

**THE IMPACT OF REWARDS AND REMUNERATION PRACTICES ON THE
RETENTION OF TEACHERS IN THE NORTH-WEST PROVINCE**

By

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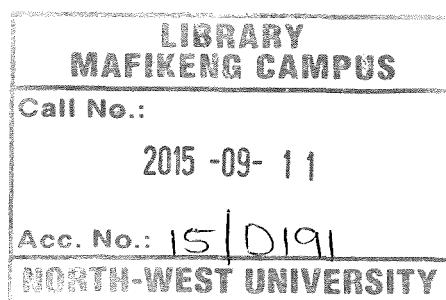
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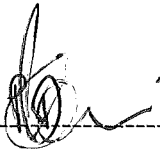
November 2014



DECLARATION

DECLARATION

I, Boitumelo Patricia Makhuzeni (21433925), declare that the research "The Impact of Rewards and Remuneration Practices on the Retention of Teachers in the North-West Province" is my own work both in content and execution. All the resources I used for this research are cited and referred to in the reference list. Apart from the normal guidance from my supervisors and co supervisor, I have received no assistance.



Boitumelo Patricia Makhuzeni

DEDICATION

I dedicate this research to the Almighty for shedding light and giving me strength when I was on the verge of giving up. I also dedicate the study to my loving mother who always stood by me no matter what happened, and also the entire Makhuzeni family for being my pillar. I will also thank my loving caring boyfriend who always supported me Malebogo Mogotsi.

I will also dedicate this research to my supervisor Prof Barkhuizen for her guidance and assistance. I will also like to thank Mr Maubane for his valuable input. Last but not least the Participants, schools and the Department of Education.

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ABSTRACT

Background and Aim

The Department of Education is tasked with the responsibility to improve education in North West Province. The responsibility can only be accomplished if the Department of Education retains good and skilled teachers. The problem is that teachers are constantly leaving the country for better remuneration and reward in developed countries or are leaving the profession for other career paths. The teaching profession is occupied by aged teachers due to an inability to attract young teachers into the profession. Teachers are constantly protesting due to remuneration and reward practices of the Department of Education, working conditions and lack of development. This study investigates the state of teacher pay in the South African labour market by comparing the remuneration received by teachers with retention. This means that the study will determine and clarify if retention can be achieved and maintained by remuneration practices and rewards.

Research Method

A qualitative research approach was followed in this study. Data was gathered by means of semi-structured interviews with teachers (N=6) from North-West province. The data was analysed by means of content analyses.

Research Findings

The findings showed that the participants' were unhappy with their compensation and did not receive proper recognition. In addition the participants felt that although there are limited opportunities for career development and those available were allocated based on favouritism. Performance Management systems were also identified as poor or non-existent. The participants were though satisfied with their work-life balance.

Recommendations

The aim of the study was establishing the impact reward and remuneration practices had in retaining teachers in the profession. The aim of the study has been achieved It is recommended that the department review teacher's salary ranges.

ABSTRACT

The Department must also establish means to reward good performance within the teaching profession and give clear criteria in selecting teachers who are performing.

Performance management system also need to be reviewed and implemented as well as monitor the system thoroughly to ensure good performance is established and maintained in the profession. Career advancement must go hand in hand with the qualifications obtained that way teachers with great knowledge and skills will remain in the profession and not go to get better paying jobs elsewhere. Career development plan must clearly outline the skills and knowledge the teachers need to enhance as well as how teachers can enhance day to day handling of the school and the expectation of the Department from teachers.

Practical implications

The aim of the research was to establish the relationship between reward and remuneration practices and the impact it has on retention of teachers. The findings of the study indicated that there is an impact created by remuneration and reward practices within teachers. The study has practical application since it is based on the current situation teachers are faced with, the findings and recommendations created can assist the department understand the dissatisfaction of teachers and where teachers feel the department is doing wrong.

Keywords:

Rewards, Remuneration, Retention, Teachers, Work-life balance

Chapter 1: INTRODUCTION TO THE STUDY

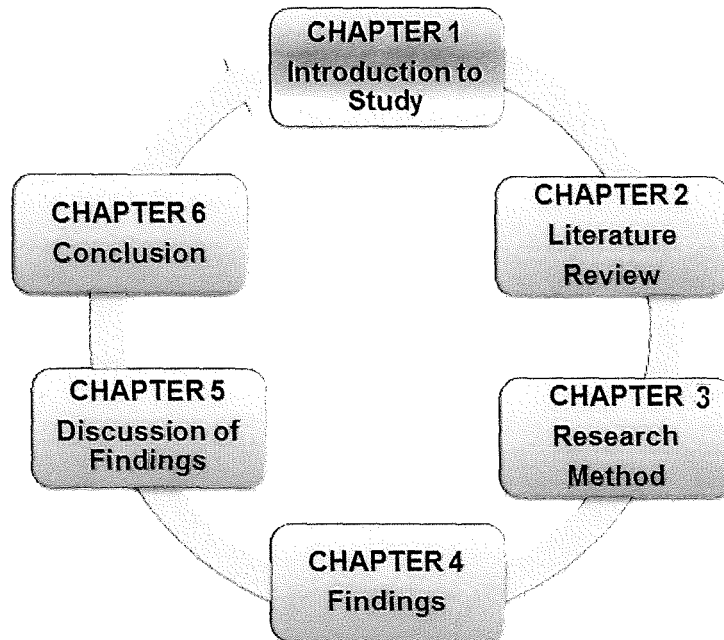


Figure 1-1: Chapter 1 in Context

1.1 INTRODUCTION

This is the chapter that introduces the study; the chapter also drives the entire study since all chapters are based on it. The introductory chapter consist of background of the study which highlights the origin of the study as well as the aim of the study. The first chapter also outlines the problem statement, and main problems of the study. Problem of the study guides the study in terms of literature which needs to be focused on, as well as what need to be researched about the topic. Research question are also formulated and the main questions for interviews were created from these main questions. Expected contribution of the study is also contained and discussed fully.

1.2 BACKGROUND OF THE STUDY

Education and public schooling began in the 1630s where the requirement for teaching was the ability to read and write. Formal training for teachers did not exist until the 1800s and was dominated by males since females were given little opportunity for higher learning (Bartlett & Ghaffer, 2013: 273). Education generates information and informed people contribute to economic development.

Education is a crucial issue as South Africa has entered a new era. Teachers struggle in South Africa to enhance their social and economic position (Hennink, Hutter & Bailey, 2011). In South Africa many teachers enter the class room without the required skills and competencies. The reason unqualified teachers enter the class room is due to increased unemployment and shortage of teachers. On the other hand teachers who qualify and have the necessary credentials quit the profession for better paying jobs and more prestigious positions. The majority of teachers in South Africa argue that as long as the social, economic and political conditions in the country generally do not improve conditions in many schools will be poor. Other issues that relate to education are better conditions of service for teachers, better school conditions, inequitable education funding, irrelevant curriculum in schools (Lumby, Middlewood & Kaabwe, 2003: 234). All these challenges have resulted in poor learner's standards and results, lack of class room discipline and lack of resources (Bartlett & Ghaffer, 2013: 272).

Carsen and Jennifer (2002: 54) define retention as stating how many employees stay with the establishment over a certain time frame. A high retention rate is not automatically positive, if it includes slow performers, if the employer is reluctant to fire for fear of being sued, as well as hopeless employees who feel imprisoned in their jobs because of finances or sense of responsibility. When speaking of making the most of retention, that means making the best use of the virtuous employees who remain because they want to, not because they are forced by a particular situation (Wieder, 2008:58). Absence of career growth and advancement opportunities as well as the company's failure to post jobs or fill jobs with internal employees is one of the reasons why employees leave. Remuneration also causes

discontent, when employees are not being paid a just market related salary or not being paid according to their involvement and diligence. Employees protest about pay dissimilarities, slow pay raises, nepotism in offering raises and bonuses as well as unproductive performance appraisal. The problem of deficiency of recognition is related to concerns of compensation and workload (Branham, 2005: 62; Hemson, 2006: 35).

Remuneration can be demarcated into compensation and incentives. Being remunerated is when an income or other financial benefit is allotted to an employee for service rendered (Baguiley, 2009: 23). The pay arrangement regulates what an employee is paid once the jobs have been assessed on their virtual worth; the organisation governs the pay construction and the pay rankings for jobs of comparable significance and complications. Organisations are now discovering it is necessary to cultivate tailor-made compensation practices to reward the exclusive critical skills of gifted employees (Brockopp & Hastings-Tolsmas, 2003: 32). In a highly globalised setting, it is obligatory to have extremely flexible and customised compensation strategies reward exceedingly skilled employees. Organisations are also under growing pressure to develop aptitude and skills related pay for inspiring the employees to advance their knowledge, skills and abilities on a continuous basis (Durai, 2010: 6).

1.3 PROBLEM STATEMENT

Teachers are currently leaving the teaching profession for other careers that are believed to be better remunerated. Those in the teaching profession are ageing and those that are in the profession are contemplating leaving due to poor remuneration and reward practices. Retaining teachers has become a major problem. This results in a poor quality of education in schools.

The Department of Education is tasked with the responsibility to improve education in the North West Province. The responsibility can only be carried out if the Department of Education retains good and skilled teachers. The problem is that

teachers are constantly leaving the country for better remuneration and reward in developed countries or are leaving the profession for other career paths (Brockopp & Hastings-Tolsmas, 2003: 32). The teaching profession is ageing due to an inability to attract young teachers into the profession. Teachers are constantly protesting due to poor remuneration and reward practices of the Department of Education, working conditions and lack of development. The following are reasons for the high teacher turnover (see Armstrong, 2007; Wicker, 2011):

- Unsatisfactory remuneration practice lead to teacher turn over
- Failure to retain teachers leads to a poor education system
- Unsatisfactory remuneration practices lead to lack of motivation Failure to attract and retain youth to the profession
- Lack of motivation is leading to poor performance
- Difficulty in identifying the connection between remuneration practices and retention within the schools and the department at large
- Regular protest actions by teachers are time wasting and costly.

1.4 RESEARCH QUESTIONS

1.4.1 Main Research Questions

What is the impact of perceived reward and remuneration practices on the turnover intentions of teachers?

1.4.2 Sub-Research Questions

- To what extent are teachers satisfied with the current remuneration practices in their institution?
- Which remuneration practices do teachers regard as most important?
- To what extent to teachers consider quitting the teaching profession as a result of reward and remuneration practices?

1.5 EXPECTED CONTRIBUTION OF THE STUDY

Educational quality is a challenge facing the South African schooling system. It is widely acknowledged that teachers play a central role in the quality of education received by learners, and that the quality of teachers is largely dependent on the wage they are offered in the teaching profession (Weinstein, 2002: 87). This study investigates the state of teacher's pay in the South African labour market by comparing the remuneration received by teachers with retention. This means that the study will determine and clarify if retention can be achieved and maintained by remuneration practices and rewards.

Statistics from the National Centre for Education showed that many dissatisfied teacher's leave the profession because of a low salary. As noted by Krueger (2002:36), public revenue must be used justifiably to fund public schools, including teachers' salaries, which must be wholly paid by the government. Retention of the greatest teachers in the occupation can be attained by improving teachers' salaries. The study is crucial because it highlights the motivation part of remuneration practices and how it retains employees. To a researcher the study links remuneration with retention, so it can assist as future reference to other researchers. Some of the values of the Department of Education is to develop and maintain high standards of performance and foster innovation, responsiveness and competency. The study explains the possible dangerous situation of teachers leaving the profession for better remunerating professions or leaving the country for better remunerating teaching posts abroad, resulting in poor quality of education in South Africa.

1.6 RESEARCH OBJECTIVES

The general objective of the research states, what researchers presume to achieve by the study in general terms. Usually general objectives are divided into smaller, logically connected quantities. These are routinely defined as specific objectives (Kumar, 2011: 156; Khan, 2008: 46). According to Flick (2011: 25) specific objectives methodically report the numerous study questions.

1.6.1 General Objectives

The general objective of the study is to determine the impact of rewards and remuneration practices on the retention of teachers in the North-West Province.

1.6.2 Specific Objectives

- To determine teachers' satisfaction towards current remuneration practices in the institution.
- To determine reward and remuneration practice teachers regard as most important.
- To determine the extent to which teachers are considering leaving the teaching profession as a result of reward and remuneration practices

1.7 RESEARCH DESIGN

1.7.1 Research Approach

Research design is the strategy, procedure and form of studying considered for the purpose of obtaining answers to research questions and controlling variables (Kumar, 2002:58). The plan of the study outlines the study nature and sub-types, research question, experimental design, and data collection methods as well as the analysis plan (Gill & Johnson, 2002: 5).

1.7.2 Research Method

1.7.2.1 Literature Review

Research methodology concentrates on the research progression, all the resources that need to be used and the systems utilised to collect data (Gill & Johnson, 2002). An academic approach towards research must clarify the design, data gathering and analysis of the findings. There are two forms of basic methods; the quantitative method and the qualitative method. Quantitative approach encompasses the collection of data in quantitative form which can be subjected to quantitative analysis in an official and inflexible technique. This method can be further sub-categorised as inferential, experimental and reproduction approaches to the study. The purpose of

the inferential method of research is to create a data base from which to gathers individualities or interactions of population.

This usually means survey research where a sample of a population is researched to determine its characteristics, and it is the condition that the population has the identical characteristics (James, Nolan & Hoover, 2011). Experimental approach is categorised greater regulation over the research environment (Kumar, 2002). Simulation approach includes the structuring of a non-natural environment within which appropriate information can be produced.

This research is going to use qualitative techniques. Qualitative is when data is in the form of written or spoken language (Aswathappa, 2007). Research in such a state uses the researcher's comprehension and impressions. This study uses primary and secondary sources. Primary data are obtained through interviews and secondary data are obtained through Journal articles, internet, published books as well as previous studies on the same topic.

1.7.2.2 Research Setting

The research setting can be viewed as the multiples sites in which the researcher conducts the study. In qualitative research, the emphasis is mainly on making meaning, and the researcher studies the participants in their natural environment (Mafela & Musahara, 2011). The dissimilarity between post positivist, experimental, and quantitative research approaches lies in the aspect that here the researcher does not attempt to totally control the circumstances of the study in a scientific laboratory, instead focusing on situated actions that locate the researcher in the context. These settings focus attention on individual participants where individual participants will be interviewed in their personal spaces, for example in offices, homes or class rooms (Barth, 2007).

1.7.2.3 Entree and Establishing Researcher Role

Permission was requested at the Head of the Department of Education in the North West Province to enter schools in the North West Province and the request was approved. School Principals were asked permission to enter schools to conduct the research and permission was granted.

1.7.2.4 Study Population

Population refers to all groups of people that the researcher wants to study (Sekaran, 2000). To define the population an investigator must be specific about the sample he or she wishes to research. The researcher must be fully knowledgeable of the geographical position and borders of the population. A research population is normally a large grouping of individuals who are the main emphasis of a scientific interrogation (Lohr, 2010).

1.7.2.5 Sampling

Because of the large numbers of populations, researchers frequently cannot test every individual in the population because it is expensive and takes a lot of time. Because of these reasons sampling is an effective tool. There are two different forms of research population, which is target population and accessible population (Sekaran, 2000). Target population refers to all the groups of individuals to which researchers are interested in generalizing the conclusions. The target population normally has different individualities and it is also known as the academic population. The accessible population is the population in research to which the researchers can apply their own conclusions. This population is a sub-group of the marked population and is also known as the research population. It is from the accessible population that researchers take their samples (Seale, Gobo, Gubrium & Silverman, 2004). The population consisted of all full time employees and the information was obtained from all the units in the Department of Education in the North West Province. There are 30 000 educators in the North West Province but the study will focus on six (6) teachers that are going to be interviewed.

1.7.2.6 Data Collection Method

Interviews are going to be used to collect data. Before an interview takes place, respondents should be informed about the study details and given an assurance about ethical principles, such as anonymity and confidentiality (Ravi, 2011). This gives respondents some idea of what to expect from the interview.

Wherever possible, interviews should be conducted in areas free from distractions and at times and in environments that are most appropriate for participants. Many participants preferred being interviewed in their homes or offices during lunch breaks and classes when the students are outside.

Before the interview, the researcher should make appointments to make sure there was no clash of times and be very knowledgeable in terms of who should be interviewed at what time. Because of sufficient time for preparation before the interviews, the interviews had a natural flow. The interviewees were given ample time to respond to questions and the researcher listened carefully and attentively (Lohr, 2010).

The interviews were tape recorded and transcribed verbatim afterwards, as this protects against bias and provides a permanent record of what was and was not said.

1.7.2.7 Recording of Data

The data can be recorded in many ways either using audio recording or written notes. In- depth interviews contrast with direct observation primarily in the nature of the interaction. The purpose of the interview is to investigate the ideas of the interviewees about the phenomenon of interest (Ives, 1997).

1.7.2.8 Data analysis

Different approaches that are shared by most approaches to qualitative data analysis (Gravetter & Forzano, 2009):

- Documentation of the facts and the process of data collection
- Arrangement of the data into concepts
- Connection of the data to indicate how one concept may affect another
- Corroboration by evaluating substitute explanations
- Reporting the findings

The scrutinising of qualitative research notes start at the field, in the time of interviewing as the researcher classifies problems and concepts that appear likely to help in understanding the state of affairs. Simply reading transcripts is an important step in the analytic process. Researchers should make notes in their personal book to identify important statements (Gravetter & Forzano, 2009).

1.7.2.9 Strategies employed to ensure data Quality

The main purpose of ensuring data quality in this study is to present data that is trustworthy. Data quality is generally understood to be the degree to which data, including research processes such as data collection and statistical accuracy, meet the needs of users. These critical aspects of data quality in the study are of great importance (Nachmias & Nachmias, 2008).

1.7.2.10 Reporting

Qualitative writing is a very intensive action as; the researcher needs to draw his or her own conclusion. The researcher uses his or her own academic and life experience to make conclusions and to support the statements that are contained in the research (Nachmias & Nachmias, 2008).

1.8 DEFINITION OF CONCEPTS

Table 1-1: Definition of Key Words

CONCEPTS	DEFINITION
Retention	Percentage of employees remaining in the organisation (Phillips & Connell, 2003)
Turnover	The percentage of employees leaving the organisation for different reasons (Phillips & Connell, 2003)
Remuneration	Remuneration is a payment received by the employee for the service rendered. Remuneration includes basic salary, bonuses and other financial or economic benefits that employees receive during employment period (Aswathappa, 2007).
Reward	Reward is an item or experience with monetary value but is not necessarily money that is provided for desired behaviour; often is accompanied by recognition (Nelson, 2012).
Recognition	Recognition is a positive consequence provided to a person for a desired behaviour. Recognition can take the form of acknowledgement, approval or the expression of gratitude. It means appreciating someone for something (Nelson, 2012).

1.9 ETHICAL CONSIDERATIONS

The study will be conducted with a pledge of confidentiality to participants and with respect to the right to privacy and anonymity (Cardy& Leonard, 2011). The records of participation are going to be viewed only by people to make sure the research is done properly for academic purposes including the supervisor, co-supervisor and external examiner. The study is not going to be biased and participation will be voluntary.

In answering some questions the participant may not be absolutely certain to answer which is understandable, because in answering these questions there is no right or wrong answer. Some questions might be of a sensitive nature; the participant is free not to answer them if he or she wishes to do so. The research is solely used for academic purposes, (Gregory, 2003).

1.10 CHAPTER DIVISION

Chapter 1: Introduction

Chapter 1 outlined the introduction to the study, this is where the concepts as well as the general ideas of the study are formulated. Background of the study deals with the historical views of the study, concepts used in the study is defined thoroughly with the use of literature. The first chapter of the study contains problem statement, aim and objectives of the study, ethical consideration, and significance of the study, research questions, research design and methodology and the organisation of the study.

Chapter 2: Literature review

In this chapter, literature related to the relationship between performance management and training and development is reviewed. Literature review introduces literature based techniques used to analyse the topic chosen for the study. Literature review also assist in finding differences and similarities of research arguments of books. This chapter contain arguments in books. Literature review assist in giving clear description of the content of research as well as a clear understanding of what the study is about.

Chapter 3: Research Design and Method

In the third chapter, the research methodology followed in this study will be discussed. Chapter three of the study introduces certain key words of research and methods used to conduct a research. Ethical consideration is one of the key word that is introduced in the third chapter of the study. Ethical consideration covers the

norms and standards used in carrying out the research and dealing with participants in the study. The method used in carrying out the study is discussed, in this study qualitative research method was used, which can be defined as organised, interpreted, analysed and communicated to address real world concern.

Chapter 4: Research Findings

Chapter four focuses on the presentation of the results and analysis of the data. This chapter contains methods used to analyse and interpret data that is gathered during interviews. Chapter four outline the researchers views of the data collected, themes are identified. Themes are initial statements of participants matched and grouped together according to how interview questions were answered.

Chapter 5: Discussion of results

In this chapter, the discussion will focus on providing a summary of the study, its limitations, as well as the results. The purpose of the chapter is to outline the opinions of both the participant of the study, literature as well as the researcher's. The main purpose of this section is to clearly interpret the objective formulated.

Chapter 6: Conclusion, Limitation and Recommendation

Discussion of conclusion and recommendation made. The chapter offers an overview of the study. The findings collected from the literature are offered, as well as a summary of the results of the present study. The limitations of the study are given and recommendations are made. The conclusion is developed through theoretical and practical data collected in the study. In the conclusion drawn from the study teachers are not retained in the profession due to lack of career development.

1.11 CONCLUSION

Chapter 1outlined the introduction to the study, this is where the concepts as well as the general ideas of the study are formulated. Background of the study deals with the historical views of the study, concepts used in the study is defined thoroughly with

the use of literature. The first chapter of the study contains problem statement, aim and objectives of the study, ethical consideration, and significance of the study, research questions, research design and methodology and the organisation of the study. Education is a crucial issue as South Africa has entered a new era. Teachers struggle in South Africa to enhance their social and economic position (Hennink, Hutter & Bailey, 2011). In South Africa many teachers enter the class room without the required skills and competencies. The reason unqualified teachers enter the class room is due to increased unemployment and shortage of teachers.

This study investigates the state of teacher's pay in the South African labour market by comparing the remuneration received by teachers with retention. This means that the study will determine and clarify if retention can be achieved and maintained by remuneration practices and rewards.

Chapter 2 deals with an outline of the literature reviewed regarding the key concepts of the study.

Chapter 2: LITERATURE REVIEW

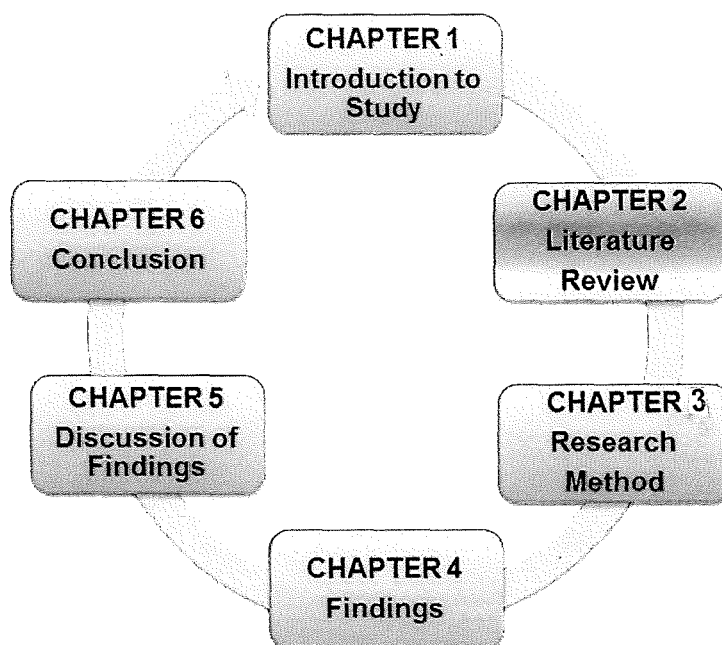


Figure 2-1: Chapter 2 in Context

2.1 INTRODUCTION

A literature review is an inspection of academic and study based information on the research topic. In research review the statements used are the information generally known on the research topic. The reason for a literature review is to establish the theory available on the topic and back its accuracy (Dawidowicz, 2010: 69).

A review of research literature can be broken down into several responsibilities, the first one being selecting research questions. The second one is selecting a bibliographic data base, websites and other necessary sources (Thomas & Nelson, 2001: 73). The third task is choosing research terms filtered by applying practical screening criteria, and preliminary literature searches. The fourth task is applying methodological screening criteria; methodological criteria include standards for evaluating the competency of the study cover page and its scientific quality (Fink, 2010: 34).

The primary task of the Provincial Department of Education is to ensure that teachers are utilised and the best teachers are attracted and retained (Yermark, 2004: 281). According to Shukia (2009: 73), it is important that the plan and application of remuneration and retention policies and programmes improve teacher's abilities and advance the school's overall effectiveness. The retention policies must be able to attract new employees, satisfy the old employees and make them stay within the organisation. One of the best ways institutions can use to retain employees is to adopt good remuneration practices. (Davis & Edge, 2004: 84; Gerhart & Rynes, 2003: 36).

2.2 TOTAL REWARDS MODEL

During the past several years, the concept of total rewards has advanced considerably. Practitioners have experienced the power of leveraging multiple factors to attract, motivate and retain talent; high-performing companies realize that their proprietary total rewards programs allow them to excel in new ways. At the same time, human resource professionals, consulting firms, service providers and academic institutions have made significant contributions to our understanding of total rewards.

A total reward is the monetary and non-monetary return provided to employees in exchange for their time, talents, efforts and results. It involves the deliberate integration of key elements that effectively attract, motivate and retain the talent required to achieve desired business results. A specific set of organisational practices, policies, programs, plus a philosophy, which actively supports efforts to help employees achieve success at both work and home. There are major categories of organisational support for work-life effectiveness in the workplace. These categories encompass compensation, benefits and other HR programs. In combination, they address the key intersections of the worker, his or her family, the community and the workplace.

A key component of organisational success, alignment of organisational team and individual performance is assessed in order to understand what was accomplished, and how it was accomplished. Performance involves the alignment of organisational, team and individual effort towards the achievement of business goals and organisational success.

Acknowledges or gives special attention to employee actions, efforts, behavior or performance. It meets an intrinsic psychological need for appreciation for one's efforts and can support business strategy by reinforcing certain behaviors (e.g., extraordinary accomplishments) that contribute to organisational success. Whether formal or informal, recognition programs acknowledge employee contributions immediately after the fact, usually without predetermined goals or performance levels that the employee is expected to achieve (www.worldatwork.org 2011).

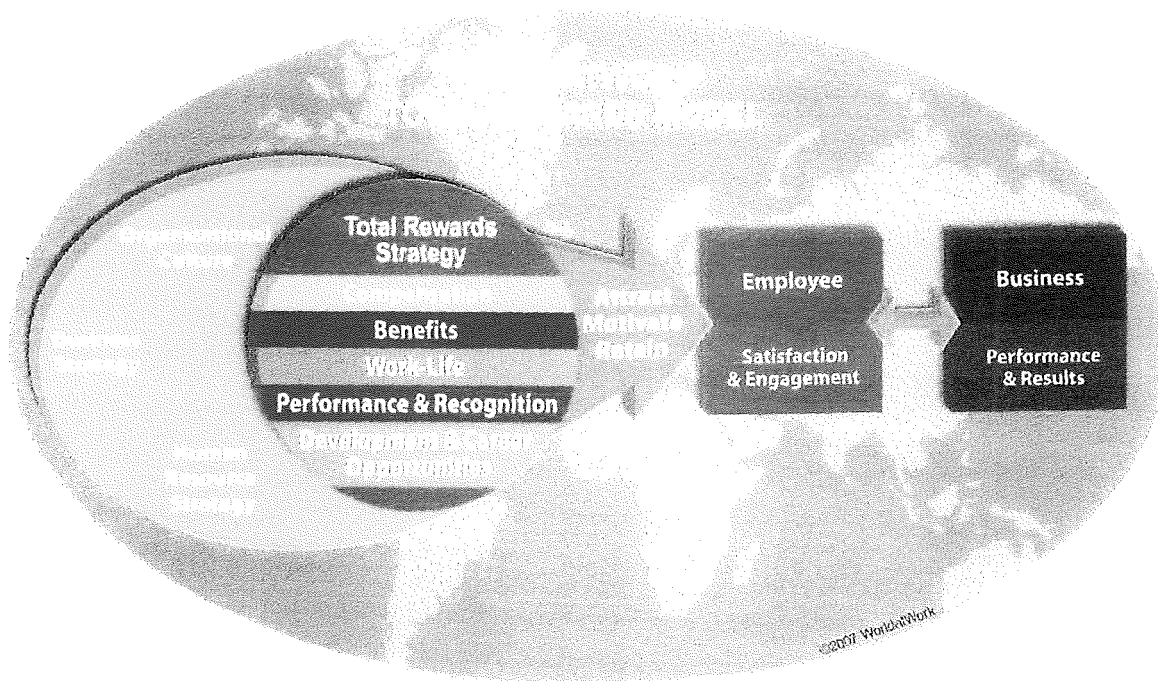


Figure 2-2: Total reward model (www.worldatwork.org, 2011)

2.3 REMUNERATION

2.3.1 Types of Remuneration

2.3.1.1 Commission

Commission is a form of payment where the employee is paid on the basis of sales made (Ennew & Waite, 2013:25). If the employee works hard but is not making sales for the employer the employee will not receive any remuneration (Yermark, 2004: 281; Armstrong, 2007:65). A commission may be paid in addition to a salary (McCooey, 2013: 98).

2.3.1.2 Compensation

Compensation is the type of reward the employees receive for the work they performed. The employee sells his or her services to the employer and the employer remunerates for the job done (world at work, 2007). For employees, compensation is not about how they are paid but to how they are valued. According to Armstrong and Murlis (2007: 79) compensation packages can be considered as total rewards systems, with non-monetary direct and indirect elements (Gerhart & Rynes, 2003:36). The following are examples of the different types of compensation.

- Non-Monetary Compensation: this is a form of remuneration where the employees are not paid in cash.
- Direct Compensation normally includes the money paid to employees as direct cash repayment for the work which they performed. The basic pay and variable pay are the important components in a compensation package (Durai, 2010). An employee's base wage can be an annual salary or hourly wage (Gomez -Mejia & Swerner, 2008: 72).
- Indirect Compensation includes the remuneration appreciated by the employees but paid by the institution. Normally indirect compensations are obtainable by all employees regardless of their performance in the job. Mostly the decisions relating to indirect compensation are influenced by the employee's length of service (Durai, 2010: 42; Phillips & Edwards, 2009: 98).
- Deferred compensation is an arrangement in which a share of an employee's income is paid out at a date after which that income is actually earned, for example on employee is pension (Wieder, 2008: 87).

2.3.1.3 Fringe Benefits

Fringe benefits are a collection of numerous benefits delivered by an employer, which are exempt from taxation (Berger & Berger, 2008: 656). Fringe benefits commonly include health insurance, group term life coverage, education reimbursement and other related benefits (Berger & Berger, 2008: 657; Armstrong & Murlis, 2007: 78).

2.3.1.4 Salary

Salary is a fixed amount of money paid to an employee for the job he or she has done (Garuth & Hand, 2001:78). Salary range is one of the most crucial factors of pay on a monthly basis. Understanding the basics of salary range is critical. Every salary has a minimum, mid-point and a maximum. Typically salary ranges are reviewed and updated annually (World at Work Model, 2011: 98).

2.3.1.5 Performance Linked Incentives (PLI)

Incentives are one technique by which the employer carries out their end of the employment contract; this is compensating employees for their effort. In its most generic form, the incentive payment is any compensation that has been designed to recognise some specific accomplishment on the employee's part. In general it is hoped that the prospect of the incentive payment will inspire the desired performance. According to Davis and Edge (2004: 64) Performance Linked Incentive (PLI) may either be open ended or close ended.

Recognition and reward means that systems are established for recognising and rewarding quality and improvements in the quality process. The basis is that what gets rewarded and recognised gets repeated. Performance appraisal is based on quality results and quality behaviour implementation. Managers are accountable for quality.

A blame free atmosphere is established for errors. Recognition is an inexpensive, easy to use motivational technique which should be actively employed to foster improvements. Forms of recognition are team recognition and celebration, personal thanks or an individual recognition program. Rewards and recognition can prove to be extremely beneficial to keep employees motivated to perform the extraordinary, achieve the targets and stay in the organisation (Armstrong, 2007:58).

Employee rewards and recognition systems are not just positive things that the organisation can do for employees but communicating it effectively is an efficient tool in encouraging employees to improve performance (Finnegan, 2008: 39). Employees who

are treated like assets within the organisation perform better because they feel involved and become loyal to the organisation. Maintenance of harmonious relationships between employer and employee not only yields good performance and high productivity in the present but is also an effective strategy for future. Employers need to be pro-active to develop a talented and dedicated workforce that can achieve the organisation's mission and vision as well as goals. According to Taylor (2003: 3) recognising employees' efforts and boosting their morale results in increased productivity and decreased attrition rate.

The rewards system of an organisation should also be in alignment with its goals, mission and vision (Epstein & Manzoni, 2008:147). Depending upon the job profile, both monetary and non-monetary rewards can encourage employees to contribute more to the organisation.

2.3.1.6 Wage

According to Neumark and Wascher (2008: 68), a wage is remuneration paid by an employer to an employee. It may be measured as a fixed task based amount. It is compared with salaried work, which is based on a fixed time period. Depending on the structure and traditions of different economies, wage rates will be influenced by market forces, legislation, and tradition (Scholliers & Schwarz, 2003: 113). Job Evaluation is another technique that can be used to establish an equitable wage rate. This method is a more systematic and rational approach to internal equity where the jobs in an organisation are evaluated according to factors like education, skill, experience, and responsibility. Hellerstein and Neumark (2007:39) state that knowledge and skill-based pay is an approach to compensation where the wage rate is based on the qualifications of the individual doing the job, rather than on the job itself.

It is typically accomplished through skill classes that determine pay levels for jobs, grouping employees of similar skills together, regardless of job title, forms of classes, or grades.

2.4 BENEFITS

The narrowest definition of the term “Benefits” are financial or non-financial payments employees receive for continuing their employment with the company (Beam & Mcfadden, 2001:4). Benefits include only employer-provided benefits for death, accident, sickness, retirement or unemployment. Even with this approach there is disagreement on whether the definition should include those benefits that are financed by employer contributions but provided under social insurance programs, such as workers’ compensation insurance, unemployment insurance, social security and medical care (Beam & Macfadden, 2001:4).

Total compensation systems aim to achieve multiple goals, including attracting employees, retaining solid performers, motivating performance, spending compensation money wisely, aligning employees with organisational goals and rewarding behaviour the organisation wants to encourage. Because benefits are integrated in the total compensation equation, they are inextricably linked to fundamental human resource purposes (Reddick & Coggburn, 2008 : 4).

2.4.1 Policy Issues

According to Reilly and Estreicher (2010: 103) employers need to design benefits package with care. A short list of policy issues would include :

- What benefits to offer
- Who receives coverage
- Whether to include retirees in the plan
- Whether to deny benefits to employees during their initial probation period
- How to finance benefits
- The degree of employees’ choice in determining benefits
- Cost containment procedures
- How to communicate benefits options to employees

2.4.2 Mandantory Benefits

Mandated benefits quite simply are those mandated or required by law. Employers have no choice but to provide the benefits. The Unemployment Insurance Act (No. 63 of 2001) and Unemployment Insurance Contribution Act (No.4 of 2002) make provision for the establishment of a central fund (Unemployment Insurance Fund,UIF) that offers short term financial assistance to workers who have become unemployed or who are unable to work because of illness , maternity leave or adoption leave (Armstrong, 2004:36). There are five benefits covered by the Unemployment Insurance Fund: unemployment benefits, illness benefits, maternity benefits, adoption benefits and death benefits.

Employees can claim unemployment benefit in case of dismissal, retrenchment or if their contract has expired. Employees cannot, however, claim if they voluntarily resigned from their work (Balsam, 2002:89). Illness benefits can be claimed if employees are off work for two weeks due to illness. Maternity benefits can be claimed by pregnant employees who take maternity leave. Employees can claim adoption benefits if they are legally adopting a child younger than two years old and leave work to look after that child. In addition the Fund also makes provision for death benefits. Those who pay Unemployment Insurance Fund contributions can claim benefits (Goodman & Olson, et al. 2013: 21).

2.4.3 Voluntary Benefits

The number of voluntary benefits employees are offered is largely dependent on the budget and creativity of the organisation. These benefits are not mandatory; a number of benefits have a certain legislated minimum contained in, for example, the Basic Conditions of Employment Act 75 of 1997(BCEA). Voluntary benefits are many and can include pay for time not worked, insurance, retirement and other employee services (Deeprise, 2013: 58).

2.4.4 Paid time-off Benefits

Paid time off can include vacation leave, paid public holidays, maternity leave, paternity and child care leave, sick leave and others. Paid time off can be attractive to employees

because they are offered more vacation time. this benefit assist employees to differentiate sick leave and vacation leave (Mccallum & Stephens, 2005: 86).

2.4.5 Compensation for Injuries and Disease

The Compensation for Occupational Injuries and Disease Act (No.130 of 1993) provides protection for all employees who have contracted disease during the execution of their duties regardless of their earnings. Benefits are payable from a fund built-up by compulsory contributions by employers (Gunkel, 2005:146). The Act provide free medical attention for up to two years in addition to compensation for loss of wages to persons injured or disabled in the course of employment, and compensation for loss of wages to surviving dependents of those killed in the course of employment and who contributed to the fund.

2.4.6 Severance Pay

Many employers provide severance pay, a one-time separation payment when terminating the services of an employee. Severance pay makes sense (Jensen & McMullen .et al., 2007:49). It is a humanitarian gesture and good public relations. In addition as most managers expect employees to give them one or two weeks' notice if they plan to quit, it seems appropriate to provide severance pay when dismissing an employee. Reducing the chances of a lawsuit from disgruntled former employees is another reason (Ventrice, 2009: 77).

2.5 WORK- LIFE BALANCE

Basically, flexibility is about an employee and an employer making changes to when, where and how a person will work to better meet like individual's and the organisation's needs. It is a critical ingredient to overall workplace effectiveness (Clutterbuck, 2003: 6). Organisations use it as a tool for improving recruitment and retention, for managing workload, and for responding to employee diversity. Essentially, flexibility enables both individual and business needs to be met through making changes to the time, location and manner in which an employee works. Flexibility should be mutually beneficial to both the employer and employee and result in superior outcomes (Chick, 2004: 3). Some of the

flexible work practices are flexible working hours, Part-time work, Variable year employment, and leave (Gambles, Lewis & Rapoport, 2006: 34). Employees, who are working from home, also called teleworking, means working away from the main office either full or part-time, and on a regular or intermittent basis. Working remotely means in some industries people may work at a different office or in a client's workplace for some of their working hours. Job-sharing is another flexible working practice when two people share one full-time job on an on-going basis (Effron & Ory, 2010: 25). Phased retirement can be explained as reducing a full-time work commitment over a number of years before moving into retirement. Flexibility at the workplace can also improve employee engagement and job satisfaction as well as reduce stress (James, Nolan & Hoover, 2011: 90).

2.5.1 Causes of poor Work Life Balance

The concept of work life balance was developed as a catalyst to look at the topic of work life balance in a different light (Hall, 2013:115). Focus needs to be pointed towards the problem areas that cause imbalance such as service delivery distracters, interpersonal dynamics, information management, management practices, organisational structure and communication tools and styles. These are tangible problems encountered every day.

According to Banfield and Kay (2012: 14), productivity issues consist of inefficiencies in the workplace, be it lack of appropriate tools or skills, the struggle to be proactive in a reactive environment, the danger of multi-tasking, the inability to make decisions, or having confidence in decision making. Negative management practices are one of the categories that contribute to work life imbalance in the work place (Avery & Zabel, 2001: 115). For example, the employer who does not empower the work force or the employer who only focuses on the weaknesses of employees, not strengths, who does not allow for mistakes to be made, when they actually can bring forth great opportunities for learning and innovation (Mjelder & Daly, 2008: 167). Employers who do not make time to coach employees, who are only focused on the institution, when there are plenty of opportunities for individuals to learn along the way.

Along with technological acceleration has come the largest shift and contributor to imbalance which is communication (Adams, 2006: 141). Employees are constantly obscured in email and other technological advanced mode of communication (Crane & Hill, 2009: 105). All these communication devices and areas in varying degrees are major contributors to work life imbalance.

2.5.2 Importance of workplace flexibility

Work place flexibility attracts skilled and motivated employees (Disselkamp, 2013: 12). According to Maitland and Thomson (2011: 4) flexibility in the workplace can assist in keeping skilled and motivated employees as well as motivate and energise employees resulting in increased productivity and better service delivery as employees focus more on the organisation's success. According to Hertz and Marshall (2001: 3) employees become flexible to meet organisational needs and drive to work harder; that increases employee satisfaction creating a happier workplace, with greater teamwork, collaboration and sharing of knowledge (Crowley, 2013: 107).

Flexibility can improve customer service and retention; more committed employees, greater employee retention and a better match between peaks and troughs in workflows and staffing will allow you to more closely meet customers' needs (Christensen & Schneider, 2010).

2.6 PERFORMANCE AND RECOGNITION

Performance is the process by which managers ensure employees output matches the organisation's goals. Therefore performance is vital if an organisation is to gain competitive advantage (Falcone, 2010:169). Employee Recognition can be defined as acknowledging or giving special attention to employee actions, efforts, behaviour or performance. Employee recognition meets an intrinsic psychological need for appreciation of one's efforts and can support business strategy by reinforcing certain behaviours that contribute to organisational success (Avery & Zabel, 2001: 29). Whether formal or informal, recognition programmes acknowledge employee contributions immediately after

the fact, usually without predetermined goals or performance levels that the employee is expected to achieve. Awards can be cash or noncash.

According to Disselkamp (2013: 15) recognition systems should include:

- Recognition modules and business rules including, recognition criteria and measures, reward formulae, participation eligibility and recognition processes;
- Branding and communications system incorporating program brand and identity, pre-launch and launch plan and strategic on-going communications plan;
- Leadership and learning system to develop management recognition skills and educate participants;
- Events, celebrations and rewards system combining a blend of awards and rewards with intrinsic and extrinsic appeal;
- Technology and reporting system enables easy implementation, with a single platform to manage, monitor and measure investment;
- Feedback and management system ensures program delivery excellence in three key areas: participant, operational and strategic

2.6.1 Advantages of employee performance recognition

Many employers believe it is unnecessary to reward employees for a job they are paid to do, but what employers need to understand is that materialistic reward systems are not at all the same as recognizing employees and acknowledging the effort and commitment they put into their work (Grote, 1996: 17). Recognition is entirely about being noticed for a specific task or series of tasks undertaken especially well. In fact, the more precise and singular the task being recognized, the more effective the gesture is in motivating the employee. Employees want to feel like the work they are doing is making a difference, and that their presence and effort means something to their superiors.

When recognition gives their efforts a sense of value, their morale is uplifted, and as anyone in the workforce knows, morale is contagious (Smither & London, 2009: 103). When one person feels valued, chances are others feel the same. When morale is high negative stress among the group and individuals is considerably reduced, absenteeism

drops and retention rates go up, and all of this leads to higher productivity. When employers give a gesture of recognition to the employee, in public, the acknowledgement feels more unique and consequential to the employee (McCleod, 2010: 50). Public acknowledgement

sends the message to other employees that with hard work, their efforts will be distinguished as well and that creates positive competition among employees resulting in high service delivery

2.6.2 Disadvantages of recognising performance with pay

The most obvious disadvantage of offering extra pay as recognition for employee performance is fitting this recognition into the department budget. When times are tight or unexpected expenses create an unbalanced budget, finding the extra money to put toward employee recognition pay may be difficult or impossible (Downes & Gillihan, 2007: 58). And if the employer made cuts to employee benefits due to lower-than-expected income, paying out performance raises will inevitably create ill-will amongst employees. If the organisation has been in the enviable position of being able to afford employee raises and bonuses based on performance in the past, the organisation must continue to do so (Cooper, 1998: 277). Employees who have routinely gone the extra mile in hopes of earning a performance bonus may be tempted to slow down when performance bonuses are discontinued.

Employees' performance is affected by many factors out of their control, from logistics to the economy and other problems (Foskett & Lumby, 2003: 44). When performance-based recognition systems do not take external factors into consideration, employees who have had their job performance affected by external factors may feel unfairly penalized. For employers, the biggest disadvantage of performance-based recognition pay is that it inevitably leaves employers vulnerable to lawsuits from disgruntled employees. Unless supervisors have excellent documentation to support giving raises and bonuses to some employees but not others, charges of discrimination are likely to rise and can be difficult to defend (Campbell & Bagshaw, 2002: 181).

2.6.3 Performance Management as a Retention Plan

2.6.3.1 Performance Based Conversation

Managers might be busy with day to day responsibilities and often neglect the necessary interactions with employees. Performance based conversation provides the opportunity to coach and offer performance feedback. A performance management feedback forces managers to discuss performance issues. It is this consistent coaching that effects changed behaviours (Desler & Varkkey, 2011: 56).

2.6.3.2 Targeted Staff Development

A good performance management system can be a positive way to identify developmental opportunities and can be an important part of a succession planning process (Mondy, Noe & Premeaux, 2002: 85). Targeted staff development is important for organisational growth. The first step to be taken is by creating targeted staff development plan that advice employee on what is needed to improve their knowledge and skills in doing their job. The plan contains key activities, resources needed as well as the necessary skills necessary to perform in the work place (Mondy et al., 2002: 86).

2.6.3.3 Encouragement to staff

Performance management should be a celebration of all the wonderful things an employee does over the course of a year and should be an encouragement to employees. Performance management should not have personal unresolved issues used against an employee by the employer (Beardwell & Clayton, 2007: 98). It is the employer's responsibility to encourage the employees to take ownership of their jobs and to strive to excel. The employer must acknowledge the employee for good performance and offer reward. To encourage good performance communication plays a pivotal role in encouraging employees (Beardwell & Clayton, 2007: 100).

2.6.3.4 Reward staff for a job well done

If pay bonuses are related to the performance management process, employees can see a direct correlation between performance and financial rewards (Cheese,

2008:28).Employers have the responsibility to retain employees within the organisation. Rewarding employees for good performance is one of the technique that the employer can use to keep employees enthusiastic, motivated and performing well (Cheese, 2008:28).

2.7 CAREER DEVELOPMENT AND CAREER OPPORTUNITY

Employee development is a continuous modification of skills and knowledge, including doing the job well, and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform duties (James, Nolan & Hoover, 2011: 52). Today's employees are expected to take responsibility for developing their own careers.

This includes ensuring that the goal of career development exceeds job attainment and focuses more on attaining the knowledge, skills and experience required to be relevant. It also assumes that valued employees have a firm understanding of organisational needs and that maintaining relevant skills requires continuous learning and skills improvement (Gilligan & Downes, 2007: 54).

Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance. Since employee development is a continuous, dynamic process, employees may need encouragement and support in reviewing and re-assessing their goals and activities (Cooper, 1998: 278). Supervisors are in a key position to provide valuable feedback and resources. Formal training and classes away from the job are effective in providing new information, but adult learners also need to practise new skills. Therefore, employers can contribute significantly to their staff members' career development by supporting career development activities within the department (Foskett & Lumby, 2002:45).

2.7.1 Roles management play in employee development

Coach: Helps employees identify strengths, weaknesses, interests, and values by maintaining open, effective communication and on-going encouragement (Krueger,

2002:16). Management must encourage face to face interaction as well as showing employees how to identify their skills, interests and values. Management can also schedule uninterrupted career development discussions.

Advisor: employers must provide organisational information, realities, and resources to employees. They can help employees develop realistic career goals based on the department's needs and their individual development plans. Advisors can assist employees understand the current opportunities and limitations of the institution as well as advising employees on the feasibility of various career options (Cambell & Bagshaw, 2002: 185).

Appraiser: Evaluates employees' performance in an open, candid way and relates this to potential opportunities. Supervisors can provide frequent feedback in a way that fosters development as well as conducting performance appraisals that define strengths, weaknesses, and career development needs (Boardman & Sundquist, 2009: 68). Management can also relate current performance to future potential in realistic ways using an individual development plan as a tool for continual feedback and development (Mondy et al., 2002: 89).

2.7.2 Job Enlargement

Job enlargement is a job design technique wherein there is an increase in the number of tasks associated with a certain job. Increasing the scope of an employee's duties and responsibilities is how job enlargement works (Smither & London, 2009:106). Job enlargement is a horizontal restructuring method that aims at increasing workforce flexibility and at the same time reducing monotony. Many believe that since the enlargement is horizontal in nature there is not a great need for training (Grote, 2009:19). Contrary to this, others believe job enlargement requires appropriate training but task related training is not required since the person is already performing or has performed those duties before.

The following are major benefits of Job Enlargement:

- **Reduced Monotony:** the job may appear interesting in the beginning. Later the employee gets used to performing the same duties every day. Job enlargement if planned carefully can help reduce boredom and make the job more satisfying and fulfilling for the employees (Disselkamp, 2013:18).
- **Increased Work Flexibility:** There is an addition to the number of tasks an employee performs. There is thus an increased scope of carrying out duties that are multipurpose and yet very similar in certain aspects (Adams, 2006:149).
- **No skills Training required:** since the employee has already been performing the task in the past, there is no need for imparting new skills. The job thus gets more motivational for the one performing it (Phillip & Connell, 2003: 15).

The difference between job enrichment and job enlargement is the importance of quantity and quality (Arthur, 2001: 55). Whereas job enlargement means accumulating the scope a of job quantitatively by adding more tasks, job enrichment means improvement in the quality of a job such that employees are more satisfied and fulfilled. Through job enrichment an employee finds satisfaction and contentment in his job, through job enlargement employee feels more responsible and worthwhile in the organisation (Jennifer & Carsen, 2005: 56). Job enrichment entails the functions of planning and organising, and enlargement involves execution of the same. Both complement each other, in that job enrichment empowers and enlargement executes. Job enrichment means a vertical expansion in duties and responsibilities and span of control whereas in job enlargement the expansion is horizontal in nature.

2.8 RETENTION

Employee retention refers to the ability of an organisation to retain its employees. Employee retention can be represented by a simple statistic (Phillip & Connell, 2003: 17; McCooey, 2013: 32). However, many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense, retention becomes the strategy rather than the outcome. By implementing lessons learned from key organisational behaviour concepts employers can improve retention rates and decrease the associated costs of high turnover (Edward & Philips, 2009: 17). Employers can seek

positive turnover whereby they aim to maintain only those employees who they consider to be high performers.

According to Jennifer and Carsen (2005: 48), reducing employees' turnover should be one of the most important objectives of any organisation. However the problem for employers is not only to keep employees from going to other organisations or other countries but to keep them interested and focused in their jobs amidst the many distractions or diversions that detract from effectiveness and productivity. To retain employees the organisation must categorize the abilities the new employees must have (Arthur, 2001:57). The organisation must clarify and clearly communicate the organisation's mission and goals as well as standard of performance expected to reach the organisations goals.

2.8.1 Employee Turnover

In the human resources context, staff turnover is the rate at which an employer gains and losses employees. This can also be defined as how long teachers intend to stay in the profession and not move to other careers and how many teachers are available within the profession. If an employer has a high turnover, it means that employees have a shorter average tenure (Rodger, Griffith & Peter, 2001: 118). High turnover may be harmful for the organisation's service delivery if skilled and talented workers are often leaving and the worker population contains a high percentage of apprentice workers. Turnover is very expensive for organisations since there are both direct and indirect costs. Direct costs relate to the leaving costs, replacement costs and transitions costs, and indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale (Mcleod, 2010:17).

2.8.1.1 Advantages of Employee Turnover

New employees may bring better knowledge as well as current issues on subjects of value of the employer and since they are still happy about the new job they are motivated and enthusiastic. For example if the students have not being performing well for any reason the new teachers might be just what they need to bring the spark back (Mcleod, 2010: 25). As another example, an organisation composed of new members will have a mode of thinking

which when introduced may change the office dynamic and lead to new ideas. If the previous teachers had an unpleasant relationship with students which hindered learning, the new teachers can re-engage and bring back a good performance of students within the school (Mulvey & Cooper, 2009).

2.8.1.2 Disadvantages of Employee Turnover

One of the most significant disadvantages of high employee turnover is the loss of fully trained employees (Liebier & McConnell, 2004: 18). When your most experienced people depart for retirement or greener pastures, there is a vacuum of intellectual knowledge that goes with them. All the training that they went through to gain knowledge is now gone with their exit. This can be costly because giving the job to a less experienced person who needs time away from the job to get trained can delay productivity.

A loss of points of contact is another drawback. There is a good chance that the experienced employee's rolodex will not transfer to the new employee and a lot of time will be spent building or re-building those relationships; this could mean a lot of networking time for the new group of employees (Annunzio-Green & Maxwell, 2002: 74). The changeover of one employee at a time could be a difficult situation; however the turnover of multiple employees can gut an office and make it slow to a near stop until the training and experience levels raise enough to re-engage with the same efficiency and expertise as before.

2.8.2 Importance of Employee Retention

Employee retention has an almost direct link with the tradition and values of the organisation. Focusing on employee retention begin at the core of the leadership of the department and the values the organisation tries to create (Williams, 2007: 309). The cost of employee turnover is extremely high and the effect it has on the morale of employees is even higher; this is one of the reasons the department must retain employees and reduce staff turnover.

The overall productivity and quality of work generally increases with the satisfaction of employees; employee satisfaction within the organisation can increase the organisation efficiency (Scholliers & Schwarz, 2003: 156). Creation of a favourable work environment for current employees can make the organisation gains pull.

2.8.2.1 Retention Strategies

According to Phillips and Edward (2009:49) in order for organisations to attract and keep hard working talented employees, the organisation must make note that employees are the ones doing the work. Organisations should revisit their human resources strategies to be able to accommodate this shift and to gain competitive advantage. Table below presents a comparison between the old and new reality

Table 2-1: Comparison between old and new reality

Old reality	New reality
People need companies	Companies need people
Machines, capital and geography are competitive advantage	Talented people are competitive advantage
Better talent makes some difference	Better talent makes a huge difference
Jobs are scarce	Talented people are scarce
Employees are loyal and jobs are secure	People are mobile and their commitment is short term
People accept the standard package they are offered	People demand much more

(Source: Phillips & Edward, 2009).

2.9 DEPARTMENT OF EDUCATION STAFF RETENTION POLICY

According to Schillion (2011: 70) a number of factors can result in a shortage of educators within the Department. These include attritions: resignation, medical boarding, dismissal, emigration of highly trained professionals for greener pastures, unfavourable working environment, restrictions related to self-development, e.g. granting of study leave and a lack of recognition of good performance. The impact of employee losses can result in a loss of efficiency and impact on service delivery during the employee's notice period, costs incurred from recruitment and selection, increased training costs and loss of efficiency and impact on service delivery (Williams; Champion & Hall, 2012:426).

2.9.1 Strategies for retaining employees or educators

2.9.1.1 Recognition of good performance

In order to retain the relevant educators who are motivated and committed to their jobs, the Department is committed to provide its dedicated employees or educators with opportunities for occupying senior positions based on good performance and proven managerial skills (Schillion, 2011: 62). Another strategy is that the employees or educators should receive regular feedback on their own performance as well as recognition for a job well done. Performance appraisal should be used to determine training needs and be seen as a part of a development programme rather than a punitive measure (Williams; Champion & Hall, 2012: 63).

2.9.1.2 Training and Development

Training and Development are long-term investments in any Department. All managers and supervisors are required to identify the training needs of their supervisees and ensure that they are exposed to the relevant training courses (Williams; Champion & Hall, 2012:422). The Department undertakes to create its pool of skills and knowledge by developing its employees or educators. Employees or educators will be identified as per their training needs and be sent for training to acquire new skills, thus enabling the Department to retain them.

2.9.1.3 Bursary Allocation

The granting of bursaries by the Department plays a vital role in the development and retention of employees or educators. It is believed that the development of personnel or educators through the granting of bursaries will ensure continuity in job performance, prevention in the loss of productivity and time lag before a new recruit can perform at the expected standard. The bursary will be granted in terms of scarcity of skills to ensure that the scarcest skills or applicants from the disadvantaged groups that are in the minority should be given the first preference (Tabitha & Nganga, 2011:117). In order to ensure retention of bursary recipients, bursaries will be granted subject to a service obligation equal to the duration of studies funded by the Department.

2.9.1.4 Incentives

Incentives involve both the money the employee receives get for the job performed and other reward that the employees receives that are not money based. The Department is committed of rewarding certain identified target groups (Armstrong, 2004:29). Supervisors will be required to submit evidence of outstanding work performance of their employees to the relevant office for consideration.

2.9.1.5 Advantageous Work Environment

Managers are given the responsibility of providing fellow employees with leadership as well as the authority of ensuring that the employees are performing their duties diligently. Supervisors must observe as well as show employees how the job should be done and manage performance of employees for career development and more productivity. Managers must make sure that employees are working under good working conditions and create a learning culture where initiatives, creativity and innovation are rewarded (Tabitha & Nganga, 2011: 61).

2.9.1.6 The establishment of an Employee Assistance Programme (EAP)

An employee Assistant Programme is responsible for the wellbeing of employees within the organisation. The aim is to create the most conducive working environment, with the intention of helping workers (Mannion, 2004:43).

2.10 CONCLUSION

It is essential that the design and implementation of remuneration and retention policies and programs enhance teachers' abilities and improve the schools overall effectiveness. Inattention to teachers, dissatisfaction with remuneration practices can cause poor management relations, excessive absenteeism, turnover and substandard productivity while teacher's migration can lead to poor education system in the North West Province and the country as a whole (Armstrong, 2007). Compensation can be linked to business structure and employee recruitment, retention, motivation, performance, feedback, and satisfaction and are typically among the first things potential employees consider when looking for employment (Liebier & McConnell, 2004: 16). For employees, compensation is the equivalent not of how much they are paid, but ultimately, to how they are valued. Employee retention almost always has a direct correspondence to the culture of the organisation. Focusing on employee retention starts at the core of the leadership of the Department and the values the organisation tries to create.

Talent management is a useful term to describe an organisation's commitment to hire, manage and retain talented employees. It comprises all of the work processes and systems that are related to retaining and developing a superior workforce. Talent management gives managers a significant role and responsibility in the recruitment process and in the on-going development of and retention of superior employees. In some organisations, only top potential employees are included in the talent management system. In other institutions every employee is included in the process. Talent management is a business strategy and must be fully integrated within all of the employee related processes of the organisation (Wisker, 2014: 19).

The following chapter is chapter three (3) which will be discussing research design and research method.

Chapter 3: RESEARCH METHOD

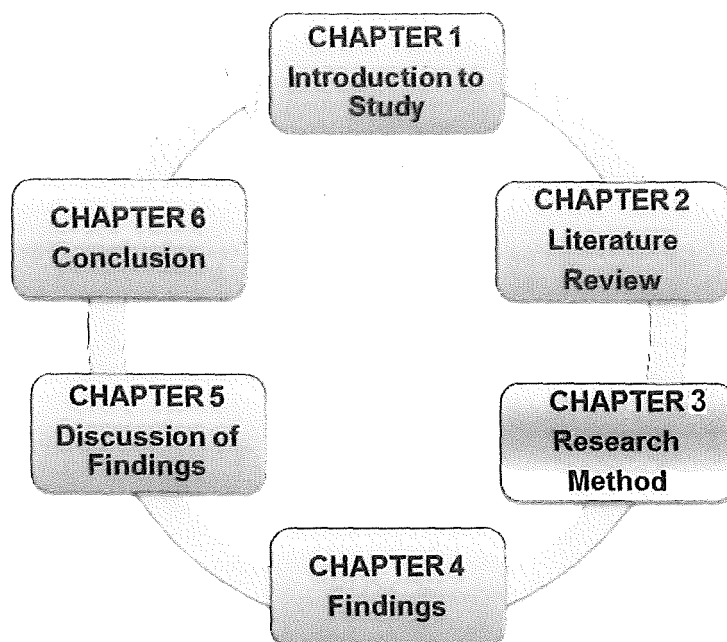


Figure 3-1: Chapter 3 in Context

3.1 INTRODUCTION

In Chapter 3, a summary is given of the research methodology used in this study in addressing the research problem presented in chapter one (Creswell, 2003). Furthermore, a detailed description of the research design, quantitative method, population and sample, data collection, data analyses techniques and strategies to ensure quality and rigour of the research design as well as the ethical considerations are outlined in this Chapter.

Research is based on some underlying theoretical explanation. The theory about what establishes a research and which research method is appropriate for the creation of the data in a given study. In order to conduct and evaluate any research, it is significant to know and understand these theories. This chapter deliberate more on the methods and designs used in this study. Common designs are discussed and interpreted theoretically by the use of literature. In addition, the chapter discusses the research methodology used in the study including strategies, instruments, and data collection and analysis methods, while explaining the stages and processes involved in the study (Wicker, 2011).

3.2 RESEARCH PARADIGM / PHILOSOPHY

Paradigm is a view point which outlines ideas and action, is a school of thought or a framework for thinking about how a research ought to be conducted to ascertain truth (Cryer, 2006). Paradigm can be defined as a function of how the researcher thinks about the development of knowledge (Foreman & Gillett, 1997). It helps the researcher to conduct the study in an effective manner. Research paradigm includes the research methods and research philosophies (Maxwell, 2005).

3.2.1 Ontology

Ontology is the philosophical study of the nature of being as well as the basic categories of being and their relations (Bryman & Bell, 2012). The philosophical perspective of ontology focuses on categories analysis. Ontology has been viewed as both a part of metaphysics and as part of science. Historically ontology has been a branch of metaphysics interested in formulating answers to the questions of what exists. Metaphysics asks different questions than ontology, notably the question about the nature of being whole (Poli, Healy & Kameas, 2006).

3.2.2 Epistemology

A brief definition of epistemology is the philosophical theory of knowledge; of major importance is the issue of what counts as knowledge (King & Horrocks, 2010). An epistemology matter explains the question of what is regarded as acceptable knowledge in a discipline (Saunders et al., 2009).

3.2.3 Modernistic Approach

Modernism reflects the key values of the clarification era, and a belief in progress and order. Rewards and remuneration practices study thus reflect modernist ideas as there is concerned with interventions to address retention in the teaching profession and thus to work towards progress and order (Kumar, 2005).

3.3 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

3.3.1 A description of the study

The study focuses on assessing the impact of rewards and remuneration practices in retaining teachers. Teachers as individuals have different needs and wants and prefer different rewards and remuneration practices, therefore determining the level of a teacher's satisfaction towards the salaries and benefits they receive (Green, 2007: 38).

3.3.2 Qualitative research method

Qualitative data can be defined as organised, interpreted, analysed and communicated so as to address real world concerns (Tracy, 2013). Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations (Pring, 2004: 58). In broad terms qualitative research is an approach that allows one to examine people's experiences in detail (Hennink, Hutter & Bailey, 2011). This research uses a qualitative research method.

3.3.2.1 Advantages of the Qualitative research methods

Qualitative research has its own set of strengths (Morris, 2006:76). Qualitative research is excellent for studying contexts you are personally curious about but had never been before had a valid reason for entering. Qualitative research can uncover salient issues that can later be studied using more structured methods (Tracy, 2013).

3.3.3 Classification of the study's overall research

Research methodology is a way to methodically explain a research problem. It may be understood as a science of studying how research is done systematically (Kothari, 2004). Research is conducted to establish facts, confirm the results of previous work and solve new and existing problems. Goddard and Melville (2001:26) state that the primary purposes of basic research are documentation, discovery and interpretation. Approaches

to research depend on epistemologies, which vary considerably both within and between humanities and sciences. Methodology refers to the techniques used to manipulate data and acquire knowledge (Chilisa, 2012:56, Kumar, 2011:48). This study uses primary data that was obtained through interviews.

Research originates with a question or a problem. It normally requires a clear articulation of goals. A research follows a specific plan of procedure and usually divides the principal problem into more manageable sub-problems. Research is guided by the specific research problem, question, or hypothesis; research accepts certain critical assumptions and it requires the collection and interpretation of data in attempting to resolve the problem that initiated the research (Marshall & Rossman, 2011).

This study's overall research design can be classified as follows:

- Empirical - This study can be classified as empirical, as primary data was collected from the participants.
- Basic research - Basic research seeks to expand the knowledge of the field under study and it is conducted to better understand certain processes and their outcomes. The research conducted in this study focused on improving the understanding of the challenges associated with the attraction and retention of quality secondary school teachers within this specific rural area.
- Exploratory - Kumar (2011) states that exploratory research aims to explore and investigate an area about which little is known.
- Cross-sectional study design - This design is used when a study investigates the prevalence of a certain phenomenon. Cross-sectional design entails the collection of data on more than one case and at a single point in time in order to collect the data (Bryman & Bell, 2011). This study was cross-sectional as all the participants will only be interviewed once and no follow-up interviews will take place.
- Primary data - Primary data refers to the information collected for the research project. This type of data is seen as the most valid, informative and meaningful data. The data that was used in this study was collected specifically for this research study.

- Qualitative data - Qualitative data is data that is not numerical (Saunders et al., 2009). In this study the data was collected through means of interviews and no numerical data was used.

3.4 SAMPLING

Sampling is a practical way of collecting information. In this study the simple random sampling technique was utilized. This means that each teacher had an equal opportunity to be selected as a respondent to the interview (Lohr, 2010).

3.4.1 Target Population

Population size and type depend on the purpose of the research. The term population is a collective one used to describe the quantity and type of cases in the study. Population must consist of all possible elements so that the researcher can generalise (Cargan, 2007). A population is a group of potential participants to whom you want to generalize the results of a study (Foxcroft & Roodt, 2005). In order for the results to be generalized, the sample must therefore be representative (Swanepoel, Erasmus, van Wyk & Schenk, 2011:44). The study focuses on teachers in North West Province schools and six (6) teachers were randomly selected to participate in the study. Three (3) teachers are currently teachers with experience in the field and the other (3) were teachers who had left the profession for other careers; they are teachers who could not be retained.

3.4.2 Sampling Technique

Sampling technique is a method that is best used to choose the most appropriate sample for the purpose of determining individualities of the entire population. The best technique of confirming the appropriate sample is through purposive convenience sampling. Therefore, the study adopted a purposive convenience sampling (Bless, Higson-Smith & Kagee, 2006). It refers to a method of drawing a sample of a population so that each member of the population has an equal chance of being selected. In terms of random sampling there are two important steps necessary to draw a random sample (Welman & Kruger, 2001).

The demographic breakdowns of the participants are displayed in Table 3.1 below. According to this Table three (3) participants are males and the other three (3) are females. All six (6) participants are Africans. Four (4) participants are single and two (2) participants are married. One (1) participant has Matric, while three (3) participants have University Degree and two (2) participants have Master's Degree. one (1) participant have three years teaching experience, three (3) participants have four years teaching experience while one(1) has twenty three years teaching experience and the other one (1) has eight years teaching experience.

Table 3-1: Participants' profiles

Characteristic	Category	Frequency
Gender	Male	3
	Female	3
Race	African	6
Marital status	Single	4
	Married	2
Highest qualifications	Matric	1
	Degree	3
	Masters	2
Years of experience	3 years	1
	4 years	3
	8 years	1
	23 years	1

3.5 DATA COLLECTION

Greene (2007:5) states that data collection is the process of gathering and assessing data on variables of established system that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study. While procedures vary by discipline, the focus of ensuring accurate and honest collection remains the same (Sapsford & Jupp, 2006).

3.5.1 Interviews

Qualitative interviewing has become the most used tool in research; one of the reasons is because the researcher interacts with interviewees. This helps both the researcher and the participants to be more at ease since meeting and talking is what happens every day. An interview might feel like just a social day-to-day interaction, and that assists the interviewer to get more information on the researched topic (King & Horrocks, 2010). The qualitative research interview tries to explain the significance of a certain topic (Swanepoel, Erasmus & Schenk 2008:70; Taylor 2000:63).

3.5.1.1 Advantages of interviews

One of the Advantages of Qualitative Interviewing is getting deeper information for the research from the interviewee (Bhattacharyya, 2006: 31). The participant fully expresses him or herself and can also use relevant examples directly or indirectly. During the interview the participant might use different voice tones and body language; that gives more insight to the research since the researcher gets the opportunity to know the emotions and thoughts that accompany a certain event. Social cues, such as voice, intonation, body language etc of the interviewee can give the interviewer a lot of extra information that can be added to the verbal answer of the interviewee to a question (Mitchell & Jolley, 2013:81).

According to Bless and Higson-Smith (2000:64), Qualitative Interviewing has a unique advantage in its specific form. Researchers forms the questions participants are going to answer and this assists the researcher to get the exact information he or she needs. The questions that are formulated by the researcher for interview also help the participants to stay relevant within the topic. The researcher also has the opportunity to learn about other aspects related to the topic which the researcher was not aware of. The researcher also gets the opportunity to hear the participants view concerning the factors of focus in the study (Griffith, 2010:91).

3.5.2 Research Procedure

Permission was requested at the Head of the Department of Education in the North West Province to enter schools in the North West Province and the request was approved.

School Principals were asked permission to enter schools to conduct the research and permission was granted.

3.5.3 Data Verification

Data verification is a process where different types of data are tested for accuracy and inconsistencies after data migration is done (Morse & Niehaus, 2009). To ensure accuracy, after transcribing the data the transcription it will be sent to the participants so they can read it to check it is a true statements of what they said.

3.6 DATA ANALYSIS

Data analysis is a stage that incorporates several elements (Boardman& Sundquist, 2009). At the most obvious level it might be taken to mean the application of statistical techniques to the data that have been collected. However the analysis of qualitative research notes begins in the field, at the time of observation, interviewing, or both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation. Simply reading the notes or transcripts is an important step in the analytic process. Researchers should make frequent notes in their personal note books during data collection to identify important statements and to propose ways of coding the data (Horwitz, Heng & Quazi, 2006).

3.7 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN

According to Gill and Johnson (2002: 65), research design is the plan according to which data is collected to investigate the research hypotheses or questions in the most economical manner. The aim of this study is to determine the impact of rewards and remuneration practices on retention. The purpose is to develop strategies that would assist government schools in managing their reward and remuneration practices, and increasing teachers' retention. A qualitative approach was used for this study (Foxcroft & Roodt, 2005).

3.7.1 Credibility and trustworthiness

The trustworthiness of a qualitative study can be improved by maintaining high credibility and objectivity (Loeb & Stempien, 2002:58). Since a qualitative researcher's perspective is naturally biased due to the researcher's association with the data, sources, and methods, various audit strategies can be used to confirm findings. Therefore, trustworthiness of interpretations and findings are dependent on being able to demonstrate how they were reached (Bamberger, 2000: 38).

3.7.2 Transferability

Transferability is applied by the readers of research. Transferability can apply in varying degrees to most types of research. Transferability is not about general statement, but invites readers of research to make connections between elements of a study and their own experience (Cardinal & Aitken, 2006: 448).



3.8 ETHICAL CONSIDERATIONS

The study was conducted with assurance of confidentiality to subjects and with the respect to their right to privacy and anonymity (Cardy & Leonard, 2011). The records of participation are going to be viewed by people who make sure the research is done properly for academic purposes including the supervisor, co-supervisor and external examiner. The study is not biased and participation is voluntary. In answering some questions the participant may not be absolutely certain of answers, which is understandable, because in answering questions there is no right or wrong answer. Some questions might be of a sensitive nature so the participant is free not to answer them if he or she wishes. The research is solely used for academic purposes (Gregory, 2003).

3.9 CONCLUSION

Chapter three (3) of this research has dealt with how the whole research will be carried out. This chapter outlines the research route map consisting of themes such as research design, population and sampling techniques, data collection method and statistical

analysis. It has also illustrated the data collection method and tools to be used reflecting the summary of the questionnaire to be used.

In the next chapter 4 (four) a presentation of the data collected through questionnaires is made. The collected data was analysed and interpreted in Chapter four.

Chapter 4: FINDINGS

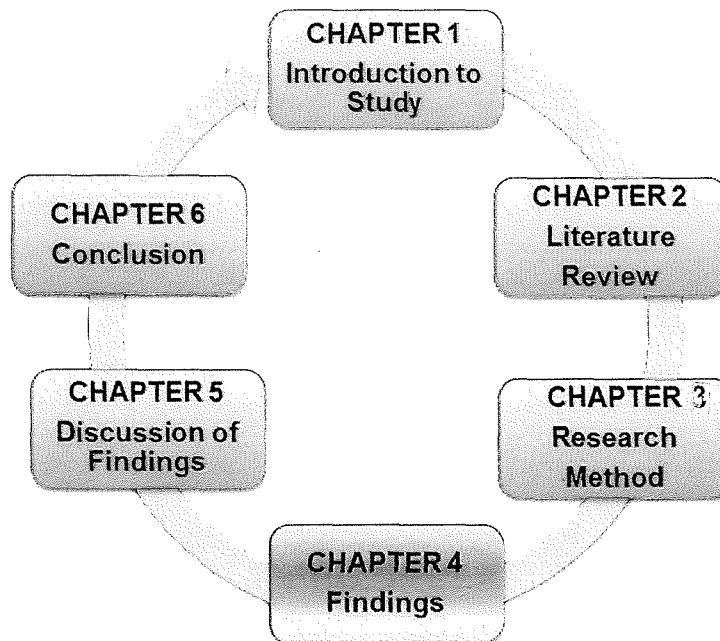


Figure 4-1: Chapter 4 in Context

4.1 INTRODUCTION

Chapter four focuses on the analysis of the data and presenting the findings. This chapter contains methods used to analyse and interpret data that is gathered during interviews. Chapter four outline the researchers views of the data collected, themes are identified. Themes are initial statements of participants matched and grouped together according to how interview questions were answered.

4.2 IDENTIFYING STATEMENTS RELATING TO THE TOPIC

The processes of data analysis in qualitative research are multifaceted. It is not a matter of choosing and applying an accepted procedure. A mixture of three (3) key areas is involved. The first is related to the researcher's views and selection in the research and their effect on the data collected and analysed. The second relates to the design and methods used and the third involves the presentation of findings and theoretical interpretation of analysed data (Grbich, 2013). In this process the relevant information is separated from all the

irrelevant information. This type of analysis was appropriate as it identified general themes that were common to most of the participants. Remuneration and reward, retention and turnover factors identified are shown in Table 4.1.

Table 4-1: Initial statements identified in the data

REMUNERATION REWARD FACTORS	& RETENTION FACTORS	TURNOVER FACTORS
Basic Salary	Knocking off early	Good performance is not rewarded
Pay Progression	Good work life balance	Poor remuneration and rewards
Study leave	Study leave	No performance management system
Sick leave	Sick leave	No career advancement
Paid public holidays	Child development: intrinsic motivator	No support from the Profession
Paid school holidays	Support from family	Children's bad behaviour
Medical aid	Job security	Lack of infrastructure and resources
Unemployment Insurance Fund	Good Leadership (Principals)	Favouritism in terms of promotions
Housing allowance	Improving Education quality	Qualifications and experience are not rewarded.

These themes reflected different aspects of the ways in which the participants experienced the specific phenomenon. The themes were selected based on my opinion regarding their importance and relevance to the phenomenon. The data was then classified into these different themes. The table has three (3) factors namely: remuneration and reward factor, retention factor and turnover factor. Remuneration and reward factor outline different types of remuneration and reward. Under retention factors all the factors that retain teachers in the profession are identified. Turnover factors contain areas of the teaching profession that make teachers leave the profession.

4.3 THEMES TO IDENTIFY THE PHENOMENON

Table 4.2 contains themes identified to describe the phenomenon. In this table the statement of participants are grouped together and are turned into themes. Five main themes were identified from the interviews:

- Reward and compensation factors relating to teachers quitting the profession
- Benefit Factors retaining teachers to the professions
- Work-life Balance
- Performance
- Career Development

The different data themes that were outlined correspond to different parts of the research problem. The research questions are discussed by presenting the data in a table indicating which participants agreed with each specific statement. Quotations from participants are presented in italics and significant phrases are underlined. These themes are discussed in the ensuing section.

Table 4-2: Themes identified to describe the phenomenon

INITIAL STATEMENTS	MAIN THEMES IDENTIFIED	DESCRIPTION
• The profession does not offer support to teachers • Reasons for teachers quitting the profession • Current positions after teaching • Lack of resources • Children's bad behaviour • Favouritism in promotion • Teachers are unappreciated	Repelling factors in terms of career development and career recognition.	This category includes general reward and compensation factors relating to teachers' decision quitting the profession.

• Retaining factors to a teaching career • Targets set are realistic • Suggested methods schools can use to attract and retain teachers • Developing a child • Knocking off early • Study leave and sick leave	Retaining factors in terms of benefits and remuneration practices	The category includes benefit factors retaining teachers within the profession
• Good work life balance • Work life balance is satisfactory • Families are supportive	Work life balance	This category includes factors relating to work life balance
• Good performance is not rewarded • Reasons for below standard quality education • Performance management system does not exist • Targets set are not realistic	Performance management system and recognition	This category includes factors relating to performance management system and recognition
• Lack of career advancement opportunities • Experience and qualification are a necessity	Career advancement and opportunities	The category includes factors relating to hindrance of career development

4.3.1 Theme 1: Reward and Compensation factors relating to turnover Intentions of teachers

This category includes general reward and compensation factors relating to teachers' decision quitting the profession. The factors are discussed in Table 4.3 below.

Table 4-3: Reward and Compensation factors relating to turnover Intentions of teachers

REPELLING FACTORS	PARTICIPANTS
Career development plan is not good and in some schools it doesn't exist	P2, P3, P4
Teachers' pay is bad	P1, P2, P3, P4
Teachers receive no recognition for doing well	P2, P3, P4, P6
Definitely want to quit the profession	P1, P2, P3, P4, P6

4.3.1.1 Sub-Theme: Career Development

This theme relates to the satisfaction that teachers experience with their career development opportunities. Some of the quotes from the participants include:

"Ah in terms of the teaching profession there is no much happening there because is all about experience that you have you know in some cases people that you know" (P2)

"ah when it comes to teaching this career development plan it doesn't work for old teachers especially with the changes that are happening regularly it does suit them at all because it doesn't help them to develop , can be able to deliver the best content to the learners". (P3)

"For sure Department of Education did not have any career development plan not at all I can say, teachers were not encouraged at all to go at reading". (P4)

According to respondents, a career development plan exists in some schools and doesn't in others; it all depends on the principal and how professional and organised he or she is. Other respondents especially those who are still in the profession highlighted that in the current system career development plan exists even though they feel it does not cater for the old teachers who are used to the old system where there was no career development plan. The respondent also highlighted that when a new curriculum is introduced teachers

are never given enough time to prepare and familiarise themselves with the curriculum but everything is done.

4.3.1.2 Sub-Theme: Pay

This factor relates to teacher's satisfaction with compensation. Some of the quotes from the participants include:

"I want change we want changes if I have to speak for all of us eh the money is (sic) I could say is not enough it does not match with the standard of living" (P1)

"I want my basic salary to increase because as it goes up the petrol price goes up every day". (P2)

".... Basic salary doesn't cover my needs at all" (P3)

"Unfortunately at that time the money was very little I struggled to meet my needs" (P4)

Participants highlighted one of the reasons they want to quit the teaching profession is because the pay is too little. Those participants, who had already left the profession for other careers, mentioned that they could not cover most of their basic needs when they were still in the teaching profession.

4.3.1.3 Sub-Theme: Lack of Recognition

This theme relates to the extent to which a lack of recognition enhances the turnover intentions of school teachers. Some of the quotes from the participants include:

"Ok in terms of recognition teachers aren't (sic) getting that much recognition most of the time you find that is the learners" (P2)

"Teachers are not recognized at all in public schools and rural school". (P3)

"Definitely the Department did not recognize teachers I mean am one of them who produced the best results in English in the sachet around Rustenburg no recognition at all". (P4)

"Teachers were not recognized for good performance" (P6)

Participants discussed how teachers are never recognised for good performance and that the only people who get recognition are the school and the children. This lowered their morale because they put in much effort and they don't even get a thank you. The participants mentioned that the only reward they receive is internal satisfaction. The participants stated that they would really appreciate some reward or recognition for the good job that they do.

4.3.1.4 Sub-Theme: Turnover Intentions

This theme refers to the extent that teachers' wants to quit the profession:

"Yes I have considered quitting I believe most of us have been there eh the few reason involved are here I realized I don't have time for myself anymore" (P1)

"ah yes I intend on quitting and in a couple of years because ah as much as I love teaching, I don't see myself doing it for the rest of my life" (P2)

"Yes I have considered quitting this profession because we don't get much recognition and reward on this profession and our salary is as little as we cannot do anything with it". (P3)

“Definitely there was an instance where I nearly left teaching because I wanted to go back to school” (P4)

“Am no more there anyway, because I planned to move on with further qualifications”. (P6)

The findings of the research has showed that most teachers want to leave the profession for various reasons, some of which are no recognition, not getting rewarded satisfactorily, and others because of advancement opportunities.

4.3.2 Theme: Benefit Factors that retain teachers in the profession

The category includes the benefit factors retaining teachers within the profession. The factors are reported in Table 4.4.

Table 4-4: Factors that retain teachers in the profession

RETAINING FACTORS	PARTICIPANTS
Performance Targets set are realistic	P2, P3
Developing a child	P1, P2, P3, P6
Knocking off early	P2, p3
Leave and closing of schools	P1, P2, P3, P4, P5

4.3.2.1 Sub-theme: Realistic Performance Targets

This theme relates to the extent to which realistic performance targets can retain school teachers. Some of the quotes from the participants include:

“Certain percentage that the school has to reach in terms of the pass rate so they are very realistic” (P2)

"The targets are realistic"

(P3)

According to the findings the targets set are realistic and they are attainable.

4.3.2.2 Sub-Theme: Child Development

This theme relates to teachers' experiences of child development in schools. Some of the quotes from the participants include:

"One advantages for me you going to change someone's life"

(P1)

"Ah for me the advantage of teaching is that you get to work with young minds you know the good thing is having to you also had a hand in building the child to be something nice in life".

(P2)

"Like building and constructing, developing a child that keeps there that makes me love the profession developing young children

(P3)

When you teach the kid you are helping the nation. You are giving skill to children you are empowering them to be good citizen, to be skilled workers for the future one day. You are laying a foundation for something good in the future that is the only advantage because the nation must be educated".

(P6)

The participants' stated that one of the reasons they are still in the profession is because of the fact that they are developing a child's life. The participants that left the profession highlighted that what they still see as positive in the teaching profession is child development.

4.3.2.3 Sub-Theme: Flexible work time

This theme relates to the extent to which flexibility influences the retention of school teachers. Some of the quotes from the participants include:

"I think one of the benefit of having of being a teacher is the fact that you go in at 7 o'clock and you are done at school at 3 o'clock so that means that you have that extra time to get home you know to make sure that your family is looked after" (P2)

"I knock off early I can be able to cook and to look after the kids and help them with homework that is how nice it is". (P3)

According to the findings knocking off early is one of the positives of teaching according to the participants. The reason for this is that they get the chance to be with their families and do their domestic duties.

4.3.2.4 Sub-theme: Vacation and Leave

This theme relates to the extent to which holidays and leave retain in schools. Some of the quotes from the participants include:

"sick leave and study leave this are two important benefits to me you know if am sick I don't expect to go to work and go to get help at the same. Eh if I want to go study eh there is only one way to make it in this profession you need to study ya(sic) to benefits yes am happy with them ya(sic)". (P1)

"ah benefits that works best for me is sick leave, study leave and health care because at least being sick is something that you can't control and being able to be paid while you study helps because you don't have to spend much time away from your studies"

(P2)

"I can say all this benefits work for me especially sick leave, study leave and paid public holidays because with study leave I can be able to study and obtain more qualification you see as a teacher is not a nice time thing you can do it for a certain period so I need to benefit me on that way".

(P3)

"I would(sic) say the ones that best suited me were public holidays in a sense that I was staying away from my family and so public holidays, paid public holidays were giving me time to go meet my family".

(P4)

"The positives of teaching are we do have long holidays when the children close you go stay at home with the family"

(P5)

According to the findings study leave and sick leave are the ones more important to the participants. Schools holidays for students are also important since participants' highlighted that they stay far away from their families so that time they use it to relax and spend it with their families.

4.3.3 Theme: Work-Life Balance

This category includes factors relating to work life balance in teaching. The findings are reported in Table 4.5 below.

Table 4-5: Work life Balance

WORK LIFE BALANCE	PARTICIPANTS
Work life balance is satisfactory	P2, P3, P4
Families are supportive	P1, P2, P3, P4, P5, P6
The profession is supportive	P1, P4, P6

4.3.3.1 Sub-Theme: Satisfactory work life balance

The theme relates to the extent that teachers are satisfied with their work life balance. Some of the quotes from the participants include:

"I am satisfied with the work life balance because is all about keeping to a certain schedule". (P2)

"...am satisfied because I can be able to do whatever I want to do especially at home on holidays am not working. Mmm(sic) school holidays am at home, weekends am at home" (P3)

"for me I would (sic) say definitely I was satisfied ya(sic) I was satisfied because I I am from a family that is very close so u can't stay very far from them every time they gave support when when(sic) I needed it so I was balancing well". (P4)

According to the findings the participants balance their work life balance very well. The participants have the privilege of knocking off early meaning they still get enough time to perform their domestic duties, and school holidays also add to their advantage in terms of work life balance.

4.3.3.2 Sub-Theme: Supportive Families

The factor that relate to families being supportive. Some of the quotes from the participants include:

"Ya(sic) see in terms of in terms of my family of course they are always there for me they encourage me to go on and on when I want to quit". (P1)

"ah from my family I receive lot of support. They understand being a teacher there is many challenges that you need deal with". (P2)

"...family is supportive" (P3)

"...for my family I would (sic) say the love I received from my family " (P4)

"eh the support I was receiving from my family was when I came home tired maybe I do have school work they will help me to mark the books or cover the books for because it was the downgrades". (P5)

"the family agreed I do extra work". (P6)

According to the findings the participants showed the family offered support. Some participants also stated when they take work home the family assists her.

4.3.3.3 Sub-Theme: Supportive Teaching Profession

This theme relates to the extent that the teaching profession is supportive. Some of the quotes from the participants include:

"In terms of profession earlier like I said we have subject advisors, we have colleagues who are on our side ya(sic) we we,ve(sic) got principals who always eh take care of us ya(sic) so in my school there is so much support and the department they do visit us ah for the support and all that". (P1)

"the principal were I started working he was a real dealer he is the one who kept me in the profession he was like a father to me". (P4)

“the profession the principal was very cooperative and giving access to the library when we had Saturday classes” (P6)

According to the finding the principals as well as the Department are very supportive professionally. The participant mentioned that the principal supported him or her with resources as well as motivation.

4.3.4 Theme: Performance

This category includes factors relating to performance management system and recognition. The findings are reported in Table 4.6 below.

Table 4-6: Performance

PERFORMANCE	PARTICIPANTS
Good performance is not rewarded	P2, P3, P4, P6
Performance management doesn't exist	P5, P4
Targets set are not realistic	P1

4.3.4.1 Sub-Theme: Lack of Reward

This theme relates to the extent to which good performance are rewarded. Some of the quotes from the participants include:

“Ok in terms of recognition teachers aren't getting that much recognition most of the time you find that is the learners” (P2)

“Teachers are not recognized at all in public schools and rural school”. (P3)

“Definitely the department did not recognize teachers I mean am one of them who produced the best results in English in the sachet around Rustenburg no recognition at all”. (P4)

“Teachers were not recognized for good performance”

(P6)

According to the findings participants mentioned that good performance is not recognised and that the Department of Education deals only with bad performance. The participants mentioned that the efforts put in dealing with poor performance must also be applied for dealing with good performance.

4.3.4.2 Sub-theme: Performance Management System

This factor relates to the extent that performance management systems exist. Some of the quotes from the participants include:

“What can say about this performance management system by then the was no performance management system”

P5)

“There were not freely outline policies that outline performance policies in schools. There were no guidance”.

(P4)

Many participants who were teachers before moving to other professions mentioned that while they were teachers; a performance management system did not exist.

4.3.4.3 Sub-theme: Unrealistic performance targets

This theme relates to the extent to which performance targets are set in a realistic manner. Some of the quotes from the participants include:

“According to them they say these standards are attainable but however at some point it does not it does not work with us’.

(P1)

According to the finding performance targets set by the Department of Education are not attainable. The reason for this is shortage of books in public schools and facilities (e.g. Libraries, science labs, computer labs). The participants also mentioned children have lost the moral compass in schools hence they don't listen to teachers.

4.3.5 Theme: Career development

The category includes factors relating to hindrance and advancements of teaching careers. The findings are reported in Table 4.7 below.

Table 4-7: Career Development

CAREER DEVELOPMENT	PARTICIPANTS
Favouritism within the teaching profession in terms of opportunities	P3, P4
Equal opportunities in the teaching profession	P1, P6
Experience and qualification are necessary to advance	P2, P1

4.3.5.1 Sub-theme: Favouritism in Teaching

This theme relates to the extent that favouritism hinder teachers in terms of career development. Some of the quotes from the participants include:

“Within the teaching profession there is the favoritism and advancement of opportunities you can’t get a better post especially when you are new is better if you stayed there for a particular period and then favoritism, I don’t like the way they are doing it. I believe everybody deserve opportunity as everyone in there”. (P3)

“talking about advancement opportunities this one is a very painful thing in a sense that is only union members who get promoted, you have to be affiliated to unions and be very close to leaders of union to be able to get promotion and is a sorry sorry(sic) state of affairs

even now that is even now in Education. There is no equality at all".

(P4)

According to the findings favoritism does exist in terms of advancement opportunities. The participants highlighted that for now to advance you have to be a relative of someone in the school that you work in or you have to be affiliated to a union and be very close to the leader of the union.

4.3.5.2 Sub-Theme: Equal opportunities in teaching

This theme relates to the extent to which equal opportunities exist for career development in the teaching profession. According to the findings the opportunities to advance in the profession are fair and equal. Some of the quotes from the participants include:

"that time there was no whether you are a male or female, whether you are a teacher or principal as far as I know we all had equal opportunities".

(P6)

"eh ya(sic) in terms of advancement opportunities in the world of Education we live in the fair world, ya(sic) ehm(sic) you get paid for the qualification that you have eh it goes hand in hand with promotion you know for you to advance you need to be qualified and once you have qualification there is a sure case and you are sure that you will advance from one level to the other".

(P1)

4.3.5.3 Sub-Theme: Educational Qualifications

This theme relates to the extent to which educational qualifications are necessary to advance in the teaching profession. Some of the quotes from the participants include:

"Ehm (sic) when it comes to advancement opportunities there aren't that many cos is all about experience, experience, experience if you don't have experience then you are not considered therefore you have to be a teacher maybe for 4 years or 5 years and that cud assist in order to go to a higher level or post rather than that you will still be in the same position".

(P2)

“you need to be qualified and once you have qualification there is a sure case and you are sure that you will advance from one level to the other”. (P1)

The participants mentioned that experience and qualifications are the only necessities to advance within the teaching profession.

4.4 CONCLUSION

Clearly remuneration packages in the teaching profession are not retaining teachers. Teachers also complain about the benefits that are not satisfactory as well as not being recognised for good performance. The participants who left the profession are surviving better in professions other than teaching and mentioned that while they were teachers they could not cover their personal finances needs. Most participants who are currently in the teaching profession see teaching as the starting point to move to better careers. The participants mentioned that what will keep them in the profession is if an improvement in salaries, recognised for good performance, and more effective career development plan.

The participants mentioned that development of the child brought internal joy and that makes staying in the teaching profession worthwhile. According to the findings a good principal who runs the school smoothly can motivate teachers to stay in the profession. Favouritism is the other factor that hinders career growth. The aim of the study was to establish the impact reward and remuneration practices had on retaining teachers in the profession. The aim of the study has been achieved since reasons were offered by participants as to what retains and repels them in connection with reward and remuneration packages.

The following chapter is chapter five (5) which is a discussion of results.

Chapter 5:. DISCUSSION OF FINDINGS

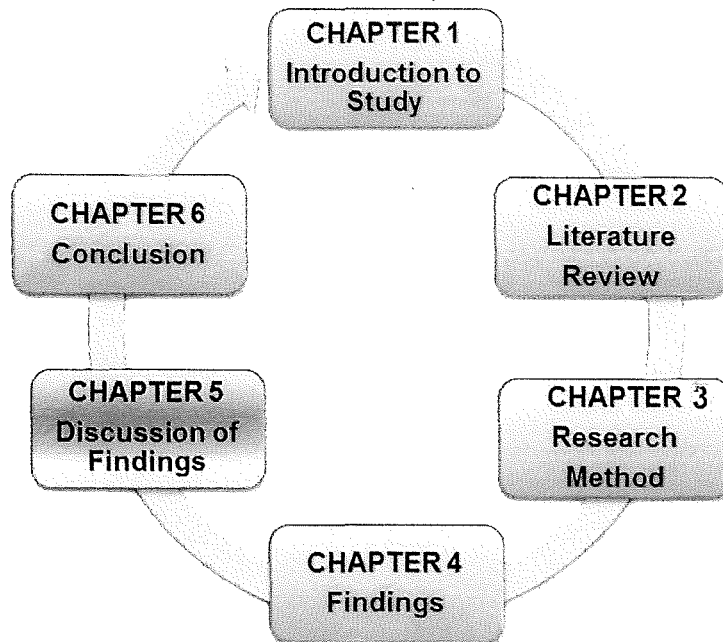


Figure 5-1: Chapter 5 in Context

5.1 INTRODUCTION

For the purposes of the present study, four research objectives were formulated, based on the literature available, on the impact of reward and remuneration practices on retention of teachers. The results of the objectives will be discussed on this chapter. The objectives are supported by literature as well as the findings of the study.

5.2 DISCUSSION OF RESULTS

The results are discussed per research objectives set for this research study. The general objective of the study is to determine the impact of rewards and remuneration on teacher retention. The organisation must retain good performing employees and must be in a position to know those talented and hardworking employees, thereby improving the service of the organisation (Koslowsky & Krausz, 2002: 206). Reward and remuneration are positive factors that respond to the ever-changing job market and employees' needs. Most

good performing employees are educated and continue developing their studies. In rewarding this kind of employees, the organisation reward and remuneration strategies must be more flexible to accommodate such employees. Reward and remuneration practices have a specific impact in retaining good employees, because the hard work put in by employees is expected back in a form of good reward and remuneration by the employer (Nelson, 2012).

5.2.1 Research Objective One: To determine teachers satisfaction towards current remuneration practices in the institution.

The respondents showed great dissatisfaction towards current remuneration practices in the institution. Participants highlighted one of the reasons they want to quit the teaching profession is because the pay is too little. The participants, who had already left the profession for other careers, mentioned that they could not cover most of their basic finances needs when they were still in the teaching profession.

When an employee has certain expectations, or aspirations which he wants to be fulfilled by the management where he is working and if his management neglects or fail to satisfy these, there develops the feeling of dissatisfaction or discontent as a result (Geet, Deshpande, Asmita & Deshpande, 2009 :102)

5.2.2 Research Objective Two: To determine reward and remuneration practice teachers regard as most important.

According to the findings study leave and sick leave are the leave benefits most important to the participants. Schools holidays for students are also important since participants' highlighted that they stay far away from their families so that time is used to relax with their families. The participants stated that one of the reasons they are still in the profession is because they are developing a child's life (Ventrice, 2003: 191). The participants that left the profession highlighted that what they still see as positive in the teaching profession is child development. According to the findings, knocking off early is one of the positives of teaching according to the participants. The reason for this is that they get the chance to be with their families and do their domestic duties. According to the findings the participants

balance their work and life very well. The participants have the privilege of knocking off early meaning they still get enough time to perform their domestic duties, and school holidays also add to their advantage in terms of work life balance (Osborne, 2008: 65).

According to the findings child development brought internal satisfaction and participants considered it as important. Leave that are in the system are one part of the reward and remuneration package that are considered important by participants.

Work life balance is one of the aspect participants highlighted as currently important. Over the last five years or so there has been mounting concern over teacher's workload and the associated problems of health, recruitment, well-being and retention. Teachers need time to reflect on their work, develop skills and knowledge and network with colleagues (Bubb & Earley, 2004:4).

5.2.3 Research Objective Three: To determine the extent to which teachers are considering quitting the teaching profession

The findings of the research showed that most teachers want to leave the profession for various reasons some of which the lacked recognition, not getting rewarded satisfactorily, or because of lack of advancement opportunities (Walsh 2003; 364). According to the findings some participants showed they intend to quit the profession while other participants are in other professions and have already quit the teaching profession.

According to Fearn-Banks (2009: 28) employees must learn what positive performance and how it will benefit the organisation and employees. Employees need job descriptions and perhaps instructions on how the job should be done. Demonstration, practice and special training, or a reference manual may also be helpful. Employees also need to know the consequences of a job well done and a job poorly done. Employees must learn what the job priorities are (Patton & McMahon, 2006). Employees and management can have various opinions of what tasks are priorities. It is important for employees and management to be on the same page. Positive performance must be rewarded. Employees perform well when their work is recognised and rewarded. Whether an employer approves or not, employees

will have personal problems that might interfere with their work. Management should learn to recognise the symptoms of personal crises (Fearn-Banks, 2009: 29).

5.3 CONCLUSION

This chapter offered a discussion of four research objectives that were formulated based on available literature on the impact of reward and remuneration practices on retention of teachers. The four objectives were tested using the data analysis presented in Chapter Four.

The next chapter gives an overview of the research study, and discusses the conclusions, limitations, and possible future research.

Chapter 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

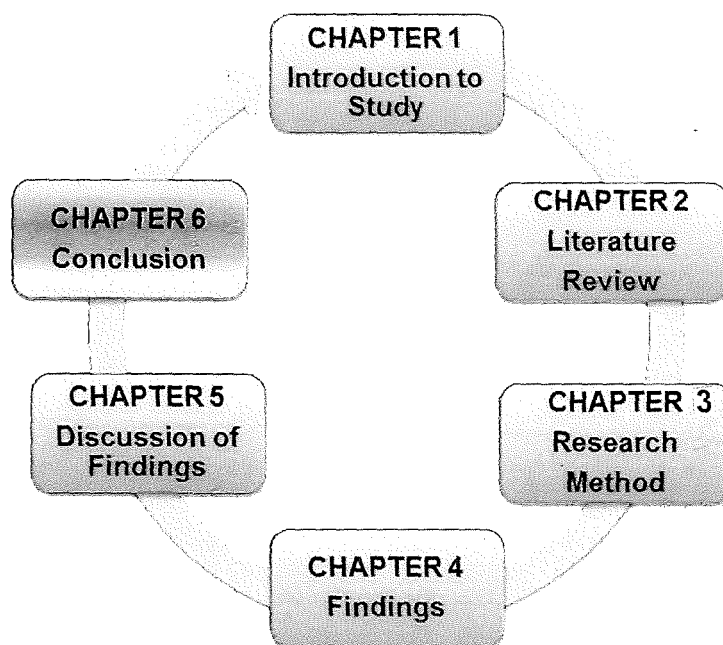


Figure 6-1: Chapter 6 in Context

6.1 INTRODUCTION

The chapter offers an overview of the study. The findings collected from the literature are offered, as well as a summary of the results of the present study. The limitations of the study are given and recommendations are made.

The conclusion is developed through theoretical and practical data collected in the study. In the conclusion drawn from the study teachers are not retained in the profession due to lack of career development. Teachers feel there is no growth in the teaching profession and their job end up being a routine. Promotions are done through favouritism and not because of the hard work the teacher put in. In conclusion it is also established that teachers feel that the system is unfair in changing curriculums (Bubb & Earley 2004). Teachers complain that they are given minimal time to prepare for new curriculum and that makes their job difficult; even worse on old teachers who does not grasp fast. Teachers complain about bad pay,

methodology and the organisation of the study. Background of the study deals with the historical views of the study, concepts used in the study is defined thoroughly with the use of literature. The first chapter of the study contains problem statement, aim and objectives of the study, ethical consideration, and significance of the study, research questions, research design and methodology and the organisation of the study.

Chapter 2: Literature review

In this chapter, literature related to the relationship between performance management and training and development was reviewed. Literature review introduces literature based techniques used to analyse the topic chosen for the study. Literature review also assist in finding differences and similarities of research arguments of books. This chapter contain arguments in books. Literature review assist in giving clear description of the content of research as well as a clear understanding of what the study is about.

Chapter 3: Research Design and Method

In the third chapter, the research methodology followed in this study was discussed. Chapter three of the study introduces certain key words of research and methods used to conduct a research. Ethical consideration is one of the key word that is introduced in the third chapter of the study. Ethical consideration covers the norms and standards used in carrying out the research and dealing with participants in the study. The method used in carrying out the study is discussed, in these studies qualitative research method was used, which can be defined as organised, interpreted, analysed and communicated to address real world concern.

Chapter 4: Research Findings

Chapter four focused on the presentation of the results and analysis of the data. This chapter contains methods used to analyse and interpret data that is gathered during interviews. Chapter four outline the researchers views of the data collected, themes are identified. Themes are initial statements of participants matched and grouped together according to how interview questions were answered. Chapter four also contain profile of participants.

Chapter 5: Discussion of results

In this chapter, the discussion focused on providing a summary of the study, its limitations, as well as the results. The purpose of the chapter is to outline the opinions of both the participant of the study, literature as well as the researcher's. The main purpose of this section is to clearly interpret the objective formulated.

Chapter 6: Conclusion, Limitation and Recommendation

Discussion of conclusion and recommendation made. The chapter offers an overview of the study. The findings collected from the literature are offered, as well as a summary of the results of the present study. The limitations of the study are given and recommendations are made. The conclusion is developed through theoretical and practical data collected in the study. In the conclusion drawn from the study teachers are not retained in the profession due to lack of career development.

6.4 CONCLUSIONS DRAWN FROM THE LITERATURE

The literature states that reward and remuneration practice plays a crucial role in retaining teachers within the profession. Recognition for good performance as well as clarifying the roles the employer expects the employee should perform is important. Work life balance is another aspect that should be considered by the employer since the employee's problem can become the organisation problem (Fearn-Banks, 2009: 29):

- High retention rate is not automatically positive, if it contains slow performers, if the employer is afraid to fire for fear of being sued, as well as hopeless employees who feel imprisoned in their jobs because of finances or a sense of responsibility. Making the most of retention means making the best use of the virtuous employees who remain because they want to, not because they are forced by a particular situation (Wieder, 2008:58).
- Employees protest about pay dissimilarities, slow pay raises, nepotism in offering raises and bonuses as well as unproductive performance appraisal. The problem of deficiency of recognition is related to concerns of compensation and workload (Branham, 2005 : 62; Hemson, 2006: 35).

- Supervisors are in a key position to provide valuable feedback and resources. Formal training and classes away from the job are effective in providing new information, but adult learners also need to practice new skills. Therefore, employers can contribute significantly to their staff members' career development by supporting career development activities within the department (Foskett & Lumby, 2002:45).
- According to Jennifer and Carsen (2005: 48), reducing employee turnover should be one of the most important objectives of any organisation. However the problem for employers is not only to keep employees from going to other organisations or other countries but to keep them interested and focused in their jobs amidst the many distractions or diversions that detract from effectiveness and productivity.
- Compensation can be linked to business structure and employee recruitment, retention, motivation, performance, feedback, and satisfaction and are typically among the first things potential employees consider when looking for employment (Liebier & Mc Connell, 2004: 16).

6.5 CONCLUSION DRAWN FROM THE STUDY

- A career development plan exists in some schools and not in others; it all depends on the principal and how professional and organised he or she is. Those who are still in the profession highlighted that in the current system a career development plan exists even though they feel it does not cater for the older teachers who are used to the old system where there was no career development plan. When a new curriculum is introduced teachers are never given enough time to prepare and familiarise themselves with the curriculum but everything is done quickly.
- One of the reasons teachers want to quit the teaching profession is because the pay is too little. Teachers, who have already left the profession for other careers, mentioned that they could not cover most of their basic financial needs when they were still in the teaching profession.
- Teachers are never recognised for good performance and the only people who get recognition are the school and the children. This lowered their morale because they put in much effort and they do not even get a thank you. The only reward teachers receive is internal satisfaction.

- Most teachers want to leave the profession for various reasons, some of them being lacked recognition, not being satisfactorily rewarded; and others because of lack of advancement opportunities.
- One of the reasons teachers are still in the profession is because they are developing a child's life. Teachers who left the profession for other career paths also highlighted that what they still see as positive in the teaching profession is child development.
- Study leave and sick leave are the leave benefits most important to the teachers. School holidays for students are also important since teachers highlighted that they stay far away from their families so they use this time to relax with their families.
- The principals as well as the Department are very supportive professionally.
- Good performance is not recognised and that the Department of Education deals only with bad performance.
- Favouritism exists in terms of advancement opportunities. To advance you have to be a relative of someone in the school that you work in or you have to be affiliated to a union and be very close to the leader of the union.

6.6 VALUE-ADD AND SIGNIFICANCE OF THE STUDY

The following sector states the value-add of the study. The significance and value-add will be deliberated in terms of the academic and theoretical, practical, and methodological offerings of the study.

6.6.1 Academic and theoretical value-add

This research makes a significant impact to clarifying the impact of reward and remuneration practices on the retention of teachers. Currently, limited research exists into the impact of rewards and remuneration practices on the retention of teachers in the North West Province. This study can serve as a reference to other researchers that might research the topic.

6.6.2 Methodological value add

For purposes of this research, interviews were conducted based on the research themes that had been created. The aim of this study was to obtain the insights of the respondents

regarding the impact of reward and remuneration practices on the retention of teachers, and the study was exploratory in nature. The results obtained from the interviews were sufficient to meet the objectives and themes of the research. The interview questions can be used for further research to determine the impact of rewards and remuneration practices on the retention of teachers.

6.6.3 Practical value-add

This research provides important information to the North West Department of Education, as well as school principals around the North West Province. The practical value that can be acquired by the Department of Education shows the importance authority has in showing good, progressive and coordinated leadership. Many employees of the Department complained about unclear policies in performance management, not having work plans and not knowing exactly what is expected of them by the Department. The practical advice the principal may take from this research is that smooth the running of the school does not only motivate employees but it also retains them. During interviews many participants mentioned that some of the reasons they never left the teaching profession is because of the interrelations and support they had from the principal both professionally and personally. The following section looks at the limitations of the current study.

6.7 LIMITATIONS

The study also has some limitations. The first limitation obtaining access to interviewees since they were in different locations. The other limitation was time management since some interviews were done during the interviewer's lunch breaks and the time was very limited. The other limitation was getting hold of participants of different races since in Mafikeng District most educators are Africans.

6.8 RECOMMENDATIONS

Based on the results of the study, the following recommendations are made:

6.8.1 Recommendation for future research:

Expanding the sample size - the research used six interviewees to collect data. Future researchers can use more participants to expand the knowledge and data collected. When more participants are used in the study the more accurate the findings become and also the researcher gains confidence to generalise.

6.8.2 Recommendations for practice

The factors that are forcing to quit the profession can be summarised as the following:

6.8.2.1 Unsatisfactory salary

Unsatisfactory salary is one of the issues in dispute and it contributes highly to employees leaving the profession or is a reason for high turnover. One of the recommendations is that the Department of Education match salaries with individual employees. For example employees who have been in service and are older cannot earn the same as the employees who just started work and are younger since the responsibilities are not the same, and the policy must apply to both South African and international teachers in the country.

6.8.2.2 Poor performance management system

According to research findings schools do not have a clear performance management system and teachers do not have a work plan, hence this results in poor work performance. Teachers do not clearly know how to reach the pass rate targets sets by the Department of Education. What is recommended is that both principal and the Department work together in coming up with detailed clear performance policies, implement performance management system and monitor the system regularly. Since most grievances arise due to performance appraisal the Department must be clear that performance management system is not a money tool but is to assess the performance of employees.

6.8.2.3 No recognition for good performance

One of the recommendations concerning lack of recognition for good performance is for the Department and schools to develop some awards for good performing teachers. The school as well as the student will establish criteria used to identify good teachers. This can motivate teachers to work harder.

6.8.2.4 Lack of career advancement opportunities

The other recommendation is that teachers be rewarded for any additional degrees acquired. This will motivate teachers to study more knowing that they will be rewarded for their studying. Teachers must also be given more responsibility according to years of experience and get salary increases for increased responsibility.

6.8.2.5 Lack of support within the profession

According to the findings participants complained about lack of support from the management including the Department of Education. Teachers work under terrible conditions where there are no resources, the infrastructure is terrible and discipline of children is impossible. Teachers are left to deal with these issues yet they are expected to produce good results.

The Department of Education as well as the principals must offer more support financially by delivering books, desks and chairs in time, as well as ensuring the infrastructures used are safe to teach in. Teachers must receive the emotional support they need by having Employees Assistance Programmes in schools.

6.8.2.6 Education quality

The criteria used to select and recruit teachers must be stricter. Unqualified candidates cannot be hired as teachers. Teachers must enter the profession out of love rather than money and that way they will go the extra mile in educating the children. Thus, it is recommended that the Department reviews teacher's salary ranges. The Department must also establish means to reward good performance within the teaching profession and give

clear criteria in selecting teachers who are performing. The performance management system also needs to be reviewed and implemented as well as monitor the system thoroughly to ensure that good performance is established and maintained in the profession. Career advancement must go hand-in-hand with the qualifications obtained. In that way teachers with great knowledge and skills will remain in the profession and not go to better paying jobs elsewhere. A career development plan must clearly outline the skills and knowledge the teachers need to enhance as well as how teachers can enhance day-to-day handling of the school and the expectation of the Department from teachers.

6.9 CONCLUSION

Reward and remuneration practices play a vital role in retaining teachers in the profession. Reward and remuneration practice that are satisfactory create intrinsic motivation which can result in good quality education. Remuneration can be defined as compensation and incentives. Being remunerated is when a salary or other financial benefits is allocated to an individual for service rendered (Baguiley, 2009). The pay structure determines what an individual is paid. Once jobs based on their relative worth has been determined, the organisation determines the pay structure and the pay grades for jobs of similar importance and difficulties. Recognition can also assist in ensuring teachers are retained in the profession.

6.10 FINAL REMARKS

Teaching is the most important profession since other professions come from it. The profession need to be taken care of since members of the profession are aging and there are fewer quality teachers entering because there is the perception that teaching is the worst paying profession. The study aimed to make a contribution in highlighting why teachers leave the profession and what can be done to ensure the teaching profession stays strong for the future of the country.

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ANNEXURE A

(DATA COLLECTION INSTRUMENT)

- **QUESTIONNAIRE FOR TEACHERS CURRENTLY IN THE TEACHING
PROFESSION**
- **QUESTIONNAIRE FOR PAST TEACHERS CURRENTLY IN OTHER
PROFESSIONS**

QUESTIONNAIRE FOR TEACHERS CURRENTLY IN THE TEACHING PROFESSION

RESEARCH QUESTIONS

TOPIC: The Impact of Rewards and Remuneration Practices on the Retention of Teachers in the North West Province.

THEMES

- 1. Basic salary**
- 2. Benefits**
- 3. Career development and Career Opportunities**
- 4. Performance Management System and Recognition**
- 5. Work- Life Balance**
- 6. Intention to Quit and Retention**

1. BIOGRAPHICAL INFORMATION

- What is your age group?
- What is your gender?
- What is your race?
- What is your home language?
- Which qualification do you have?
- How many years of teaching experience do you have?

2. BASIC SALARY

- Could you tell me about the meaning of receiving basic salary to you?
- Briefly explain if there are any changes you want on your basic salary and also explain why you want or don't want changes?
- How do you cover your needs and wants with your basic salary?

3. BENEFITS

- Tell me about the benefits you receive as a teacher and describe their significance to you?
- Describe how remuneration packages in the teaching profession suit or does not suit your life style?

- Which benefits works best for you among life insurance, paid public holidays, sick leave, study leave and health care and explain why you most prefer those benefits?

4. CAREER DEVELOPMENT AND CAREER OPPORTUNITIES

- What is your understanding about career development plan?
- Explain the equality of advancement opportunities within the teaching profession?
- How do you develop yourself personally to stay current with the subject you are teaching?

5. PERFORMANCE MANAGEMENT SYSTEM AND RECOGNITION

- How will you explain performance management system?
- Describe how realistic are target set by performance standards policies?
- How are teachers recognized for good performance and what measures are taken to address poor performance?

6. WORK -LIFE BALANCE

- How do you balance your work and family life?
- Explain how satisfied or not satisfied are you with your work life balance?
- What support do you receive from your family and profession?

7. INTENTION TO QUIT AND RETENTION

- Have you ever considered quitting the profession and if yes or no explain why?
- What are the advantages or positives of teaching?
- What retains or repeals you in the profession?
- Which improvements do you think should be made concerning reward and remuneration practices in the teaching profession?

QUESTIONNAIRE FOR PAST TEACHERS CURRENTLY IN OTHER PROFESSIONS

RESEARCH QUESTIONS

TOPIC: The Impact of Rewards and Remuneration Practices on the Retention of Teachers in the North West Province.

THEMES

- 7. Basic salary**
- 8. Benefits**
- 9. Career development and Career Opportunities**
- 10. Performance Management System and Recognition**
- 11. Work- Life Balance**
- 12. Intention to Quit and Retention**

8. BIOGRAPHICAL INFORMATION

- What is your age group?
- What is your gender?
- What is your race?
- What is your home language?
- Which qualification do you have?
- How many years of teaching experience do you have?

9. BASIC SALARY

- Could you tell me about the meaning of receiving basic salary to you then?
- Briefly explain if there were any changes you wanted on your basic salary and also explain why you wanted or did not want those changes?
- How did you cover your needs and wants with your basic salary then?

10. BENEFITS

- Tell me about the benefits you received as a teacher and describe their significance to you?

- Describe how remuneration packages in the teaching profession suited or did not suit your life style then?
- Which benefits worked best for you among life insurance, paid public holidays, sick leave, study leave and health care and explain why you mostly preferred those benefits?

11. CAREER DEVELOPMENT AND CAREER OPPORTUNITIES

- What was your understanding about career development plan?
- Explain the equality of advancement opportunities within the teaching profession then?
- How did you develop yourself personally to stay current with the subject you were teaching?

12. PERFORMANCE MANAGEMENT SYSTEM AND RECOGNITION

- How will you have explained performance management system then?
- Describe how realistic were targets set by performance standards policies then?
- How were teachers recognized for good performance and what measures were taken to address poor performance?

13. WORK -LIFE BALANCE

- How did you balance your work and family life?
- Explain how satisfied or not satisfied were you with your work life balance?
- What support did you receive from your family and profession then?

14. INTENTION TO QUIT AND RETENTION

- Have you ever considered quitting the profession and if yes or no explain why?
- What were the advantages or positives of teaching?
- What retained or repealed you in the profession?
- Which improvements did you think should be made concerning reward and remuneration practices in the teaching profession?

ANNEXURE B

**(PLAGIARISM TEST FORMS &
DECLARATION)**



Academic Administration (Mafikeng Campus)

SOLEMN DECLARATION (for Masters and Doctoral Candidates)

1 Solemn declaration by student

I BOITUNELLO NATHUENI declare herewith that the mini-dissertation/dissertation/thesis entitled,
THE IMPACT OF REWARDS & REMUNERATION PRACTICES ON THE RETENTION OF TEACHERS

which I herewith submit to the North-West University as completion/partial completion of the requirements set for the MASTER degree, is my own work and has not already been submitted to any other university.

I understand and accept that the copies that are submitted for examination are the property of the University.

Signature of candidate [Signature] University-number 21438925

Signed at NWU MAFIKENG this 28 day of JULY 2014.

Declared before me on this 28 day of July 2014
Commissioner of Oaths: [Signature]

Simon Rasikhalela
Commissioner of Oaths
Law Clinic-Attorney
North West University
018-389-2030

2 Declaration by supervisor/promotor

The undersigned declares:

- 2.1 that the candidate attended an approved module of study for the relevant qualification and that the work for the course has been completed or that work approved by the Senate has been done
- 2.2 the candidate is hereby granted permission to submit his/her mini-dissertation/dissertation or thesis
- 2.3 that registration/change of the title has been approved;
- 2.4 that the appointment/change of examiners has been finalised and
- 2.5 that all the procedures have been followed according to the Manual for post graduate studies.

Signature of Supervisor: [Signature] Date: 28/07/2014

Signature of School Director: [Signature] Date: 4/11/2014

Signature of Dean: [Signature] Date: 4/11/2014



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIWA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

FCA Plagiarism Declaration Form

I, Prof EN Barkhuizen the Honours Leader/Masters Promoter/Doctoral Supervisor
of BOITUMELO PATRICIA MAKHUCENI who is the author of the

project/mini-dissertation/dissertation/ thesis, entitled:

THE IMPACT OF REWARD AND REMUNERATION PRACTICES
ON THE RETENTION OF TEACHERS IN THE NORTH
WEST PROVINCE

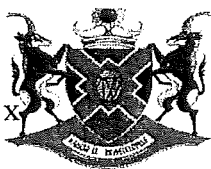
hereby declares that the aforementioned document was checked via Turn-it-in for
plagiarism. I found that no/some parts of the project/mini-dissertation/dissertation/thesis
were plagiarized.

Leader /Promoter/Supervisor

Student

ANNEXURE C

(PERMISSION TO DO RESEARCH
IN NORTH WEST SCHOOLS)



education

Lefapha la Thuto la Bokone Bophirima
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Date: 30 October 2013

**To: University of the North West
Department of Industrial Psychology
Mafikeng Campus**

**Attention: Prof. E.N. Barkhuizen
o.b.o Me. P. Makhuzeni (21433825)**

**From: Dr. I.S. Molale
Acting Superintendent General**

PERMISSION TO UNDERTAKE MASTER'S RESEARCH AMONG TEACHERS IN THE NORTH WEST PROVINCE

Reference is made to your letter dated 25 October 2013 regarding the above matter. The content is noted and accordingly, approval is granted to your kind self to conduct research as per your request, subject to the following provisions: -

- That you contact the relevant Education District of the North West Province about your request and this letter of approval. In this regard please liaise directly with the relevant District Directors.
- That as far as possible the general school functionality should not be compromised by the research itself.
- That participation in your project will be voluntary.
- That the findings of your research will be made available to the NW Education Department upon request.

With my best wishes.

Thanking you.

**DR. I.S. MOLALE
ACTING SUPERINTENDENT GENERAL**

**CC: Mr. B. Monale: Director - Ngaka Modiri Molema District
Mr. G.P. Valtyn: Acting Director – Dr. Ruth S. Mompoti District
Me. P. Mokhutle; Director – Bojanala District
Mr. H. Motara; Director – Dr. Kenneth Kaunda District**

ANNEXURE D

LANGUAGE EDITING CERTIFICATE

1065 Hector Peterson Drive

Unit 5

Mmabatho

17/06/2014

CERTIFICATE OF LANGUAGE EDITING

The dissertation entitled

**THE IMPACT OF REWARDS AND REMUNERATION PRACTICES ON THE
RETENTION OF TEACHERS IN THE NORTH WEST PROVINCE**

Submitted by

BOITUMELO MAKHUZENI

For the degree of

**MASTER OF COMMERCE
(INDUSTRIAL RELATIONS)**

In the

**FACULTY OF COMMERCE AND ADMINISTRATION
MAFIKENG CAMPUS
NORTH WEST UNIVERSITY**

has been edited for language by

Mary Helen Thomas B.Sc.(Hons) P.G.C.E



Ms. Helen Thomas

Lecturer

School of Undergraduate Studies