a lack of basic amenities such as electricity, proper sanitation, clean water and housing. One may want to believe that remoteness incentives could motivate qualified teachers to remain teaching under poor conditions. Contrary to rural areas, which lack basic amenities, urban areas are characterised by improved living standards with easy accessibility to almost all basic amenities. These conditions in urban areas tend to be factors in drawing qualified teachers from rural areas (Albee, Hagger, Paula, & Perez-Rogers, 2012).

Having a large percentage of qualified teachers choosing to work in urban schools rather than in rural schools can be detrimental to the outcome of the education provided to learners in rural areas. One reason Nambundunga and Shoopala (2012) cited as a contributing factor to poor performance among rural learners was high teacher attrition from rural schools. The remoteness and hardship allowance is meant to attract and retain teachers to work full-time in public schools in rural, under-resourced, under-serviced, and marginalised areas. It is important that the effects of the allowance were measured by direct questioning of those receiving the allowance. This study, therefore, investigated the effects of the remoteness and hardship allowances on retaining teachers in rural schools in the Oshana region in Namibia.

A literature review

Theoretical framework

Maslow’s Hierarchy of Needs

This study adopted Maslow’s Hierarchy of Needs coupled with the Life Factor Theory as the theoretical framework of the study. Maslow introduced a hierarchy of needs, which includes five needs: physiological, safety, social, self-esteem, and self-actualization, in 1943 (Ashforth & Humphrey, 2015). According to this theory, once a need has been met, we move further up the hierarchy with the goal of satisfying the next highest need. Maslow’s hierarchy of needs

explains more convincingly that in the workplace there could be factors, such as lack of support from administration, dissatisfaction with salary and benefits, dissatisfaction with job responsibilities, heavy workloads, frustration due to poor results, and problematic client behaviour, that could influence staff retention and development.

The life cycle factor theory of staff retention

The other theoretical framework which was used to inform this study was the life cycle factor theory by Cranny et al. (2011). With regards to human retention and development, these authors state that staff retention is influenced by the changes in the life cycle of people (Ashforth & Humphrey, 2015). Ashforth and Humphrey (2015) further indicated that the initial decision to accept a certain job is conditioned on the existing family status and the choice of residential location. A change in either of these would cause the individuals to re-evaluate their decisions. The researchers echoed the same sentiments as the theorists in believing that teachers may accept teaching positions even in schools they feel are too remote because of their current needs. Some might not be qualified to teach and may accept teaching positions in poorly resourced schools or remote rural schools since they are under-qualified and have no meaningful bargaining power. But with the passing of time, these teachers may advance themselves academically and acquire higher qualifications, and then they will feel that they deserve better working conditions than the conditions they had before.

The concept of employee retention and motivation

Bass and Riggio (1996) state that labour or employee retention refers to the ability of an organisation to retain its employees. Cranny et al. (2011) state that human resources are the lifeblood of any organization’s existence and success. As a result, an organisation must make all efforts possible to keep this valuable asset so as to keep the organisation successful. It is often said that employee staff retention and development are the most important factors that cause failure and retard productivity of the organisation or company (Bass & Riggio, 1996; Aguinis, 2009; Ashforth & Humphrey, 2015).

Factors contributing to high staff turnover in schools

Teacher productivity and retention are said to be associated with the way school management addresses personal problems of the teachers (Ministry of Education, Arts and Culture, 2002; Blanchard, 2012). Some teachers whose personal problems are not attended to are likely to become ineffective in their deliberations of duty. Such teachers may end up having low pass rates and will be frustrated by the working environment (Eric, 2012). This may prompt them to transfer or relocate to other distant schools or regions where they believe they will be safe. The teachers' social problems need to be managed and addressed by the school or region in order to keep the teachers out of social problems. This will go a long way in retaining and motivating them to stay in their various schools (Ministry of Education, Ohangwena Education Directorate, 2015).

Some school managers may be using some management strategies that scare away teachers from the schools. School leadership styles are good predictors of staff retention and development. Schools where principals use leadership principles such as transformational leadership or democratic leadership are more likely to retain their teachers than schools where leadership styles such as autocratic or laissez faire are used (De Beer, 2006). King (2004) advises that school management and supervisory styles need not be too autocratic or laissez faire but need to be transformational and democratic to enhance the high productive capacity of the school or organization. This fact was further echoed by Georgopoulos and Tannenbaum (2009), who stated that school or organisational leadership styles are the lubricants to employee performance.

Management involves four aspects, i.e., planning, organizing, directing, and leading. Poor management and supervision occur when the organisational management fails to plan, organize, lead, and direct, thereby leading to poor productivity (Dierks, 2004). As a result of poor management, schools fail to keep up with the expected standards of productivity. In this regard, management and supervisors motivate their subordinates, instil confidence, and evoke enthusiasm with regard to their work (Collins & Hussey, 2003). One of the main factors contributing to poor retention and teacher productivity, as asserted by the employees, was poor management and supervision (Bassey, 2005). Some school principals are fault finders

in the work of their teachers. Such school principals will frustrate their teachers, and they may opt to leave the school for other schools or organisations where the school principals are supportive and welcoming. Money alone cannot be used as a satisfactory incentive for teachers, but a good working environment created by supportive and caring management is likely to be sufficient to keep teachers in their schools (Anthony & John, 2012).

School communication needs to be effective to provide good feedback, and management needs to effectively communicate with their teachers on school goals, plans, and objectives (Yuchtman & Seashore, 2013). If there is no good communication between teachers and the school management or teacher to teacher in a school, teachers will develop a non-caring attitude (Daniel, 2008). The non-caring attitude comes about as a result of school management not incorporating teachers into the plans and objectives of the school. There must be clear communication through memos and emails so that teachers know what has to be done in the school (Becker, 2009). School management needs to constantly sell their ideas to the teachers so that they can get their buy-in (Blanchard, 2012). The managers need to have a clear communication channel so that teachers know exactly what has to be done. If the communication protocol is poor, this can affect the organizations' productivity. Most organisations should have a way to assess the effectiveness of the communication channels within them. Information should not reach teachers through grape vines (Warren, 2011).

School policies and the school environment have an influence on a person's decision to stay or leave an organisation (Jong, 2007). Some argue that providing promotion and career opportunities to individuals can make them stick to the organisation (Bass & Riggio, 1996; Blanchard, 2012). A transparent process can simply result from good selection and promotion decisions. Where an employee, for example, expected a raise and, unfortunately, it was not forthcoming, he/she might resort to leaving the organisation (De Beer, 2006). Cascio (2008) states that it is essential to ensure that selection and promotion procedures match the capacities of individuals to the demands of the work they do. It is proven that promotion opportunities are a major psychological factor in job satisfaction. The principals' failure to fulfil promises can frustrate the teachers and might force them to

quit the school. Scenarios such as the above occur when the recruitment managers, principals, or human resource officers overstate the job in an advertisement, and yet they are unable to fulfil the promises (Price, 2008). They create expectations about career development opportunities, tailored training programs, and varied and interesting work, while in reality; there will be nothing like that. These marketed attributes, if not matched on the ground, may lead to direct dissatisfaction and instant resignation. School principals need to market their schools using the exact amenities that are available at the school so as to avoid frustrating the teachers. They also have to stipulate the exact benefits that the teachers will get once they are offered the advertised post in Namibia (Aguinis, 2009).

Training is a very essential tool for an organisation that encourages employees to have ownership in an organization. If the people are properly trained or feel that demands are being made upon them, they can reasonably be expected to fulfil their operational and personal objectives (Cascio, 2008). The continuous training and development in the organisation can encourage employees to stay. The fear for many companies is that they spend time and money developing people, only to see them take those newly acquired skills to another company (Cranny et al., 2011). Training also allows teachers the opportunity to learn new skills and improve existing skills they bring to the job (Dierks, 2004). Being able to grow in a position and feel good about the job they are doing is important to an individual and their view of the organization. By investing in an employee's training, they will develop a greater sense of self-worth as they become more valuable to the organisation (Collins & Hussey, 2003). The school, too, will gain specific benefits from training and developing its workers (teachers), including increased productivity, reduced employee turnover, and a decreased need for constant supervision (Bassegy, 2005).

Effects of poor incentives for teachers in remote rural schools

Evidence from several scholars clearly points out that money is not always the most effective motivator. Gold (2012) argues that financial incentives for employees may lead to unethical behaviour, ignite turnover, as well as encourage resentment and dissatisfaction. He further states that employers should be more

attentive to the intrinsic motivation of employees. Similarly, a survey carried out in 2005 shows that money is not always a main motivator for teachers. The study highlights that pay, benefits, and working conditions were not among the factors that a person highly desired in a job. Teachers point out the desire for security, advancement, a specific type of work, and pride in the company (Abdullah, 2015).

Schools where teachers are motivated by money alone face several challenges. One of the challenges is poor learner performance (Bass & Riggio, 1996). This poor performance comes as a result of the learners being left for several days without a teacher while the school awaits a suitable replacement for the teacher who would have left the school after failing to be motivated by the remoteness and hardship allowance being given to her/him. Rampant movement of teachers from school to school leads to the destruction of a school's institutional memory (Cranny et al., 2011). Institutional memory is the reputation of an institution over a long period of time (Bass & Riggio, 1996). This reputation is built when the same employees stay in their current place of work. This is an important aspect in building institutional ethos and norms over a period of time. If the school always has new teachers as a result of high staff turnover, it cannot build a traceable memory and reputation (Marr, 2015).

Possible solutions to staff retention and development improvement

In an increasingly competitive business world, top talent is in high demand. If a school is not making its teachers happy, another school may come along to steal them away (Cranny et al., 2011). Therefore, finding teachers who had a strong bond with the school, it starts with creating an environment that attracts those teachers. The school's culture should match the type of teachers the school wants to employ, whether it is opting for a by-the-book, strict workplace or a more casual, laid-back atmosphere (Chimanyiwa, Ndemulunde, & Shikongo, 2011). Some schools in Oshana do not have amenities that attract well-qualified teachers. Schools must provide amenities such as electricity, housing, and piped water in order to attract teachers (Bassegy, 2005). Schools expect their teachers to arrive fully trained and certified. Yet, too many are not willing to invest in helping them maintain those credentials (Yuchtman & Seashore,

2013). Whether schools send teachers to learning centres or provide membership to one of the many e-learning sites available, when they take their employees' education seriously, they see it as an investment in their career (Hatcher, 1994). The school should be able to develop its teachers so that they develop an attachment to the school. A successful school should invest in its manpower (Cranny et al., 2011).

Teachers should be fully aware of their duties and how they are performing them (Collins & Hussey, 2003). The school can accomplish this by first having a job plan in place and providing regular feedback on teachers' performance. If a teacher feels confused about his/her role in the organization, he is more likely to feel disgruntled and begin searching for something else (Harry, 2013). School principals should have appropriate integration programmes for all new staff members in their schools so that they are well supported in everything that they do. As difficult as it is to pay competitive salaries when funds are low and budgets are tight, the school as an organisation should calculate the cost of replacing employees, and this should be applicable to Namibian schools as well (Dierks, 2004). It can cost as much as 30 percent to 50 percent of an entry-level employee's annual salary just to replace him/her, and this is also applicable to the Namibian education system. Employees frequently discover that they can enjoy a 10 to 20% salary increase simply by moving from one company to the next, which makes jumping ship appealing (De Beer, 2006). School principals often spend much of their time on teachers who are struggling, leaving the talented ones completely neglected (Warren, 2011). Over time, this can lead to resentment as star employees start to feel unnoticed and unsupported. Hatcher (1994): Principals must make an effort to let top performers know their hard work is not going unnoticed (Hatcher, 1994). Such hardworking employees need to be rewarded for their hard work and efforts.

In most schools, teachers prefer flexible working conditions rather than being too rigid. If the school expects the best employee to answer the phone when a parent calls at seven o'clock on a Friday night, the school should also understand when that employee comes in late one morning or needs to take off early, and this should also be applicable to the Namibian schools. If the school rules are too rigid, this

can make the teachers quit the school for other schools whose working conditions are more flexible (Cranny et al., 2011). Principals need to understand that teachers are on duty every day because parents can meet a teacher in a shop and ask about their child's performance. For that reason, when teachers have to answer their calls, the schools should understand and recognise the extra mile the teachers are going in order to achieve success for the school. Small schools often struggle to compete with larger schools in providing benefits for their teachers (Hatcher, 1994). Some private schools provide better salaries and wages and other benefits, such as effective medical aid services, which might not be offered in government schools. Due to the scarcity of such necessities, teachers may choose to relocate to a location where they know their health will be taken care of by the school rather than one where they know that if they get sick, they will not receive proper medical care because their medical aid is limited. Schools should also provide performance bonuses, especially at the end of the year when the teachers have worked so hard and performed their duties exceptionally well. Another way for schools to compete without breaking the bank is to provide benefits that students cannot get elsewhere. Some schools have become more popular for their provision of free meals, electricity, accommodation, and water, but they can also increase retention by coming up with creative perks for their teachers.

As much as school principals try to make their schools attractive to talented people, it has been noted in many schools that employees might be leaving because of their supervisors (Marr, 2015). In fact, research has shown that teachers tend to quit their bosses, not schools (Cranny et al., 2011; Warren, 2011). If schools can cultivate an environment where teachers feel rewarded and gratified, they will already be ahead of a great number of other bosses out there (Dierks, 2004). Improving retention rates does not have to be difficult. By being a positive role model and directly connecting with your employees, you will be more likely to understand what they need to continue to help your business or school thrive. It remains unknown whether teachers in rural schools in the Oshana region will stay with those schools if all the above motivational incentives are provided to them in addition to the remoteness allowances presently given to them (Ashforth & Humphrey, 2015).

Methodology

This study is of a qualitative survey design. It sought to obtain the views of teachers to determine the impact and cost-effectiveness of the remoteness and hardship allowance paid to qualified teachers to retain them in rural schools, making the qualitative research approach appropriate. The study population consisted of six teachers who were currently teaching in the rural schools of the Oshana region as well as those teachers who were transferred from rural to urban schools in the aforementioned region. The purposive sampling approach was used to identify three rural schools and three urban schools from which the researchers sampled teachers who participated in the study. The three rural schools were identified by consulting human resource records at the regional office to find out the rural schools from which teachers transferred to urban schools and the urban schools to which teachers transferred. The researchers randomly selected three schools from the schools identified in rural areas and three schools in urban areas. The purposive random sampling strategy was also used to select three teachers who were still teaching at rural schools and receiving the allowance and three teachers who moved from rural schools who were recipients of this allowance.

Thus, a total of six teachers participated in the study. The reason for using purposive sampling was that there were an ample number of teachers with the sought-for traits, which made choosing randomly more appropriate than identifying individual teachers directly. Therefore, the sample size for this study was

therefore six teachers. The interview guide was used to gather data from participants. The data was grouped and categorised according to themes and patterns (Cook & Campbell, 2010). These themes were derived from the data collected, which was interpreted to create evidence, build arguments, and finally to draw meanings and conclusions.

Research questions

The study used the following research questions:

1. What are the effects of using money as an incentive to retain teachers in rural schools?
2. What are the factors that contribute to the movement of teachers from rural to urban schools?
3. Which other measures can be put in place to motivate and retain teachers in rural schools to complement the remoteness and hardship allowance?

Results

Establishing the background of the participants

This section presents the demographic information of the participants to provide the reader with a better understanding of the participants of the study as reflected in Table 1. Six participants, namely, three males and three females, participated in the study. The selection of a balanced number of males and females to take part in this study was done to compare the thoughts of males and females in the Oshana Region.

Table 1: Demographic details of participants

Participants	Status	Gender	Age	Marital status	Period stayed at the remote school (years)
1	Transferred to an urban school	Male	30	Single	4 years
2	Still in the Remote school	Female	54	Married	23 years
3	Transferred to an urban school	Female	25	Single	2 years
4	Still in the Remote school	Male	44	Married	18 years
5	Still in the Remote school	Female	40	Married	15 years
6	Transferred to an urban school	Male	26	Single	2 years

Table 2: Table of themes

Themes	Concepts
Theme 1: Factors influencing teachers' movement from rural schools	Sub-theme 1.1: Unavailability of good road networks
	Sub-theme 1.2: Poor school leadership and management styles
	Sub-theme 1.3: availability of accommodation, with reliable electricity supply
	Sub-theme 1.4: Poor ICT infrastructure and lack of training
	Sub-theme 1.5: Inappropriate staff incentives
	Sub-theme 1.6: Poor communication networks
Theme 2: Effects of using money as an incentive to retain teachers in rural schools	Sub-theme 2.1: Lack of satisfaction
	Sub-theme 2.2: High staff turnover
	Sub-theme 2.3: Learners' failure
	Sub-theme 2.4: Loss of institutional memory
Theme 3: Strategies to motivate teachers to stay in remote rural schools	Sub-theme 3.1: Improving on leadership skills
	Sub-theme 3.2: Improving on staff developmental strategies
	Sub-theme 3.3: Availing free staff accommodation with reliable electricity
	Sub-theme 3.4: Collaborating with the providers of infrastructural amenities e.g. Ministry of works, MTC and NORED

Factors influencing teachers' decisions to move from rural schools

The study revealed that poor school leadership and management styles, the unavailability of accommodation, and in some instances, lack of clean water and electricity are all contributing factors to the movement of teachers from rural to urban schools. The study found that poor ICT infrastructure, inappropriate staff incentives, poor transport networks and, in some areas, poor communication networks all contribute to the lack of retention of teachers in rural schools.

Sub-theme 1.1: Unavailability of good road networks

This study revealed that the unavailability of good transport networks is a contributing factor to the movement of teachers from rural to urban schools. This is a hindrance for teachers teaching in rural schools. The study clearly indicates that the absence of well-maintained roads in rural schools is a great challenge. On this issue, Participant 3 had this to say, "I found it difficult to buy a car of my choice like my colleagues who were teaching at urban schools because the roads were bad. Transferring to an urban school gave me the opportunity to buy the car I always wanted". This was further supported by Participant 4 when she said that "my car got old very

quickly and I have to do maintenance work, which costs me quite a lot of money because of the poor road networks". Perhaps the roads need to be tarred". The above sentiments echoed by the participants are in agreement with Andrew et al. (2014), who indicated that poor transport networks make rural schools inaccessible to teachers.

Sub-theme 1.2: Poor school leadership and management styles

Some school managers may be using management strategies that scare away teachers from rural schools. School leadership styles are good predictors of staff retention and development. Participant 3 in the study described their principals' leadership styles as follows: "the principal at the rural school where I was teaching was practising the autocratic leadership style, I would say, because he would often impose decisions on us instead of asking for our input". These findings were supported by the statements from Participant 5 when he said that "our principal is a very good person because he listens to our concerns and does not dictate terms and conditions to us. I have been at this school for 15 years now and we are like a family. I would never think of moving to another school. We are very happy that he even brought the internet to our school". The

findings above harmonise with King (2004), who advises that school management and supervisory styles need not be too autocratic or laissez-faire but transformational and democratic for them to enhance the high productive capacity of the school. Georgopoulos and Tannenbaum (2009) agree, stating that school or organisational leadership styles are the lubricants for employee performance.

Sub-theme 1.3: Unavailability of accommodation with clean water and electricity supply

Basic social services are needed by every human being. Rural schools often lack decent accommodation with the provision of clean water and electricity. Participant 6 from the study indicated that *“teaching at a school where I had to build a shack for myself to sleep in without electricity was just becoming unbearable. I was becoming frustrated because of the unavailability of acceptable accommodation facilities. That is one of the major reasons I decided to transfer to an urban school”*. This was supported by Participant 1, who also said that *“the bathroom facilities were very bad since I had to bathe outside in a makeshift shower because of the absence of decent accommodation. During the cold winter, it would become almost impossible to take a shower outside because the weather would be very cold and there was no reliable electricity. The electricity can go off for two days”*. The findings from the study are in agreement with Andrew et al. (2014), who claim that teachers in remote rural schools often do not have access to basic social services, making it difficult for those schools to retain teachers for a long period of time.

Sub-theme 1.4: Poor ICT infrastructure

Rural schools lack information and communication technology infrastructure. Participant 3 in the study had this to say, *“I taught at a rural school for 2 years. At university, we were taught educational technology, which focused on how we could make use of ICT devices in the classroom. I was looking forward to implementing what I had learned, but I was unable to do so because of a lack of electricity at the rural school I was teaching at. The urban school where I transferred gives me the opportunity to use ICT gadgets”*. These findings were supported by Participant 2, who also said that *“I don’t*

really notice the absence of ICT infrastructure at the school. I was never trained in the use of these gadgets. The principal had ensured that the school has internet access, but we were never trained, so using it is still a challenge for us. I am comfortable with the traditional method of using the textbook and the chalkboard”. The findings from the study concur with Chimanyiwa, Ndemulunde, and Shikongo (2011), who state that teachers in rural schools are unable to use technological gadgets in their classrooms and often resort to using the traditional method of a textbook and a chalkboard.

Sub-theme 1.5: Inappropriate staff incentives

There are many other ways in which teachers in rural schools can be motivated and retained instead of using monetary incentives. On this issue, Participant 6 had the following to say regarding such an incentive: *“the remoteness and hardship allowance I got when I was teaching at a rural school could not really make up for the hardship of not having decent accommodation and having to stay in makeshift structures”*. These results were also attested to by Participant 5, who also said that *“even if the Ministry of Education, Arts, and Culture gives us the remoteness and hardship allowance, the roads here are very bad and our cars are in bad condition. If they could perhaps concentrate on making sure that roads are well-maintained and ensuring we have access to basic social services, because those are the things that would make life easier for us in rural schools, it could be better”*. These findings corroborate with what was revealed by Mushaandja (2013), that financial compensation alone is generally not a sufficient motivator to attract new teachers or to encourage them to stay.

Sub-theme 1.6: Poor communication networks

Poor communication networks at rural schools are also a contributing factor to the movement of teachers from rural to urban schools. Regarding the above, Participant 3 had the following to say: *“Life was becoming unbearable if I had to call my relatives. I had to really wait until late at night to access the network to be able to call. The lack of a communication network was one of the reasons I decided to get a transfer to an urban school”*. These sentiments were also supported by participant 4, who also said that *“the communication network is not really that bad here. We do have access and only lose it*

sometimes, but it is quite fine". These findings are in line with the findings of Nambundunga and Shoopala (2012), who revealed that teachers in remote rural schools face a serious shortage of communication networks. Teachers find it very hard to teach at schools where there are no communication networks. Not being able to communicate with relatives is a challenge that teachers who are located in such areas find themselves.

The effects of using money as an incentive to retain teachers in rural schools

The study also established that using money as an incentive to retain teachers in rural schools has many detrimental effects. The study revealed the following as effects of using money as an incentive: lack of job satisfaction and high staff turnover. In addition, the study identified learners' failure as well as loss of institutional memory as other effects.

Sub-theme 2.1: Lack of job satisfaction

Money does not buy happiness. We do not expect teachers to be happy because of the remoteness and hardship allowance they receive; despite the hardships they endure in rural schools. On this issue, Participant 6 had this to say: "*money was worthwhile from the onset, but as years went by, I could not feel that I was getting an incentive on my normal salary anymore. If the remoteness and hardship allowance were motivating, then I would not have transferred to an urban school*". This was supported by Participant 2, who also highlighted that "*I feel that the remoteness and hardship allowance is mostly just used for transport for travelling to town to do our shopping*". *I feel the ministry should think about increasing the incentive. It has been the same amount for many years now*". The findings from the study clearly indicate that lack of satisfaction is an effect of using money as an incentive to retain teachers in rural schools. The findings also concur with Herzberg's famous two-factor theory that suggests that the factors which contribute to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately to workers to enhance increased productivity (Mulkeen, 2005).

Sub-theme 2.2: High staff turnover

Teachers have a high rate of turnover, and teachers are quitting at alarming rates. On this issue, Participant 1 had this to say: "*there were days I used to feel so isolated at the rural*

school. I always wanted to move to an urban school. I am now studying so that I can leave the teaching profession any time soon". These findings were strengthened by the sentiments from Participant 2, who also said that "*I don't want to move to an urban school. But I have noticed that young teachers do not want to continue teaching in rural schools. They only stay for a few years to gain experience, and then they move to urban schools*". The above findings are in agreement with Drucker (1999), who states that posting to rural communities is described as a contributing factor to teacher turnover since teachers posted to such remote rural schools encounter difficulties in coping with such environments.

Sub-theme: 2.3 Learners' failure sub-theme

Schools where teachers are motivated by money alone face several challenges. On this aspect, Participant 2 had this to say: "*learners are not very much interested in schoolwork, and during the rainy season they will be absent from school more often to do agricultural activities they have to perform at home. They only attend class regularly during the dry months, but they miss out on very important information during the rainy season*". The same sentiments were echoed by Participant 5, who also said: "*when I have to travel to town, I often have to go early, which means I have to miss class on that particular day*". The findings from the study echo the same sentiments from Bass and Riggio (1996), who state that poor performance comes as a result of the learners being left for several days without a teacher. Hulin, Kendall and Smith (2002) while the school waits for the teacher who went to search for better medical care in the urban area to return to work.

Sub-theme 2.4: Loss of institutional memory

Rampant movement of teachers from school to school leads to the destruction of a school's institutional memory (Cranny et al., 2011). On this issue, Participant 3 had this to say: "*I did not stay very long at the rural school, so my memory cannot even recall much about my previous school. All I wanted was to get a little experience so that I would be able to move to another school, which is preferably in town*". The findings were supported by Participant 6, who also said that "*I was not interested in any activities taking place at the school. All I ever wanted was to move to an urban school because most of my friends were working at town schools*". The findings from the study are

in agreement with Marr (2015), who states that if the school always has new teachers as a result of high staff turnover, it cannot build a traceable memory and reputation. This is an important aspect in ensuring that institutional memory is kept for many years to come.

Strategies to motivate teachers to remain in remote rural schools

The study revealed strategies that may be used in a bid to retain teachers in rural schools. Improving leadership skills and staff development strategies are priorities in retaining teachers in rural schools. Availing free staff accommodation with clean water and electricity supplies is also very essential in ensuring that teachers are attracted to rural schools. The importance of well-maintained transport networks cannot also be overlooked if authorities want to retain teachers in rural schools.

Sub-theme 3.1: Improving on leadership skills

Bass and Riggio (1996) describe leadership as getting individuals to carry out tasks that have been assigned to them in a more effective and efficient manner. School leadership styles are among the best predictors of staff retention and development. On this issue, Participant 4 had this to say: *“I would suggest that principals involve teachers in decision-making. Teachers feel very much excluded from school affairs, especially when they are excluded from decision-making. That is exactly one of the main reasons why I left the rural school where I was teaching”*. This was supported by Participant 3, who also said that *“our principal understands and knows each individual staff member's needs. We are like one big family thanks to the management style being used in our school. I do not see myself moving away from this rural school because the management makes me feel so much at home”*. The findings from the study are consistent with the findings of De Beer (2006) that schools where the school principals are using leadership styles like transformational leadership or democratic leadership are likely to retain their teachers much longer than those schools where leadership styles like autocratic or laissez faire are used.

Sub-theme 3.2 Improving on staff development

The school should be able to do staff development on its teachers so that they can

develop an attachment with and to the school. On this matter, this is what Participant 6 had to say: *“I did not want to become a teacher. My parents had forced me into this career. I went to major in teaching at the university, but I want to study further for something else so that someday I will quit the teaching profession. The above has forced me to seek transfer to an urban school so that I can develop myself professionally”*. These sentiments were supported by Participant 2, who also said that *“opportunities for staff development are non-existent in rural schools. I always wanted to upgrade my qualification from a Basic Education Teacher's Diploma to a Bachelor's Degree in Education, but after spending close to 20 years at this rural school, I have given up since I only have 6 years left before retirement”*. The above findings further confirm what Cranny et al. (2011) claimed that continuous training and development in the organisation will encourage employees to stay. Such findings concur, too, with those of Blanchard (2012) that training can increase employee retention when the training reinforces the values of the employee. Teachers noted that being involved in professional development is a way to improve the quality of instruction in their classrooms.

Sub-theme 3.3: Availing free staff accommodation with clean water and electricity supply

Some schools in Oshana do not have amenities that attract well-qualified teachers. On this matter, this is what Participant 3 had to say: *“the living accommodation was a makeshift structure that we had constructed for ourselves. The Ministry of Education, Arts and Culture must make provision for decent accommodation containing clean water and electricity as a priority. If there was decent accommodation, maybe I would have stayed for more years”*. These findings were supported by the sentiments of Participant 1, who said that *“accommodation was becoming a nightmare for me. I have a small baby, and when it rained, it was difficult to prepare meals and we often had to go to bed on an empty stomach. A major incentive they can work on to retain teachers in rural schools is to provide decent accommodation with clean water and electricity”*. These findings are in agreement with those by Mulkeen (2005) that the provision of teachers' housing is a major incentive for teachers to locate in rural areas. Mulkeen (2005) further indicates that non-

governmental organisations and local communities may help to construct teachers' housing in an attempt to make rural schools more attractive. Participants in the study also noted the need to have road networks leading to rural areas and schools improved so that they become easily accessible.

Sub-theme 3.4: Collaborating with the providers of Telecommunication and Transport Networks

The Ministry of Education, Arts and Culture needs to liaise with other relevant ministries to ensure that rural schools have the necessary infrastructure to retain teachers in such schools. On this matter, Participant 4 said that *"the transport network needs to be maintained on a regular basis. The road is very bad and it greatly hinders accessibility to school. Liaising with other relevant authorities may help in ensuring the road is better looked after"*. These sentiments were supported by the sentiments from Participant 1, who also said that *"the Ministry of Education, Arts, and Culture needs to make sure that roads are accessible to rural schools. Our road was not bad during the dry season, but we would always experience problems during the rainy season"*. The above findings concur with Mulkeen (2005) that well-maintained transport networks are another great way to motivate teachers to remain in rural schools. Similarly, Andrew et al. (2014) indicate areas that are accessible attract a large number of teachers. It is for these reasons that rural schools need to be made accessible so that teachers accepting postings to rural schools may feel motivated and attracted to remain at these rural schools.

Conclusion

The findings from the study clearly reveal that teachers are still from rural to urban schools despite the provision of the remoteness and hardship allowance. Evidence from the study also pointed out that money does not buy happiness and, as need-satisfying beings, human beings can never be entirely satisfied because they have a hierarchy of needs that must be satisfied at different levels, which is closely in line with the theory of Maslow, which formed the basis of the study. This study has revealed to us that the remoteness and hardship allowance does not attract teachers to teach in rural schools. Teachers want decent accommodation, proper road networks, just to mention a few services to continue teaching in rural schools.

Recommendations

Recommendations for improvements to the Ministry of Education, Arts and Culture:

- The study recommends that teachers' housing in rural areas should be made a priority in a bid to retain teachers in rural schools and to greatly complement the remoteness and hardship allowance teachers receive.
- The service providers should improve transport networks in rural areas to provide infrastructure like well-maintained roads in rural areas for easy accessibility to rural schools. Teachers who accept postings at rural schools should be prioritised when opportunities for staff development arise. This may include funding for further studies so that they acquire more knowledge to enhance their teaching and learning whilst at rural schools.
- Advisory services must make time to visit rural schools to offer their support even if accessibility to rural schools is made difficult by poor transport networks.
- The Ministry of Education, Arts and Culture's database needs to reflect the reasons why teachers move from rural schools so that interested researchers can identify further reasons why teachers leave such schools. The Ministry of Education, Arts and Culture must look into increasing the remoteness and hardship allowance because participants strongly feel that they spent the money mainly on transport services.

Recommendations to the different teacher training institutions in Namibia:

- The institutions responsible for training teachers must have it in their curriculum to prepare student teachers for postings to rural schools so that they are mentally ready when they are posted to such rural schools.

Recommendations for further research

This study was done in two selected schools in the Oshana education region. Other studies need to be done in other regions of Namibian towns and villages for two reasons:

- To compare the findings so as to have a better understanding of the effects of the remoteness and hardship allowance on retaining teachers in rural schools in Namibia. The sample size of this study only consisted of six participants since it

was qualitative in nature. Therefore, it would be beneficial to the education sector if the sample size could be increased in order to allow for the generalisation of the findings.

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