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What influences a teacher's decision to leave or remain in teaching? A case of Dr. John Garang Memorial and Juba Day Secondary Schools in Juba County Central Equatoria State, Republic of South Sudan

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WHAT INFLUENCES A TEACHER'S DECISION TO LEAVE OR REMAIN IN TEACHING? A CASE OF DR. JOHN GARANG MEMORIAL AND JUBA DAY SECONDARY SCHOOLS IN JUBA COUNTY, CENTRAL EQUATORIA STATE, REPUBLIC OF SOUTH SUDAN

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A Thesis submitted to the School of Education, University of the Witwatersrand, Johannesburg South Africa, in partial fulfillment of the requirements of the Degree of Master of Education.

Johannesburg, 2015

Declaration

I declare that this thesis is my own unaided work. It is submitted for the degree of Master of Education at the University of Witwatersrand, Johannesburg. It has not been submitted for any other degree or examination in any other University.

……..

Mr. Mading Manyok Ajak

_____day of _____2015

Abstract

This study is primarily aimed at finding out the root causes of teacher attrition (teacher dropout) in the conflict affected South Sudan, Central Equatoria State. A case study was conducted in two secondary schools and the national Ministry of Education Science and Technology, in Juba County, Central Equatoria State. Data were collected qualitatively using unstructured interviews and analysis of related documents.

It is a common knowledge in the Republic of South Sudan that since the signing of the Comprehensive Peace Agreement (CPA) in 2005, the Government of South Sudan and its educational providers have been recruiting and employing teachers at different levels of education: early childhood, primary education and secondary education. However, a severe shortage of qualified teachers exists in schools and the question that keeps on arising is: what is the cause of teachers' departure from teaching? Perhaps, the movement of teachers out of the teaching profession could be attributed to the fact that, working environments in schools are no longer friendly to teachers: salaries are low, training opportunities are rare and teaching is being viewed as a profession of low income and prestige. Moreover, it is apparent in most South Sudanese urban secondary schools that class sizes are large, teaching workload is huge and unrewarded, cost of living is high, accommodation for teachers is problematic, professional development programs are unheard of, and cases of physical insecurity in remote rural area schools are prevalent (MoEST-EMIS, 2009).

It should therefore be acknowledged that although there are teachers committed to teaching as a profession, it is equally feared that they might succumb to these harsh conditions and the education Millennium Development Goals (MDG) would not be achieved in the near future if the current rate of teacher attrition in the Republic of South Sudan continues.

This study was therefore conducted in response to the loss of teachers and has two key objectives. The first is to explore the problem of teacher attrition in the conflict affected \South Sudanese secondary schools in Central Equatoria State, and the second is to suggest possible ways for reducing the problem of teacher attrition.

The study concludes that teacher attrition and retention are influenced by the interplay of practices, processes and factors that mediate a teacher's decision towards teaching as a profession.

The study recommends that in order for the Government and educational providers to reduce the problem of teacher attrition in secondary schools, they should address the issues of teacher salary, incentives, class size, school material supplies, learning facilities, teacher recruitment, teacher training, teacher accommodation, transport, and encourage effective links between teachers and communities.

Dedication

I dedicate this research report affectionately to: the entire family of Paramount Chief: Manyok Ajak Majok.

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I wish to acknowledge certain institutions and individuals for their contributions towards the production of this research report. I would like to thank my family with sincere gratitude for their unconditional love and support.

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Although the views and opinions expressed in the report remain my own, my ability to engage with the debates and discussions remain the responsibility of my supervisors and the other lecturers in Wits School of Education that taught me during my MED course.

Abbreviations

BWG Budget Working Group
CPA Comprehensive Peace Agreement
ECD Early Childhood Development
EMIS Education Management Information System
EFA Education for All
ERDF Education Reconstruction and Development Forum
FPE Free Primary Education
GOS Government of Sudan
GOSS Government of Southern Sudan
ILO International labor Organization
MDGs Millennium Development Goals
MOGEI Ministry of General Education and Instructions
MoEST Ministry of Education Science and Technology
NGOs Non-Governmental Organizations
OECD Overseas Economic Corporation and Development
PSLE Primary School Leaving Examination
ROSS Republic of South Sudan
SPLM Sudan People's Liberation Movement
SSP South Sudanese Pound
TTIs Teacher Training Institutes
UNICEF United Nations International Children's Education Fund
USAID United States Agency for International Development
USD United States Dollar
VIPs Very Important Persons
VSO Voluntary Service Overseas

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Chapter One: Introduction to the Study

This chapter serves to discuss the background to the problem of teacher attrition in the conflict affected Republic of South Sudan, Central Equatoria State-Juba County, by defining the problem of teacher attrition. It presents a brief background of the country of study, states the aims, research objectives, research questions, main argument, significance and outline of chapters. The study investigates the reasons as to why professionally trained teachers in the conflict affected South Sudan Central Equatoria State leave the teaching profession for other fields.

The study's key objective is to examine practices and experiences within secondary schools in Central Equatoria State that influence a teacher's choice of the teaching profession. To find out the root causes of teacher attrition, the study uses a list of questions that guide the investigation, data analysis and report writing processes. The study makes a claim that while certain conditions and practices may play a larger part in influencing teachers' decision to leave or remain in teaching. The reality is that attrition is a result of interplay between different conditions and factors that mediate teacher's choice of the teaching profession. The study hoped to contribute to the body of knowledge in the field of teacher management policy reforms.

1.1 Background to the Study

Teacher attrition is increasingly rising in the South Sudanese secondary and primary schools. Although some people feel that the problem is insignificant and it is being exaggerated, teacher attrition is a major threat to the education system, particularly, when the Government of South Sudan (GoSS) is attempting to achieve the Millennium Development Goals (MDGs), (Ministry of Education, Science and Technology (MoEST) 2007).

In the Republic of South Sudan, an average of 2000 teachers leave teaching every two years to join other fields (Solidarity with South Sudan, 2014). If this alarming rate of teacher dropout is allowed to continue, South Sudan will be faced with major crisis in all her learning institutions as most teachers shall be edged out of the teaching profession due to various teacher exits.

The increase of teacher attrition is seriously lowering standards in schools, teacher attrition results to loss of experienced teachers, those with high academic qualifications, and

those with expertise in mathematics and sciences, denying the teaching profession of its most productive workforce, hence, leaving schools with unqualified teachers and those whose status of educational qualifications are not known (MoEST 2012).

The lack of qualified teachers destroys the future of potential students who might be potential leaders of South Sudan. In addition, oil producing states are losing a large number of qualified teachers due to low incentives (MoEST-Assessment Report 2013). This culminates into poor performance in the final examinations.

Teacher attrition is expensive too as the Government and development partners keep on training teachers in both the pre-service and in-service teacher education programs organized for teachers who don't remain in the education system.

Unfortunately, teacher attrition is unlikely to decrease in future unless critical measures are taken by the whole society of South Sudan, and Government in particular to address the problem. Guarino et al.; (2004) pointed out that there is a paucity of reliable data on teacher attrition, which poses a great challenge to educational planners. Different studies show a great divergence of factors causing teacher attrition, with early studies showing teacher retirement, deaths, transfer and dismissal as some of the major causes of attrition (Macdonald, 1999); which is a constraint by itself. In addition, the data are often not sufficiently detailed to allow effective analysis of important differentials that may be associated with age, gender, qualifications, geographical locations, working environment and professional factors. Furthermore, the data frequently do not sufficiently state the reasons of teachers' departure as argued by Ingersoll (2008).

According to Forojalla (1993), the main causes of teacher attrition are: poor working conditions, gender, age, qualifications, area of assignment, lack of professional support to novice teachers, and harsh economic conditions. The phenomenon of teacher attrition in the conflict affected South Sudan is not very much associated with HIV/AIDS and teacher retirement; it is believed to be as a result of low salaries, insecurity, oil industry & teacher workload, among others.

The present study therefore attempts to find out from the teachers, head teachers, and education managers, who witness the occurrence of teacher attrition, the factors and practices, which contribute to teacher attrition and suggest remedies to it.

Since this study was conducted for the purpose of obtaining an MED from a University in South Africa, I felt, I should take my readers through the background of the country where the study was conducted, which is the Republic of South Sudan.

1.2.1 Background information on the country of study

The Republic of South Sudan is a new country, established in 2011, through an agreement signed in 2005, between the Government of Sudan (GoS) and the then rebel movement known as the Sudan People's Liberation Movement (SPLM).The two Sudanese regions of South and North Sudan were characterized by a long history of disputes, rebellions and open warfare (CPA, 2005).

The Republic of South Sudan is a landlocked country, located in northern Africa. It is bordered by Ethiopia to the east; Kenya to the south east; Uganda to the south; the Democratic Republic of the Congo to the southwest; the Central African Republic to the west, and Sudan to the north (Wikipedia). The following map shows the countries that border the Republic of South Sudan.



Figure 1: Map of South Sudan: Source: Wikipedia, 2011.

South Sudan has a total area of 644,329 sq. km (Wikipedia). It is one of the poorest countries in the world due to the prolonged period of civil wars (1955-72; 1983-2005 & 2013) to the present). Administratively, South Sudan is divided into ten states, namely: Northern Bahr el Gazal, Jonglei, Central Equatoria, Western Equatoria, Unity, Eastern Equatoria, and Warrap, Lakes, Upper Nile and Western Bahr El Gazal state.

According to the Fifth Population and Housing Census of Sudan 2008, South Sudan's population is estimated at 8.26 million people, with the male population accounting for 51.1% and female at 48.9% (South Sudan National Bureau of Statistics, 2011).

1.2.2 Education System of South Sudan

The Ministry of Education Science and Technology (MoEST) is responsible for all formal education, and for teacher management policy development in other key areas such as: vocational education, alternative education systems and early childhood education (MoEST, Policy Handbook, 2007). The education system is divided into three categories: Primary (eight years), Secondary (four years), and Tertiary, with a minimum of four years (MoEST/UNICEF: Rapid Assessment of learning Spaces, 2006, report).

The following table illustrates the general structure of the education system of the Republic of South Sudan:

Table 1: The education system of South Sudan

Education Program	Starting age	Ending Age	Entry requirement	Duration	Qualifications
ECD	3 yrs	5 yrs	None	2 yrs	ECD Certificate
Primary education	6 yrs	13 yrs	None	8 yrs	Primary School Leaving Exams (PSLE) Certificate
Secondary education **1. General secondary** **Education** **2.Technical** **School**	 14 yrs 14years	 19 yrs 18years	 PSLE Cert. PSLE Cert.	 4 yrs 3yrs	 a) South Sudan Certificate of Secondary Education b) South Sudan Certificate of Secondary Education
Post-secondary education **1. Teacher training** **2. University education**	18 yrs 19 yrs	19-20 yrs 24 yrs	South Sudan Certificate of Secondary Education South Sudan Certificate of Secondary Education	2 - 3 yrs 4-6 yrs	Diploma/Cert. in Primary School Teacher Education Program Degree

Source: MoEST, EMIS, 2009, Report

The duration of compulsory education is eight years, with a starting age of six years and ending age of fourteen years when joining secondary school. As a strategy for increasing access, South Sudan introduced a Free Primary Education policy (FPE) in 2005, which has led to rapid

growth in enrollment at primary level: the statistics rose from 450,000 in 2005 to 1.48 million in 2011. In addition, the number of primary schools has also risen from 200 schools in year 2005 to 3,000 primary schools (in 2011, Ministry of Education EMIS Report 2011). However, the increase in the enrollment is not matched by an increased in the number of teachers, despite the fact that there is regular recruitment of new teachers every year by the Government and private institutions.

The mismatch between the number of teachers and students has resulted in a high learner/teacher ratio, which stood at 1:70 in 2011 (including volunteer teachers) and at 1:80 (excluding volunteer teachers) (MoGEI, EMIS 2011). I now turn to state the problem of the study.

1.3 Statement of the problem

The high rate of teacher attrition in the conflict affected South Sudan's Central Equatoria State has raised concerns among education policy makers and administrators. Attrition has reached a critical point: it is estimated that between 10-30% of trained teachers leave every year for other occupations (Teacher dropout in South Sudan - Bing News, 2012)**.** In the academic year 2011, there were only 26,658 teachers for 1.48 million learners, which could be translated to mean that one teacher would teach up to fifty six learners (MoGEI, EMIS Report, 2011), reflecting a serious risk for educational quality in the new country.

In addition, the departure of teachers from teaching profession and movement to better schools are costly phenomena, both for the students, who lose the value of being taught by experienced teachers, and for the schools, which have to replace lost teachers with new ones (American Alliance of Excellent Education, 2005). It is noticed that beginning teachers are particularly vulnerable because they are more likely than their more experienced colleagues to have low-performing students assigned to them, which in turn demoralizes them.

Remote rural schools and schools serving in insecure areas of South Sudan continue to suffer greater teacher shortages, longer delays in replacing teachers, and a greater proportion of unqualified teachers and inexperienced teachers than the schools in urban centers, (Leticia 2008), Which may be translated to mean that some areas in the country are more prone to teacher attrition than others.

It is unknown what exactly causes teacher attrition in South Sudan, however, **s**tudies conducted in different countries affected by teacher attrition indicate that teachers do leave teaching in search of better salaries, prestigious jobs and to follow their spouses, or because of other family commitments, and to escape poor working conditions and bad policies. In addition to attraction to professions that offer more favorable working conditions (Billingsley, 1993; Bennell, 2005b).

However, the previous studies cited above seem to combine attrition with factors such as teacher retirement, death, HIV/AIDS resignation, and dismissal. The assertion that these factors are among the main causes of attrition departs from the real sense of the word attrition, which refers to the gradual loss of employees to other professions. This study does not therefore concern itself with the issues of dismissal, retirement and death. To investigate the causes of teacher attrition in South Sudan's Central Equatoria State, the study employs the following objectives:

1.4 Objectives of the study

1. To examine practices and experiences in schools and in the teaching profession at large that influence teacher's decisions to leave or remain in the teaching profession;

2. To explore how different practices and factors interplay in determining teacher's decision to leave or remain in the teaching profession;

3 .To identify and understand factors such as teacher salary, teacher training, school leadership and other factors that influence teacher attrition and retention;

4. To explore ways of reducing teacher attrition in the post-conflict South Sudanese Secondary schools.

To meet the stated objectives, the study used the following questions for its investigation of the problem:

1.5 Main Research Question

The main research question for the study is: What influences teacher's decision to leave or remain in the teaching profession? To solicit answers to this question, the study uses the following sub -questions:

- What practices and experiences motivate teachers to leave or remain in the teaching profession?
- Which working environment factors influence teacher's decision to leave or remain in the teaching profession?
- How do occupational factors influence teacher's decision to leave or remain in the teaching profession?
- What professional practices influence teacher's decision to leave or remain in the teaching profession?
- How do academic practices influence teacher's decision to leave or remain in the teaching profession?
- How do social factors influence teacher's decision toward the teaching profession?
- What can be done in the Republic of South Sudan Central Equatoria State to retain good teachers in the teaching profession?

1.6 Argument of the study

This study acknowledges that teacher attrition is a worldwide phenomenon that deprives teaching profession of its qualified teachers. The study strongly claims that there is no single factor, practice or process that causes teacher attrition, but rather a combination of several conditions that influence teacher's decision towards teaching as a profession.

The study argues that the factors, practices and processes which influence teacher attrition emanate from five key domains, namely the working environment domain, occupational domain, academic domain, professional domain and social domain.

The study maintains further that teacher attrition is primarily influenced by factors within the school working environment such as: school leadership, school time-table distribution, school materials, class size, teacher's workload, teacher accommodation and security situation in teacher's deployment area. Furthermore, the study asserts that occupational factors such as job

descriptions, teacher salary, benefits and promotional opportunities also play a key role in teacher's decision towards teaching.

The study highlights the importance of academic factors such as access to higher education training opportunities, and teacher's level of knowledge and skills, in determining whether a teacher leaves or remains in the teaching profession. Evidence from previous studies shows that access to opportunities for higher education increases the chances for teacher's stay in the teaching profession, whereas absence of teacher training increases attrition (Loeb, 2011).

The study observes that attitudes towards teaching as profession influence attrition. It has been argued in many studies conducted on attrition that negative beliefs and stereotypes attached to teaching as a profession influence teacher's morale towards teaching. In many cases, teaching is portrayed as a profession of low income and prestige.
Finally, the study argues that social domain factors such as personal demographic factors and teacher's status in the society influence teacher's decision toward teaching as a profession. The study also maintains that younger male teachers are more prone to teacher attrition than their female counterparts.

In summary, the study argues those factors, practices, and processes such as school leadership, school time-table distribution, class size, teaching workload, student discipline, teacher salary, teacher training, professional beliefs, teacher's age, gender and status in the society interplay in determining teacher's decision towards teaching. The researcher argues that any suggestion aimed at solving teacher attrition as a problem should address each of the factors, practices and processes stated above.

1.7 Significance of the study

The Ministry of Education Science and Technology (MOEST), Republic of South Sudan is trying to improve the quality of education in the country and one of its goals is to improve the quality of teachers (MoEST, General Education Strategic plan, 2012-2017). In order to achieve this goal, the Ministry needs to identify the reasons as to why teachers leave the teaching profession for other occupations. If the root cause is found, then, the Government would be able

to provide appropriate solution that could decrease teacher drop out and encourage new student teachers aspire to become teachers, as observed by Al Kaabi (1996).

This study is therefore significant in that it contributes to development of educational research and literature which aims to induce a change in policy and practice in the area of teacher planning and management. The study gathers, analyzes and interprets data in an attempt to understand the practices, factors and processes that cause teacher attrition in the conflict affected South Sudan, Central Equatoria State in order to arrive at a concrete solution.

The study analyzes some of the theories offered by educational researchers concerning teacher supply and retention; for instance Billingsley (1993), Kirby and Gissmer (1993) and Chapman (1994).

The study provides an opportunity for assessment of whether the theories that explain teacher attrition apply in the post-conflict situation of South Sudan's Central Equatoria State, given the fact that most teacher attrition studies have been conducted in the developed countries or those that have lived in peace for many years unlike South Sudan.

The testing of different theories places the research findings in the contemporary debates on teacher attrition thus contributing to the literature and knowledge in the field of education and teacher management in particular. Finally, this study is important because it might contribute to educational policy and practice reforms in any post conflict situation.

1.8 Outline of chapters

Chapter one

Chapter one introduces the study by presenting an overview of the problem. It gives a brief background and explains the problem of teacher attrition in the post conflict situation, Central Equatoria State. It also highlights the practices, factors and processes that are associated with teacher attrition in a number of studies. Part of this chapter builds on the foundation to the statement of the problem. The chapter also presents the research objectives, questions, central argument, rationale as well as the outline of the chapters. The study argues that teacher attrition occurs as a result of interplay between different practices, factors and processes that influence teacher's decision to leave or remain in the profession.

Chapter two

Literature review: The chapter on literature review provides insights into the claims made and explanations given by different studies concerning the problem of teacher attrition. The main issues explored in this chapter are the following: the concept of attrition and retention; the effects of teacher attrition; theories and models of teacher attrition; review of literature and conceptual framework for the study.

Evidence from the literature review in this chapter indicates that various practices and processes interact in determining teachers' decision toward teaching as a profession. The appeals theory for example, maintains that there are certain appeals in the teaching profession and when such appeals cease to prevail, teachers reconsider their decisions of whether to leave or remain in the profession. The human capital theory also argues that teachers constantly assess and evaluate benefits in the teaching profession and other fields, and that these assessments inform their decisions on whether to leave or remain in the teaching profession. Finally, the human capital theory posits that the higher the accumulation, the lower the attrition rate.

The literature review indicates that a number of practices, factors and processes interact in influencing teacher's career decision. These includes factors such as school leadership, school time-table distribution, school materials, class size, teacher accommodation, deployment area, salaries, incentives, teacher training, teaching as a profession, teacher demographic factors and teacher's status in the society. More importantly, the literature review identifies various domains of influence on teacher attrition. This provided a conceptual framework that was used in the investigation and organization of the study's report.

Chapter three

Research design and methodology: Chapter three provides the rationale for the overall mode of inquiry. It discusses the research methods and design used in the study, as well as making a case for the choice of methods used. It makes clear the justifications for selection of the sample which was specifically guided by the experience of a post war situation. The design includes measures taken to protect the respondents from any risks arising from the study.

Chapter four

The chapter highlights some of the considerations of validity and reliability and describes the research tools used for data collection. It explains how the data was analyzed by unpacking the coding system, and identifies the themes that emerged from the data analysis.

Chapter five

Working environment domain and teacher attrition: This chapter examines how the working environment domain contributes to teacher attrition in the conflict affected South Sudan's Central Equatoria. The analysis attempts to answer the question: How does the working environment influence teacher attrition? The chapter develops a case that the working environment domain plays a significant role in influencing teacher's decisions regarding their career choice. The chapter critically examines the role played by factors such as: school leadership, school materials, class size, school time table distribution, students' discipline, teacher accommodation and transport in determining teacher's decisions toward the teaching profession.

Chapter six

Occupational domain and teacher attrition: This chapter examines the role of the occupational domain in influencing the phenomena of teacher attrition. The chapter argues that there is a relationship between the occupational domain factors such as teacher salary, benefits and the phenomenon of teacher attrition. The chapter develops a case that when teachers' salaries and benefits are irregular and meagre, teacher attrition rate increases and educational quality suffers as teachers develop alternative strategies for coping with the cost of living. More importantly, the study argues that when teachers' salaries are low, teachers will leave the teaching profession.

Chapter Seven

Academic domain and teacher attrition: This chapter examines the role played by the academic domain in mediating the phenomena of teacher attrition. The chapter maintains that there is a strong relationship between teacher qualification and teacher attrition. In addition, the chapter develops an argument that teacher retention increases with improved access to higher education, and that absence of training increases attrition. The chapter analyses the role of

teachers' access to professional development, teacher's knowledge, and skills in determining teacher's decision to leave or remain, post-conflict, in the teaching profession.

Chapter eight

Professional domain and teacher attrition: This chapter explores the role of teaching as a profession in influencing teachers' decision toward teaching. The chapter discusses the following issues: teacher's perception of teaching as a profession and teacher adherence to professional norms, standards and values. It argues that attitudes towards teaching as a profession play a vital role in teacher attrition; a weak professional commitment and identity among young teachers contributes significantly to teacher attrition.

Chapter nine

Social domain and teacher attrition: This chapter aims at finding out the relations between social domain and teacher attrition. It attempts to answer the question: How do social domain factors influence teacher attrition? The chapter highlights the role of social factors such as: teacher's age, gender and status in the society. It establishes a strong relationship between young male teachers of ages between 20-30 and teacher attrition, due to the fact that young teachers take teaching as a springboard to other occupations rather than as a lifelong career.

Chapter ten

Conclusions and recommendations: the last chapter discusses key insights and general conclusions emerging from the study. It explicitly highlights the main argument of the study, which is that a number of practices, factors & processes interplay in determining teacher's decision to leave or remain in the teaching profession. The findings from the study underline key domains of influence: the working environment, occupational, academic, professional and social domains. The findings are also systematically linked to the wider literature and theories on the study. The chapter highlights key conclusions which would be beneficial to policy reforms. It gives recommendations for areas of study to policy makers. Chapter ten is followed by a list of references used in the study. The next chapter examines literature of previous studies in an attempt to understand the root causes of teacher attrition and possibly, suggest critically analyzed solutions to the problem.

Chapter Two: Literature review on teacher attrition and retention

2.1 Introduction

A literature review is a select analysis of existing research which is relevant to the topic of study. The literature review explains and justifies how the investigation being carried out may help answer some of the questions or gaps in the area of research (www.reading.ac.uk/.../sta-startinglitreview.aspx). The literature review chapter in this study therefore gives an over-view of what has been said about the issue of teacher attrition by previous researchers, by critically examining their strengths and weaknesses in order to carry out a broad-based investigation.

The chapter defines key terms used in the study, examines key debates and theories in relation to teacher attrition, and presents the conceptual framework used in the investigation. The main argument that emerges in this chapter is that, there is no single practice or factor that is responsible for the phenomenon of teacher attrition; it is a combination or interplay between different factors and conditions that affect teacher's decision toward the teaching profession.

In the literature review chapter, the following topics are analysed:

- Concepts of attrition and retention
- Global attempts and trends in teacher attrition
- The effects of teacher attrition
- Theories and models of teacher attrition and retention
- Review of relevant literature on teacher attrition and retention
- The study's conceptual framework

2.2 Conceptions of attrition and retention

Throughout the study, two concepts dominate the debates: attrition and retention. It is therefore necessary to define the two terms clearly to indicate their meanings in the study. The two concepts mean different things to different researchers. Attrition may refer to loss of personnel by withdrawal or to the case of employees leaving a company to join other professions, or to a situation where a large number of teachers leave the teaching profession to work in other fields (Billingsley, 1993; Kirby and Grasser, 1993; Chapman, 1994). Teacher retention on the other

hand, may refer to the capacity of an organization to retain employees or volunteer workers (www.studentaffairs.duke.edu). Throughout the study, the two concepts have respectively been used to refer to a loss of teaching workforce to other fields without the teachers necessarily having been retired or fired (attrition), and the ability of organizations or employers to retain teachers in the teaching profession (retention). The two concepts are opposite in meaning but should be understood as two sides of the same coin. They played complementary roles in the investigation of this problem. It should be noted that in this study, the term teacher attrition does not refer to teachers who move from one working region to another (turnover), since such teachers continue to work within the teaching profession. It refers only to those teachers who are lost completely from the profession (Billingsley, 1993). In brief, the two terms as used in the study refer to the loss of teachers to other professions and the retaining of those who remain in the teaching profession. To obtain a wider picture of the problem of teacher attrition, the study reviewed the global trends.

2.3 Global trends of teacher attrition

Teacher attrition has been a global concern of the education systems around the world, at least for the last two decades. It reported by a number of authors that schools have increased pupil enrolment in relation to the number of teachers being trained (Billingsley, 1993; Chapman, 1994; Ingersoll, 2001; Kirby and Grissmer, 1993). The other concern is the need to attain the education for all (EFA) goals, as there are apprehensions that the number of teachers required to provide the needed education worldwide will not be met in 2015, should teacher attrition continue to reduce the teacher work-force (Bennell et al. 2002).

Throughout the whole of Africa, it is reported that there were 2.49 million teachers in public schools in the 2000. To meet the Millennium Development goals, there should be 3.85 million teachers by 2015 (Nilsson, 2003; 12.). This means that there is a shortage of 1.36 million teachers to be met by the respective countries, not taking into account the loss of existing teachers to other professions. Some of the effects of teacher attrition on education systems are**:** loss of well trained teachers, reduced productivity in schools, and reduction in the education system's ability to match supply and demand, total closure of classes or schools; and employment of under-qualified teachers. Diagram 2.1 below summarizes the effects of teacher attrition as presented by Jansen (2007):

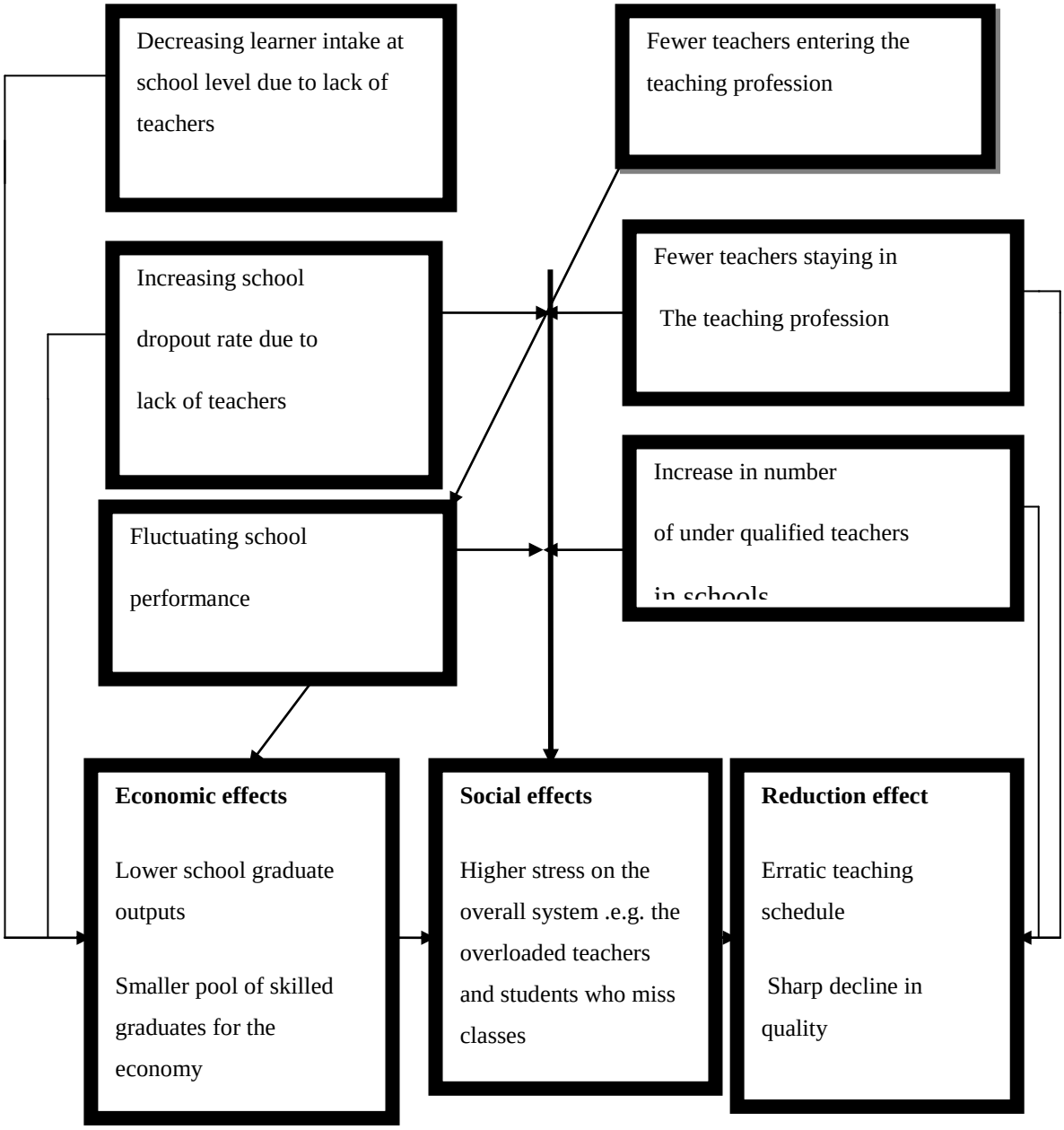


Diagram 2.1: The effects of teacher attrition (Adapted from Jansen, 2007:28)

Following the analysis of the effects of teacher attrition on schools, students and the education system at large, the question that arises is: what causes teacher attrition? To conduct a study on the causes of attrition, a selection of methods and methodologies used by previous studies were examined and employed as explained below.

2.4.0 Theories and Models Used in the Study

The following theories and models were reviewed and used in the study to enrich the investigation: the appeals theory, the human capital theory, Chapman's model and Billingsley's model (Chapman, 1994; Billingsley, 1993; Kirby and Grissmer, 1993; Lortie, 1975). A brief discussion of each theory and model is hereby provided to justify their relevance to the study.

2.4.1 The Appeals Theory

The appeals theory posits that there are certain inherent appeals in the teaching profession. When such appeals are absent, teacher attrition occurs. Lortie (1975) identified the following appeals as important in teacher attrition and retention: a) Interpersonal appeal: Some people would like to work with young people who are extremely disadvantaged and would be likely to remain in teaching if such conditions continued to prevail. If these conditions ceased to exist, they would leave; b) Service appeal: Some believe that teaching is not just a profession, but see it as a service to the nation .Should they see themselves as not contributing to the nation, they would quit teaching; c) Continuation appeal: Some people enjoy the school environment and if that environment became unattractive, they would leave teaching; d) Material appeals: Some are attracted by the unique conditions that teaching offers compared to other professions ranging from fewer working hours to long holidays. If such conditions no longer existed, teachers would choose to leave teaching; e) Socioeconomic appeal: Some think that educational institutions such as colleges and schools provide access to other more economically attractive projects, and if they saw viable opportunities elsewhere, they would quit; f) Safety net appeals: Some people who fail to enter their chosen career find teaching as an alternative route; g) Second career appeals: After working in another field, teaching appeals to some as a second career in which there always seems to be positions available.

In summary, most points in the appeals theory imply that teachers leave the teaching profession when they find teaching unappealing. The theory also argues that teachers will remain in teaching when they can access that which appeals to them. This study therefore borrowed from this theory some of the factors which were investigated.

2.4.2 The human capital theory

The human capital theory of occupational choice posits that individuals make systematic assessments of net monetary and non monetary benefits of occupations, and based on their own assessments, they make decisions on whether to stay or leave the occupation in question (Kirby and Grissmer, 1993). According to this theory, the monetary benefits of a profession include the stream of likely income, such as promotional opportunities and the value of benefits. The non monetary benefits include working conditions, support of peers and superiors, compatibility of hours, schedules with family, leisure needs, availability of learning materials, learning attitude of students and parental support (Ndala, 2010).

The human capital theory argues that as individuals remain in a profession, they accumulate human capital that translates into wage premiums. Kirby et al. (1993) describe two types of capital: generic, which could be transferred to other occupation and specific, which is relevant to that profession. In brief, the human capital theory hypothesizes that "the greater the amount of specific capital, the less likely it is that the individuals will consider leaving the profession." Examples of such capitals are: home ownership, knowledge of contacts for other employment within the sector, institutional or specialized knowledge, status in the system, and the retirement system in the institution, perhaps the most important. The human capital theory explains why teacher attrition rates are more likely to be early in the teacher's career life rather than in mid career, as the greater amount of specific capital one accumulates with years of experience, the more one may find it difficult to leave the profession. In summary, the human capital theory argues that the higher the accumulated capital, the greater the barriers to leaving the occupation (Kirby and Grissmer, 1993). This argument was tested in this study, especially with regard to teachers who have had extensive experience in teaching.

2.4.3 Chapman's model

Chapman (1994) identified two factors in teacher attrition and retention, which he referred to as "root causes and enabling factors". The root causes, according to his theory, are those that need to be addressed if attrition is to be reduced. The enabling factors are those that do not, by themselves, cause teacher attrition, but are conditions which allow it to continue once it has started. Chapman establishes that the root causes that directly lead to teacher attrition include:

poor economic incentives, government policies, poor working conditions, limited alternative access to higher education, difficult relationships, poor teacher training and community apathy. Chapman suggested a model that summarizes the factors which influence teacher attrition and retention in six main categories, namely:

- Teacher's personal characteristics
- Educational preparation
- Commitment to teaching
- Quality of employment
- Professional integration into teaching
- External influence

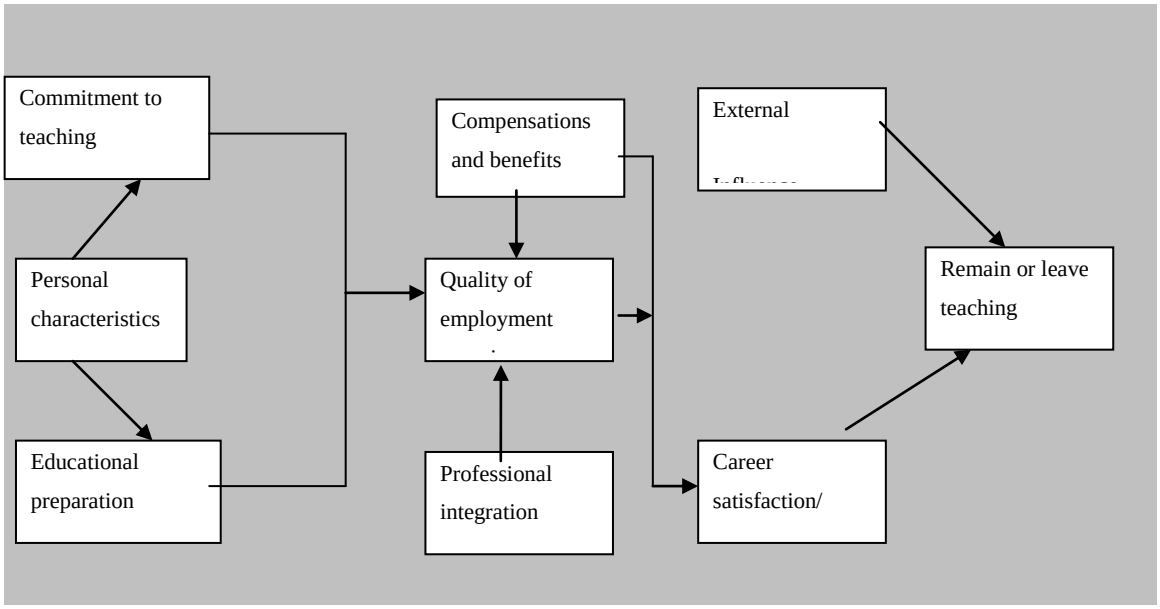


Diagram 2.2 Chapman's model of the causes of teacher attrition (Adapted from Chapman 1994: 15)

The study also borrowed from Billingsley (1993) model in its review of literature on the causes of teacher attrition and retention. The following is an explanation of Billingsley model:

2.4.4 Billingsley's (1993) model of the causes of teacher attrition

Billingsley (1993) introduced a model which groups the factors that cause teacher attrition into three main categories, namely: personal factors, employment factors, and external factors. According to Billingsley, the personal factors comprise demographic, family, cognitive and affective values. The external factors component consists of social, economic and institutional values that are external to the teacher and employing organizations. An example of possible societal factors is lack of respect on the part of the community towards teachers. Economic factors include those that influence teachers to decide to leave the teaching profession, such as poor salaries, wages and benefits. Institutions such as colleges, universities and teachers unions may influence teachers' decision to leave or stay in the teaching profession (Ndala, 2010). An example is where institutions add extra work for teachers and as a result, teachers become demoralized and decide to leave the teaching profession. The employment factors include factors such as professional characteristics, working conditions, rewards, and teacher's commitment to teaching as a profession.

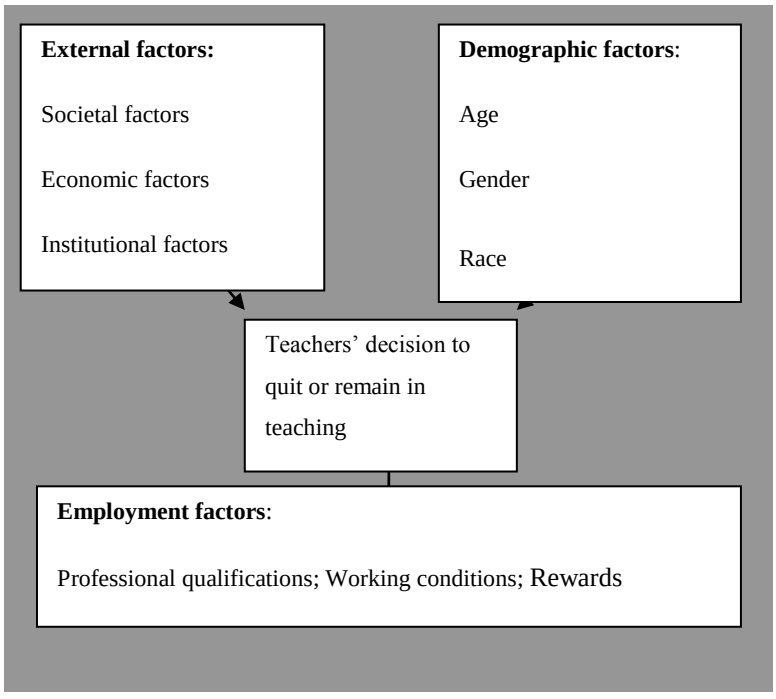


Diagram 2.3: Billingsley's model of the causes of teacher attrition (Adapted from the text of Billingsley, 1993)

The three components of Billingsley's model provided a huge input to this study.

The review of the above theories implies that there is no single factor that determines teacher's decision to leave or remain in the teaching profession, but rather a range of factors that interplay in influencing teacher's career decision. The theories and models identified some of the key factors that have been investigated by this study. In addition to information from the theoretical reviews, relevant materials on the causes of teacher attrition were read, which repeatedly linked different factors to the phenomenon of teacher attrition**.** The literature revealed the following factors as having relations to the phenomenon of teacher attrition. These factors are school leadership, school time-table distribution, school materials, student discipline and performance, teaching workload, teacher accommodation and transport to work, location of deployment, teacher salary and benefits, teacher's commitment, demographic factors and teacher status in the society. In order to adequately inform the study on the causes of teacher attrition, each of the above factors was individually reviewed to establish how it contributes to the problem of teacher attrition as explained in each sub-section below:

2.5.1 School leadership and teacher attrition

Teacher attrition depends greatly on school leadership. School leadership may increase or reduce teacher attrition in matters related to the style of leadership, the kind of trust which they develop with new teachers, clear lines of communication and the support they give to new teachers in matters related to students' discipline (Bennell and Akyeampong 2007).

Where school leadership is dysfunctional, teachers tend to lose their sense of professional responsibility and may leave the profession. On the other hand, a school where teachers have confidence in the leadership and where competency and performances are constantly checked and reinforced, teachers tend to stay (Bennell, 2007).

In line with the above view is the observation made by Ingersoll, (2003), who claims that a positive and supportive school leadership encourages new teachers to remain in the teaching profession and a non supportive school leadership deters them. These claims were further confirmed by Hirsch's (2005, p. 12) illustration that up to more than one-quarter of newly recruited teachers who leave teaching attribute their departure to the experiences they had with school leadership.

Moreover, the relations between teacher attrition and school leadership have been linked to the level of trust that school leaderships have with new teachers. It is argued by Hirsch & Emerick (2007) that trust between school leadership and new teachers, plays a key role in teacher retention. Such trust emanates from practices such as clear communication of expectations, shared vision among faculty members, and collaboration in decision making and problem solving processes. Where teachers lack trust in school leadership, they tend to quit, and where there is trust they stay. Finally, the support that school leadership provides in matters related to student's discipline has been cited as influencing teacher's decision to leave or remain in the teaching profession. New teachers stay longer in schools where support in student discipline is provided (Coggshall, 2006).

In summary, it is evident from the above literature review that the role of school leadership plays a key role in teacher's decision to leave or remain in the teaching profession. The literature strongly indicates that where a school leadership offers support to new teachers, clear lines of communication and maximizes collaboration, teachers tend to stay in the profession. The absence of support leads to attrition.

2.5.2. School time-table distribution and teacher attrition

Distribution of school timetable is an area of difficulty for many new teachers. Hirsch's (2005) survey of teachers in South Carolina, indicates that teachers in all the grade levels in America had less than an hour a day as a designated time for planning the teaching of multiple periods. These findings confirm with the observations made by Johnson (2006), who argues that lack of time for planning, teaching, and assessing students' work creates stressful conditions for teachers, and when this persists for long, teachers leave teaching. The literature review therefore shows a relationship between teacher attrition and school time-table distribution,

indicating that inadequate time leads to teacher stress and departure. This study explored if school time-table distribution had anything to do with teacher attrition in post-conflict South Sudan's Central Equatoria State.

2.5.3 Class size and teacher attrition

Class size influences teacher's decision to leave or remain in the teaching profession. Studies conducted by Carmen Pickering (2008) and Matthew M. Chingo (2011**),** reveal that reduction in class size successfully improves teacher retention. Chingo,(2011) further argues that teachers with small class sizes tend to remain in teaching as they have ample time to plan and focus their attention on active engagement and interaction with their students. On the other hand, teachers who have large class sizes have a high chance of leaving teaching due to stressful working conditions (Pickering, 2008). This study therefore investigated if class size had any significant role in teacher attrition.

2.5.4 School materials and teacher attrition

School materials/instructional materials are made up of objects such as printed materials, audio and visual materials that aid in successful delivery of lessons in class (Joof, 1999:85). Evidence from the literature review indicates that school materials and school furniture play an important role for the newly recruited teacher. As argued by Brendle (2004), absence of school materials dissuades teachers from teaching, especially those with inadequate preparation in their subject matter, since they then feel vulnerable and uncomfortable before learners.

Similar observations have been made regarding the quality of school materials. The quality of school facilities and materials has been observed to be an important predictor of teachers' decision to leave or remain in the teaching profession (Howler, Buckley, Mark Schneider, and Yi Shang (2005).

There are, however, some researchers who believe that the question of the quality of school materials does not address all the teaching and learning problems that teachers face in the teaching profession (Emma and Ajay, 2006). In these authors' view, it is possible that teachers may choose to remain in schools that have inadequate and poor teaching and learning materials so long as their other needs have been met. These two views therefore present different debates

pertaining to the role of school materials and facilities in influencing teachers' decisions to leave or remain in the teaching profession. Because some approaches seemed to confirm that there is a relationship between the availability of school materials and teacher attrition, the study investigated if school materials had any role in the loss of teachers in the post-conflict South Sudan.

2.5.5 Student discipline/ performance and teacher attrition

Student discipline and performance have been cited in a number of studies as highly influential in teacher attrition. According to Dike (2002), classroom control, student discipline, good learning atmosphere and performance have very high level of influence on both the students and teachers, as they motivate and encourage them toward achieving better teaching and learning. It has also been pointed out that teachers are more likely to stay in schools with high student achievement than in schools with low performance (Boyd et al, Hanushek et al.; 2004, Ingersoll and Smith 2003 and 2004, and John 2004).

This study therefore examines if students' discipline and performance are the reasons for teachers' departure from teaching.

2.5.6 Teaching workload and teacher attrition

Consistent increase in the number of working hours and teaching subjects in schools affects teacher's decision towards teaching as a profession; when teachers find themselves in a middle of heavy responsibilities without additional payment, they become resistant to work and If this persists, they lose their initial motivations to teach, Bennell,(2007). It is therefore, arguable that when a school introduces a new and demanding curriculum without increasing payment, it ends up losing its good teachers. This study therefore investigates the role of teacher's workload in teacher attrition, to find out if it relates to the problem of teacher attrition in South Sudan's Central Equatoria State.

2.5.7 Teacher Accommodation and Transport to Work

Teacher accommodation and transport to work have been cited as having a major impact on teacher's morale and motivation in the classroom. Factors such as: location of school, living

arrangement, cost accommodation and distance to places of work has impact on teacher's career decision (Bennell, 2007). It is argued that in the developing countries, teachers who live in rural areas find it difficult to get decent accommodation or appropriate means of travel to work in urban centres (Bennell, 2007). The literature review therefore seems to suggest that there is a relationship between teacher attrition, accommodation and transport. These were therefore investigated in the study to discover the nature and of the relationship and propose a solution.

2.5.8 Security in deployment area and teacher attrition

Conflict situations and threats to security in a country affect teacher's decision to leave or remain in the teaching profession**.** According to Bennell and Akyeampong (2007, P.12), war and conflict insurgency in countries such as IRAQ, Afghanistan, Sudan, Somalia, Angola, Sierra Leone and Nepal have been associated with teacher attrition. The Maoist insurgents in Nepal for example, targeted teachers, which caused teachers to flee from schools and towns. It is common knowledge that lack of security in schools in war ravaged countries forces teachers to leave teaching in order to search for jobs in more secured areas (Bennell, 2007). This study therefore investigates the role of insecurity in teacher attrition in the post-conflict South Sudan Central Equatoria State.

2.5.9 Teacher salary, benefits and teacher attrition

Studies have shown that there is a strong relationship between the duration that teachers spend in the teaching profession and the salaries they receive (Stinebrickner, 1989). The same studies indicate that there has been a constant decline in teachers' salaries since the 1980s in the developing countries. One such example is that of Mexico, where salaries have been falling by 34% (ILO, 1996b). The Studies conclude that low payment of teachers has been a root cause of teacher attrition, especially in the less developed countries, where teachers' salaries are too low to support their families (ILo, 1991 a, P.98; SIDA review, 199:12). In many of the least developed countries, the minimum household survival incomes for teachers are typically two-three times more than their basic salaries including allowances (Bennell & Akyeampong, 2007). A majority of teachers in the least developed countries earn less than three dollars a day, which the household's main source of income. Bennell argues that if this amount is divided among household members, in most cases numbers more than five, the income per head is than one

dollar a day! To illustrate this issue further, a detailed table of average income per day of teachers in some of the less developed countries is presented below.

Table 2.1 Gross income per day in US dollars for teachers in some of the least developed countries between the mid to late 1990s (Source: Bennell (2004))

	< 1	1 to 2	2 to 3	3 to 4	**4>**
Africa	-DRC Congo	-Burundi	-Ethiopia	-Benin	-Burkina Faso
	-Guinea	-Gambia	- Ghana	-Chad	-Congo
	Bissau	-Malawi	- Kenya	- Eritrea	- Mali
		-Rwanda	- Madagascar	- Togo	-Mauritania
		-Sierra Leone	-Mozambique		-Niger
		-Sudan	-Nigeria		-Senegal
		-Zambia	- Tanzania		
		-Zimbabwe			
Asia	- Afghanistan	-Bangladesh			India
	-Cambodia	-Nepal			
	-Lao	- Pakistan			
	-Vietnam				
Latin America	**Nicaragua**				

Based on the above illustration, it is evident that teachers in the least developed countries find it hard to survive. As a result, they tend to develop strategies for adding to their low household incomes through secondary incomes such as private tuition fees and other means (Bennell, 2007).

It should, however, be noted that salary problems are not only associated to the least developed countries, but also to the developed world. In countries such as the USA and Britain, it has been reported that up to between 65 to 89% of teachers who leave teaching cite poor payment as their primary source of motivation for leaving the teaching profession (Hammer and Rohr, 1992; Wager 1993).

A different perspective is offered by Gritz and Theobold (1996), who maintain that teacher's decision to leave or remain in the teaching profession is significantly influenced by non salary benefits offered by alternative professions, rather than salary level alone. Based on evidence from the literature review, the study deduced that there is strong relationship between teacher's level of payment and the decision to leave the teaching profession making it significant for this factor to be investigated.

2.5.10 Teacher training and teacher attrition

This sub-section aims at establishing a relationship between teacher attrition and teacher training. According to Chapman (1994), teachers should have access to quality pre-service and in-service training in order to maintain their interest in the teaching profession. This view concurs with the ILO (1991a); ILO (1991b) and OECD (1990) arguments that teachers should continually be supported in further training in order to enhance their job satisfaction. Trained teachers cope well with changes in technology, student needs, and curriculum changes, and are likely to stay in teaching (Delers, 1996). However, it is noted that teacher training alone may not sustain teacher's interest in teaching for long, especially when there is no system of appraisal and recognition in place for teachers who acquire new skills and knowledge; training may instead increase attrition (Chapman, 1994; CERI, 1994; OECD, 1994). This study therefore investigates if the presence or absence of teacher training program causes teacher attrition in the post-conflict South Sudan Central Equatoria State.

2.5.11 Teaching profession and teacher attrition

This section examines the role of teaching as a profession in teacher's decision to leave or remain in the teaching profession. It examines teacher's commitment to teaching including the adherence to professional standards and values. Ingersoll (2003), Kirby and Grissmer (1993), argue that teacher's commitment to teaching as a profession is important in his/her decision to leave or remain in teaching. According to Ingersoll (2003), teachers who have strong intrinsic motivation and professional commitment are more likely to remain in teaching. Chapman (1994), argues that teacher's level of commitment can be determined by asking applicants during interviews about their long term interest in teaching as a career; if the applicants appear to give little thoughts about teaching as a career, then they are probably at higher risk of leaving

the field and should not be considered for teaching. Commenting also on teachers' adherence to professional standards and values, Bennell (2007) advised that teachers who portray poor professional behaviors such as lateness, absenteeism, and laziness seriously compromise professional standards and values and are candidates for dismissal from the teaching. There is therefore a possible relationship between teacher's commitment to teaching as a profession and the problem of teacher attrition. Investigation is hereby made to ascertain if teacher's commitment to teaching as a profession is the cause of teacher attrition in the post-conflict South Sudan Central Equatoria State.

2.5.12 Teachers' age, gender, status and teacher attrition

This section of the literature review examines teacher's age, gender and status in the society in relation to teacher attrition. It is revealed by several studies that teacher's age, gender and status in the society are key factors in teacher's decision to leave or remain in the teaching profession (Billingsley, 1993; Chapman, 1994). Kirby et al.; (1993), argues that there is a "V shaped" relationship between teacher's age and attrition. Attrition is said to be much higher during the early stage of a career than in the middle stage of a career, and rises when a teacher approaches his/her retirement age. This argument is furthered by MacDonald's (1999:P. 380) study, which states that attrition rate is higher among teachers of ages between 20 and 30, lower among teachers of ages between 45 and 54 and higher among teachers of ages 55 and above. Kirby and Macdonald's arguments were substantiated by the findings of Sabri et al. (2006), who discovered that up to a third of newly employed teachers were leaving the teaching profession within their first five years, while one fifth of them were changing schools in search of "better" future jobs. Another demographic factor that relates to teacher attrition is gender.

Cochran-Smith et al (2008), argue that teacher's gender relates to attrition and retention depending on values, time and contexts. Before the 1960s, teaching was largely a short-term career, especially for men before they could move to another line of work, but also for women who were allowed to teach until they got married and had children. According to Smith, it was not always a matter of choice for women teachers at that time, because many school systems required them to resign immediately upon getting married or falling pregnant. However given the relaxation of such policies from the 1970s until today, women can now choose to leave or

remain in the teaching profession. In fact, several research findings have shown that women have higher career satisfaction in teaching than men.

Women compromise for less rewarding jobs as long as the conditions allow them to find a balance between work and family duties Bielby and Bielby (1992), Blackwell (2001), and Bobbit Cook (1997). On the other hand, men are said to be highly prone to attrition when they get few rewards for their human capital investment (Cohen, 1997). This study therefore investigates if teacher attrition in the post-conflict South Sudan has any gender dimension. Another important factor that contributes to attrition is teacher status in the society.

According to Obanya (1995) the high level of prestige which was vested in African teachers in the 1940s to 1970s has declined and, the consequences have been departure from teaching, high teacher turnover, lack of confidence, and shifting levels of professional commitment among teachers. In Obanya's view, teachers in the past were seen as 'bringers' of progress, modernity and development and as a result, were rewarded and respected accordingly. However, in today's society, this is no longer the case, as confirmed by Ndala (2010), who argues that many communities are no longer friendly to teachers and even insult teachers, calling them drunkards and thieves, or assaulting them. In Ndala's words, communities scorned teachers and the teaching profession because teachers have low income and standard of living. Bennell (2007, p16) also ascertained that communities no longer respected teachers, and can be attributed to practices such as community participation in school activities, which provided parents with an opportunity to undermine teachers.

The literature review seemed to suggest a relation between teacher's age, gender, status in the society and teacher attrition. The study investigated if these were the causes of teacher attrition in post-conflict South Sudan.

In a summary, the general literature review seemed to suggest that teacher attrition occurs as a result of different practices, processes and experiences that motivate teacher's decision to leave the teaching profession. The literature review suggested that teachers might find a school environment attractive or alienating depending on the interplay of different factors. A school leadership that is supportive and encouraging may sustain teacher's decision to remain in teaching, whereas lack of support may accelerate teacher's decision to leave the profession. The

literature further shows that factors such as class size, school materials, planning time, student discipline control, teacher accommodation, transport costs and deployment area, play a significant role in influencing teacher's decision to leave or remain in the profession. Similarly, the literature review indicated that practices such as teacher payment, training and relations with communities influence teacher's decision toward the teaching profession. This study therefore investigated each of the above-mentioned factors to establish if they were the cause of teacher attrition in post-conflict South Sudan. To organise and structure the study's investigation and data analysis, the researcher developed a conceptual model. Based on the information obtained from the analysis of theories, models and the general literature, the researcher was able to design a model unique to this study.

2.6.1 How teacher attrition theories, models and literature contributed to the study's framework

The theories and studies on teacher attrition indicate that personal, employment and social factors are pivotal to teacher's decision to leave or remain in the teaching profession. Factors underpinning the appeals and human capital theories were used to form part of the framework. Identifying appeals to the teaching profession exposed the personal motives in an individual teacher's decision to remain or quit, and were vital in the conceptual framework. The human capital theory shows that employment factors such as salaries and non-monetary benefits contribute immensely to the question of teacher attrition and retention. Similarly, issues such as promotion, good housing, loan facilities, deployment area, access to higher education, contribute to teacher attrition. The theories provided useful information for the framework and for the study in general. However, it should be noted that some of the approaches and categorization, used by previous authors seem to have combined diverse factors. For example, Billingsley's (1993) framework seems not to have clearly shown the differences between the external and institutional factors, and was thus, not borrowed in its entirety. A unique framework for this study was therefore designed for organizing the investigation t.

2.6.2 The conceptual framework

The conceptual framework consists of five key domains, namely the: working environment, occupational, academic, professional and social domains. The working environment domain encompasses all the factors that affect the teacher's working environment. The factors comprise school leadership, school time-table distribution, class size, school materials, student discipline and performance, teaching workload, teacher accommodation, transport, and security in the deployment area. In short, this domain focuses on factors that make the working environment conducive or non-conducive for the teacher.

The occupational domain consists of factors such as employer and employee relations, job description, teacher's salary and benefits. *The academic domain*: This domain comprises teacher training, knowledge and skills. It examines the relationship between teacher training programs and teacher attrition. *The professional domain*: This domain covers areas such as teacher's commitment to teaching as a profession and teacher's adherence to professional standards and values. *The social domain*: This domain looks at teacher's demographic factors such as age and gender. It also examines teacher's status in the society in relation to the problem of teacher attrition. The diagram below illustrates the conceptual framework domains and their respective components:

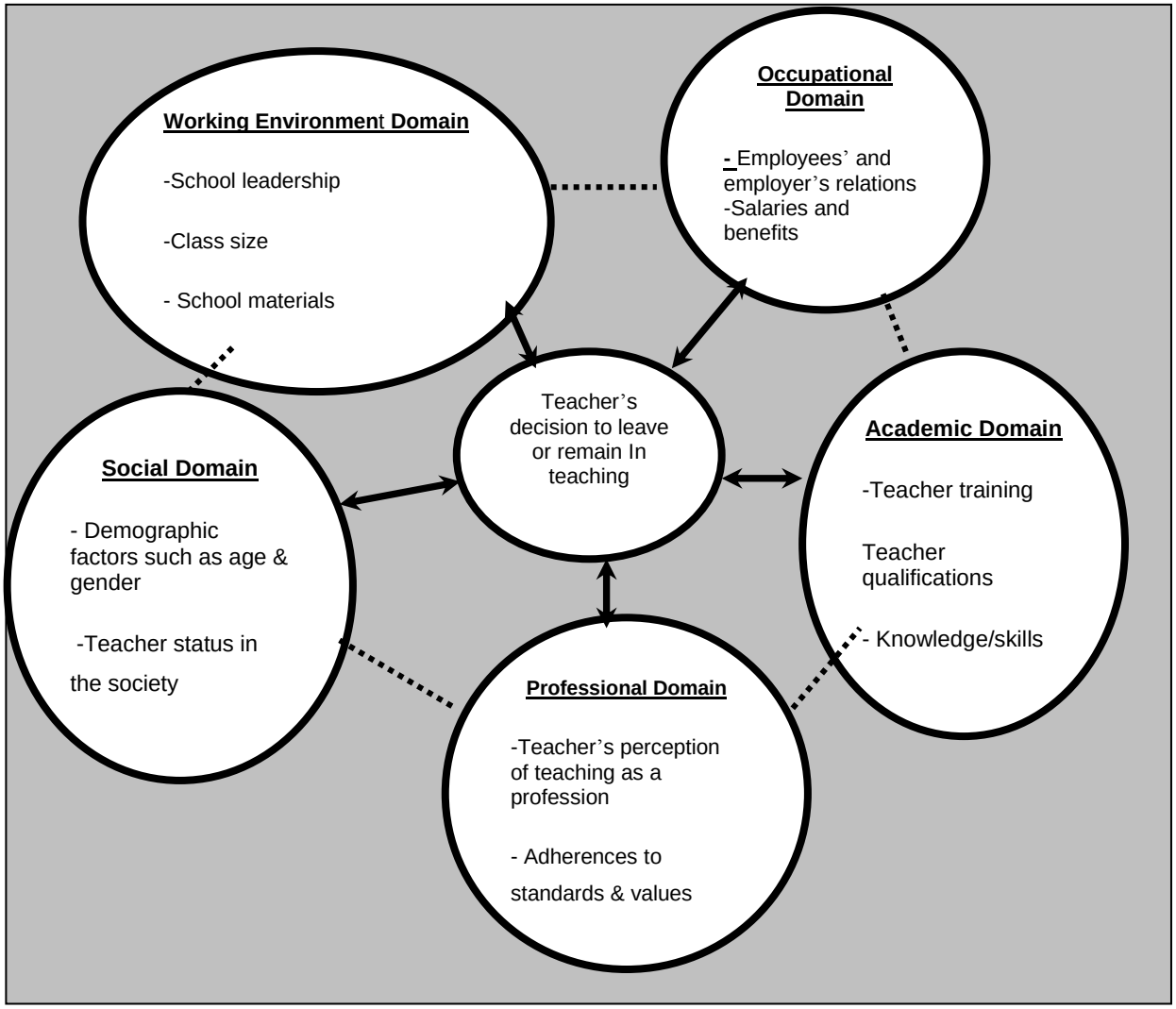


Diagram 2.4 Conceptual framework

The thick arrows in the diagram show that there is a strong relationship between each of the domains and teacher's decision to leave or remain in the teaching profession. The dotted lines indicate that there are interrelations between the different domains and factors; however, the dotted relationships are not as strong as the ones marked by the thick arrows.

The framework provides a coherent structure for the study, which assisted in the investigation and report writing.

2.7 Conclusion of literature review

The aim of the literature review is to identify arguments and claims made by previous authors about the causes of teacher attrition. The review highlights how different factors relate to the phenomenon and establish basis for the investigation.

The literature review shows that teacher attrition is a world-wide concern of educational ministries in both the developed and developing countries (Billingsley, 1993; Chapman 1994; Ingersoll 2001; Bennell 2007). The literature review reveals that there are certain appeals that attract teachers to the teaching profession, and that, when these appeals cease to exist, teachers move to other organizations that seem to offer such appeals (Lortie, 1975). These appeals could be material, social, environmental, or academic in nature. The literature also reveals that poor working conditions, poor rewards like salaries and incentives, teaching facilities and professional needs, are among the key factors that influence teacher's decision to leave or remain in the teaching profession.

Through the human capital theory, it is shown that teachers continuously make systematic assessment of net monetary benefits in different occupations and as a result, are able to make systematic decisions of whether to enter or leave the professions based on their individual assessments. Moreover, Teacher's decisions could also be influenced by family members.

The literature review establishes that young teachers of ages between 20 and 30 leave the teaching profession more frequently than their older counterparts. The literature also reveals that poorly trained teachers have a higher probability of quitting the profession than well trained teachers. As argued by Ndala, (2010), teachers with a low level of skills in teaching and understanding find teaching more challenging, and the only remedy that comes into their minds is to leave.

The literature review further highlights the importance of employment factors, professional qualifications, working conditions, rewards and commitment, in determining teachers' decision to leave or remain in the teaching profession (Borman and Dowling, 2008; Kadzamira, 2006; Mulkeen and Chen, 2008).

Finally, studies on working conditions reveal that teachers quit due to poor salaries, lack of teaching and learning materials, and lack of other benefits (Kadzamira, 2006; Molini and Ndalama, 2004). The study therefore investigates all the factors highlighted in the literature review in order to ascertain if these are the causes of teacher attrition in the post-conflict South Sudan. The next chapter presents and discusses some of the approaches and methodologies employed in the investigation of the problem.

Chapter Three: Research Design and Methodology

3.1 Introduction

This chapter describes and analyses the type of research design, methods, procedures and instruments employed to explore the causes of teacher attrition in South Sudan's Central Equatoria State. The chapter explains the data collection methods and measures I took in ensuring that the information collected is reliable and valid. The chapter informs the reader on how the data was obtained because; a method that one chooses affects findings. This chapter therefore clearly articulates why I chose the procedures or techniques I used in the data collection and analysis processes.

Before embarking on the discussion of research design and methodology, I would like first to begin by exploring my own role as an insider-outsider researcher by focusing mainly on issues surrounding me as a Government of South Sudan official and at the same time, as a researcher South Sudanese citizen. This research was both a problem and a unique opportunity to me. The study allowed me to objectively describe and analyze the phenomenon of teacher attrition in the post conflict South Sudan, Central Equatoria state secondary schools. However, as observed by Prew (2003), the danger of an insider-outsider researcher status is that, it could be very easy for me to present evidence and analysis in a more or less objective way. Because of my being a South Sudanese Government official when at the same time, a researcher on matters of education, my status could have left some of my respondents with doubts if i would use the information they gave for a research purpose only. The doubts may have prevented some of the respondents from revealing certain information they believed was critical of the Government, which would have enriched the quality of findings. At the same time, my status as an insider – outsider researcher helped me in differentiating between correct and incorrect information, as the respondents did not find a room for giving me false information, since they knew i would not take a lie for a right answer. I hereby examine some of the measures which I took to address the above concerns.

3.2 My Role as a Visible Participant

It is imperative I start the discussion of the research methods used in the study by first explaining my own role as visible participant. Fink (1999), as quoted by Prew (2003), argues that 'a researcher is the key methodological instrument in qualitative studies'. I found myself in a curious insider – outsider situation. I am neither a true insider with all the experience and knowledge of what a secondary school teacher experiences daily, nor a classic outsider; being a South Sudanese myself, who works in the national Ministry of Education Science and Technology, it means I knew and understood most of the issues affecting the education in general and teachers in particular. I am therefore both inside and outside as far as the knowledge and understanding of educational issues in South Sudan is concerned. I have been very instrumental in the national government Budget Working Group (BWG), where plans for recruitment and promotion of teachers are planned. So, I had a deeper understanding of both policy and practice. It was clear in the minds of all the participants in the study that I was an insider, since I worked for the National Ministry of Education Science and Technology.

The advantages I had of being an insider with some outsider perspectives appeared to be self-evident. As far as access, contextual knowledge and conceptual understanding of teacher attrition are concerned, no one had a better over-view of educational problems than me. As argued by Stronach (1986):

> 'There is need to act inside the project, analyzing and reporting, influencing change, 'contaminating' data: and a need to stand outside the project, placing its activities in comparative and critical perspectives. So do both: be a double agent, and be open about this duality. Defend the duality – change is a research strategy. Reject claims that you have betrayed neutrality or objectivity; both are impostors' (Stonach, 1986,p12).

However, Stronach's argument raises questions about objectivity. This is the similar dilemma which I faced but contemporary opinion is that the advantages of being an insider may outweigh, or at least balance, the supposed compromising of objectivity (Vulliamy et al., 1990). The understanding and contextual validity that my insider status brought is significant in the study. The insider, visible researcher's supposed partiality can only be problematic if one assumes that external 'invisible' researchers approach their research subject in a completely

value-free way. This is widely challenged by: (Davenport, 2000; Lincoln and Guba, 1990; Parlett and Hamilton, 1977; Vulliamy et al., 1990) from the perspective that subjectivity is inevitable and all researchers arrive with their cultural, gender and social baggage (Fink, 1999; Miles and Huberman, 1994), or that validity and reliability can largely be achieved through careful and rigorous qualitative research (Vulliamy et al., 1990) or that the researcher makes very clear his or her social reality (Ball, 1993). The relationship to the case assists the reader to decide on its usefulness, while avoiding becoming too self indulgent' (Fink, 1999:272). At best the insider status in this study added to the research capacity and resources as mentioned by Altbach in Vulliamy et al., (1990).

As a government official, my views and assumptions were constantly questioned by the respondents. Most external researchers rarely have their perceptions or ideas thoroughly addressed as questioning an outsider would be seen as rude. This assumes that the respondents had the confidence to question and had the time and ability to fully understand what was being asked and discussed.

As an insider, I had access to information that most external researchers would have been barred from, as the participants would have been concerned about agendas being served. Having worked with the Government of South Sudan, Ministry of Education, science and Technology and with the two sampled secondary schools for the last eight years. This cultivated a high level of trust. This trust was an essential ingredient in obtaining reliable information during the study as observed by (Travers, 1978). Some informants through the trust assumed that if they supplied me with information, it would be used for the good of the schools and teachers. At no time during the research for this study had any refrain, well known to external researchers, been posed to me. As a result, I believe that the information I collected is substantially accurate and reflects the reality in the schools and the Ministry of Education Science and Technology, Government of South Sudan. At the very least, feeding me with suspicious information would have seemed a high-risk strategy, as all the participants knew that I had access to many types of information. In addition, the informants knew that anything they said could be further checked by other data gathering processes, which have been used, and finally by my own knowledge of factors affecting teachers in the Republic of South Sudan. This allows me to pick up discrepancies easily and go back and ask more questions or triangulate with another approach. I now turn to discuss the design and methodology.

3.3.0 Research design and methodology

Research design is the overall plan for connecting the research to pertinent and achievable empirical research, it articulates what data is needed, what methods are going to be used to collect and analyze data, and the data is going to answer one's research question (Wyk, 2007)?

Research Design and methodology therefore, offer an overview of the research approach and design used. The research design and methodology describe the sampling procedures and type of respondents involved in the study. The research design also presents the instruments used to collect data, explains why the instruments were seen as appropriate and the issues that arise from their use. Research design in addition explains the researcher's experiences throughout the data collection, analysis and interpretation processes. Of similar importance is the research approach.

3.4. Research approach

This study employed a case study approach which is the analysis and interpretation of only a single measure (Eckstein, 2002, p.124). Case study approach was used in this study as an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between the phenomenon and context are not clearly evident, and when multiple sources are used (Yin, 2003, p, 13). The study employed case study method because of its key strength which involves the use of multiple sources and techniques in the data gathering process (Merriam, 2001). The case study approach was found appropriate as it employs qualitative research method. The case study approach was used in this study because of its unique strength of drawing its end results from**:**

1. The nature of the case itself.
2. The historical background of the case.
3. The physical setting in which the case is bounded.
4. Other contexts such as the political, economic and legal, that impact upon the 'case'.
5. Other cases through which the case is recognized.
6. Those informants through whom the case is known (Stake in Denzin and Lincoln, 2002, pp, 438-9).

The study particularly employed a descriptive case study as it was seen useful in obtaining intensive description and analysis of the case under investigation (Smith, 1978). Additional used, is the qualitative approach.

3.5 Qualitative Approach

The study employed the use of qualitative approach, which emphasizes human experience as described by (McMillan and Schumacher, 2001). Through the use of this approach, the study sought to assess the problem of teacher attrition in the post-conflict situation of South Sudan, Central Equatoria State, and Juba County, by obtaining views directly from the concerned informants. . A qualitative approach posits that a researcher should play an instrumental role in the data collection and analysis processes, since social realities are best understood through close verbal description of individual cases (Gall et al.; 1996). The qualitative approach proved very useful in this case since it assisted in the choice of instruments for data collection and samples, as well as in the analysis.

As observed, however, by Ary et al.; (1996), it can be difficult in a qualitative study to develop a meaningful understanding of human experiences without taking into account the roles of the researcher's subjective values and beliefs which do help the researcher's interaction with the participants, which I have already addressed. The interaction with the participants in this study allowed me to have tactful manipulations in following up some of the answers given by the respondents. During the interaction, I gave the respondents a chance to elaborate on their responses, which provided me with the needed information for the study. The qualitative approach, as a result, allowed for the interaction between me and the respondents in a natural manner. Furthermore, the approach helped to expose the respondents' perspectives on their commitment to teaching and what they thought influenced them to leave or remain in the teaching profession. Following is the research design in detail.

3.6.1 Research design

To make a thorough investigation into the problem of teacher attrition in South Sudan, a research design was used. The design comprised the literature review, and procedures for data collection and analysis. In addition, the design incorporated different techniques such as the:

extensive literature review, documentary analysis and interviews. Below is the analysis of the techniques.

3.6.2 Extensive literature review

The study reviewed extensive literature related to the general theories of teacher attrition and retention so as to come up with propositions for testing. The purpose of the literature review in the context of the study was largely to analyse the different factors responsible for teacher attrition and retention. The review revealed relationships between different factors and teacher attrition. The extensive literature review offered a comprehensive understanding of each of the factors that influence teacher attrition. As a result, the extensive literature review helped me in refining the study's conceptual framework and provided secondary data that aided in the processes of data collection and analysis. The extensive literature review was very useful, as it not only offered valuable information on the debates by different authors, but to some extent offered useful insights into understanding the causes of teacher attrition from different perspectives. The process of reviewing the literature consisted of searching for information in published journals, on the internet and through the library at the University of the Witwatersrand. The second technique which was used is the documentary analysis.

3.6.3 Document Analysis

A document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007).

In this study, a wide range of documents from the then Ministry of General Education and Instructions (MoGEI) of the Republic of South Sudan, were collected and analyzed as a potential source of data. The most outstanding of these documents were the policy documents, national development plans and NGO reports. The reports and documents showed the most critical areas of what is happening in the education system of the republic of South Sudan in general and central Equatoria State in particular. The policy documents outline the

government's position on the education system in terms of efforts and priorities, which directly or indirectly affect teacher (South Sudan Progress Report, 2009).

Different documents were therefore analysed with the purpose of providing information on:

a) Policies relating to education in general and teachers in particular
b) Relevant teacher management and development program National development plans
c) Education partners' plans

The policy documents, NGO reports and national development plans gave insightful information about teacher education, remuneration and school infrastructural development of the Republic of South Sudan (South Sudan Educational Status, 2011). The NGO reports provided useful information on teacher training programs and other areas of teacher management. The study of employed more than one data collection instrument, known as "triangulation". The use of various data collection instruments is described by Open University (OU) as:

> "Cross checking of the existence of certain phenomenon and the veracity of individual accounts by gathering a number of sources and subsequently comparing and contrasting one account with another in order to produce as full and balanced study as possible in addition to allowing for the cross-checking of data from one source against data from other sources" (OU, E811 Study Guide, 1988:54).

The combination of instruments allowed for consideration of different views of reality and helped to validate the study's data. To obtain very reliable data, the study's sample was designed as shown below:

3.7.0 Sampling

According to Neela (2010), Sampling is a method of studying from a few selected items, instead of the entire big number of units. The small selection is called sample. The large number of items of units of a particular characteristic is called population.

In this study, information was collected from a smaller group or subset of the population in a way that the data somehow represented the total population studied as put by Cohen and

Manion (1994). A sample of two secondary schools and National Ministry of Education staff was used to obtain reliable data on factors influencing teacher attrition in the conflict affected South Sudan Central Equatoria State. The sample was selected because of its diversity and access that the respondents had over the subject of the study. The two secondary schools were chosen in Central Equatoria State , Juba County, majorly because of security convenience. Many parts of South Sudan remain heavily in secure. In addition, the two secondary schools were chosen because they had varied characteristics in terms of teachers' and students/ populations.

The overall sample comprised two staff of Ministry of Education Science and Technology, two head teachers of two secondary schools (Juba Day Secondary School and Dr. John Garang's Memorial Secondary School), and two teachers from each of the two secondary schools chosen; making a total of ten respondents. As part of data stratification and diversification, participants were categorized into: female respondents, male respondents, young age respondents (20-30 years), middle age respondents (40-49 years) and old age respondents (50-65 years). The choice of these categories was aimed at identifying a group that is mostly prone to teacher attrition as described by San'socalco (2002). Retirement age in South Sudan is 65 and that is why the categorization was stopped at age 65. The Ministry of Education staff were selected from the departments of Teacher Education and Human Resource Development for the purposes of obtaining varied views and experience on the topic of the study. The use of various categories of respondents ensured validity and reliability of data.

3.8.0 Sample Study location

The study was carried out in Juba County Central Equatoria state because of security and cost. A Purposive sampling was used to select Juba County as the site of the study, because of security convinience. In Juba County, John Garang Memorial National Secondary School and Juba Day Secondary school were purposely selected for the study because of the following reasons: John Garang Memorial National Secondary school is the only national Secondary school with a moderate population in Juba County. Juba Day Secondary school was selected on the basis that it is the largest school in central Equatoria State.

Juba Day had a high population of 1600 students and Dr. John Garang's Memorial Secondary School had a middle population of 500 students (EMIS report, 2010).

What further justifies the selection of the sample is that teachers and Ministry of Education staff were the ones that experienced the different factors that influence teacher attrition and retention. The main question, as to what influences teacher attrition and retention, guided the data collection and identification of key factors relating to the topic.

The interviews borrowed some of the questions used by a study conducted by (Ndala, 2010), in which factors affecting teacher attrition and retention in Malawi were investigated in relation to the contribution of HIV and AIDS to teacher attrition in schools. However, this study did not consider HIV/AIDS in particular as a key factor influencing attrition. The study focused on teacher movement to other professions rather than the loss brought about by natural factors.

3.9.0 Interviews

The interview method was used as the main instrument for data collection in the study**.** The interview was designed to be as intensive as possible so as to solicit maximum amount of information from the respondents**.** Questions for the interview focused on the following areas:

a) Working environment domain
b) Occupational domain
c) Academic domain
d) Professional domain &
e) Social domain

The questionnaire for the interviews was designed and reviewed with peers and the supervisor. It was later on piloted with peers to ensure its reliability and validity. I had to travel from South Africa to South Sudan, where the interviews were conducted at the respondents' places of work. The relationship that existed between me and the respondents seemed positive as there was no respondent who failed to honor the schedules for interviews. The respondents' cooperation influenced the study constructively as it allowed for flexibility. Respondents felt free to express their views without being coerced by the researcher. The interviews therefore provided a wealth of information that proved useful for the study. The researcher was able to

probe deeply into the responses provided by the respondents as the respondents were assured of confidentiality of their answers.

The interview process was a joyful moment for the researcher as some of the respondents demonstrated a spirit of cooperation and concern over the need to improve their conditions in teaching and education in general. Some respondents were of the view that the government should regularly conduct research to reveal problems faced by teachers in schools, while some expressed their disappointment with the education system regarding failure in addressing their welfare. The respondents hoped that the researcher would publish findings of the study so that relevant authorities could get to know their real feelings about teaching as a profession. During the interviews, notes were taken throughout so that they could be compared to what was recorded on the tape. The taking of notes was also meant to guard against possible omissions of some parts of the interview process; this allowed the interviewer to check the wording of the statements made by the respondents, which ensured that what was said was accurately captured.

3.10.0 Conclusion

This chapter reviewed methodologies and approaches used in the study**.** The study employed a qualitative approach as this emphasized the use of human experiences and interaction as a way of obtaining insight and information on the investigated problem. The study employed different techniques for data collection such as: extensive literature review, documentary analysis and interviews, which ensured validity and reliability of the data. The literature review covered the analysis and evaluation of theories that relate to the problem of teacher attrition, which led to a comprehensive understanding of the problem as it highlighted key factors that influence teacher's decision to leave or remain in the teaching profession. The use of an extensive literature review enabled the researcher to develop the study's conceptual framework, which helped in the organization, analysis and interpretation of data throughout the report writing process.

The use of documentary analysis also provided useful information about plans and priorities of the Government of South Sudan in relation to teacher training, recruitment and absorption into the system. This provided useful information on the contextual background, and strategies

employed by the Government of the Republic of South Sudan in combating the problem of teacher attrition.

The study used a sample of ten respondents who were purposefully selected from two strategic departments in the Ministry of Education Science and Technology, and two secondary schools in Juba County. The sample stratification enabled me solicit varied views from different respondents who were categorized as males, females, young and old respondents. The interview focused on the key domains that had been identified as influencing teacher's decision to leave or remain in teaching. These domains comprised the working environment domain, occupational domain, academic domain, professional domain and social domain. The next chapter presents the data collection and analysis strategies.

Chapter Four Strategies for Data Collection and Analysis

4.1 Introduction

Data collection as a practice, is carried out in order to further researcher's understanding of a puzzling issue and helps in clarifying facts (Kombo and Tromp, 2006.p,99). This chapter describes what I did during the data collection process and what factors and strategies were put into consideration in the data collection exercise. The following were put into consideration.

4.2 Reliability and Validity of the Study

Reliability refers to the consistency with which questionnaires, test items or instruments are consistent, and scores remain relatively the same over a time (Charles 1995). Kirk and Miller (1986) identified three types of reliability, namely.

1. The degree to which a measurement given repeatedly, remains the same.
2. The stability of a measurement over time.
3. The similarity of a measurement within a given time period.
   These three types of reliability listed above were ensured throughout the study.

Validity on the other hand, is defined as a means which determines whether a research truly measures what it intends to measure or how truthful the results are (Joppe, 2000). Sapsford and Jupp (1996), also define validity as "the design of research to produce credible conclusions, whether the evidence which the research offers can bear the weight of the interpretation that is put on it or not." The concepts of reliability and validity have been used in this study to refer to the consistency of measurement over a time and adequacy of that measurement in measuring what it intends to measure .

Using Lincoln's (1995) criteria for quality in qualitative and interpretive research, the following steps were taken: (1) consistent use of iterative questioning, where I constantly returned to some of the previously asked questions to uncover inconsistencies. Matters which were previously raised by the informants were revisited through rephrased questions in order to check for contradictions;(2) An early familiarization with participants and

institutions involved was conducted before the data collection dialogue could take place; the researcher met with participants on a separate day where he explained the purpose of the study and role of participants ; (3) Although the study used a purposeful sampling, some bits of random sampling of individuals who served as informants was done to ensure that any unknown influence could be distributed evenly within the sample (Preece,1994).I ensured that the informants were typical members of the selected groups. That is, the national Ministry of Education Staff , female staff and practicing teachers. It is worth mentioning that participant teachers and staff were randomly chosen by their supervisors.

Although attention was paid to the principle of validity, or "truth worthiness or rigor" as termed by Guba and Lincoln (1980), it is worth mentioning that the two secondary schools cannot adequately represent a total of over 300 secondary schools in the whole of the Republic of South Sudan. Again, the sample of 10 teachers selected as the participants for the study cannot be generalizably used to conclusively infer for the over 4000 teachers (MoEST, EMIS, 2013), teaching in South Sudanese secondary schools. But since, the schools and teachers were subsets of the whole populations, they represented the studied populations in a small way and can somehow be used to understand the phenomenon of teacher attrition . I now turn to discuss how the principle of triangulation was ensured.

4.3 Triangulation

Triangulation in this study involved the use of different methods , ranging from direct observation, individual interviews and documentary analysis. According to Guba, Brewer and Hunter (1989), the use of different methods compensates for individual method limitations. In the study, supporting documents were obtained from relevant institutions which helped in verifying details that the participants provided. Other form of triangulation employed, was the use of varied informants and the verification of individual view points and experience with others, which resulted into obtaining a substantial data for the study.

Based on the advice of Van Maanen (1983), corroboration was used in the form of comparing information provided by individual informant with those of others. Site

triangulation was also ensured through the use of three sites: two secondary schools and the national Ministry of Education Science and Technology Government of South Sudan. Similar results emerged from the three different sites, which concur with the view of Dervin (1982) concept of "circle reality". During the research proposal development, peer scrutiny was also employed. A conference was organized by Wits school of Education to provide opportunity for scrutiny of the project proposals among colleague students, peers and academics. This provided a valuable feedback to the researcher about the project proposal format and content. The fresh perspectives that the conference participants brought enabled the researcher to refine some of the approaches. In addition to triangulation, ethical issues were seriously put into consideration.

4.4 Ethical considerations

The researcher sought approvals from the University of Witwatersrand, South Africa, and the national Ministry of Education, Science and Technology of the Republic of South Sudan. Written approvals were obtained from the University under the protocol number: 2011ECE093C. The Ministry of Education, Science and Technology, approved the conduct of the study in two secondary schools and use of its documentary data. Separate approvals were also obtained from the head teachers of Juba Day and Dr. John Garang's Memorial National Secondary schools for conducting the research in the selected schools.

To ensure honesty , participants were given letters of consent to refuse or accept to participate in the study. This was done to ensure that those who participated in the data collection were genuinely willing to participate in the data collection session, and were willing and prepared to offer data freely. Participants were highly encouraged to be frank.

Confidentiality of the information collected was assured. Information about the respondents remained anonymous since they were asked not to mention their names on the responses in order to seal their identities.

4.5 Tape recording

An audiotape recorder was used to capture responses from the respondents during the interview process. This method is recommended by Bell (1993) as a useful tool for ensuring that a researcher reviews the interview process even after the latter has been completed. Bell further argues that audio- taping is useful, especially when a researcher intends to use content analysis, as it enables replaying of the tape as many times as possible so as to identify, then categorize the data into themes. This was convenient for this study since my intention was to use a thematic content analysis.

A 55 minute schedule was used for interviewing each respondent. It was originally envisioned that each interview would last between 50 minutes to one hour. However, at first, the interview sessions lasted for longer than 55 minutes, but as the researcher became increasingly conversant with the questioning process, the timing was reduced to between 45 and 50 minutes, depending mostly on the eagerness of the respondents in sharing their experiences. As a result, the interviews were concluded in one week and two days.

Despite the good use of tape recorder, there were some disadvantages that were experienced as a result. The direct recording brought with it the danger of not taking all the notes during the interviews; taking notes at the same time when one records is more difficult, in fact when one has only two hands. Although not taking notes also have advantages, because the immediacy of the exchange was exciting. I did not have to break my trend of thought by having to jot down all notes, so, this made the flow of dialogue smooth as previously observed by Pollock (2004, p.4). Another disadvantage of tape recording was the time that the transcription of the tape recording consumed. Bryman (2001) suggests that one hour of tape takes five to six hours to transcribe. A lot of time and money was taken through verbatim transcription of the interview scripts. The use of a tape recorder was both advantageous and disadvantageous, however, it was the most useful tool for data collection. The next sub-topic discusses data analysis and interpretation.

4.6 Data analysis

Data analysis is the process of organizing information gathered so as to increase the researcher's understanding of what has been discovered (Bogdan and Biklen, 1992). Analysis of data for this study was carried out continuously from the onset of the study. Since the sample for the study was small, the interviews were made lengthy to cater for comprehensiveness of information; a transcriber was hired to retrieve data from the recorder. The transcribed data was later compared with the researcher's own short notes taken during the interview process to scan for omissions and additions. The data was analyzed using qualitative measures, employing thematic content analysis. Themes were assessed by identifying common attributes that helped in making meanings out of the information analyzed. Throughout the analysis, I was able to categorize the data into themes, looking at the differences and similarities that emerged from the responses. The patterns provided tendencies and situational experiences. Reference was made from time to time to the literature review and the theoretical framework on the factors associated with teacher attrition and retention so as to generate additional perspectives on the data, particularly during the data interpretation. To make a better case, the researcher also used his familiarity with policy documents to gain information to support some of the views expressed in the data analysis.

4.6 Limitations

The study confined itself to teachers in public Secondary schools in South Sudan, Central Equatoria State, who taught in schools during the time of the study. The study also confined itself to a few staff from the National Ministry of Education, Science and Technology, who were purposely selected from departments of Teacher Education, Secondary Education and Human resource. The departments in the National Ministry of Education were chosen on the basis of their regular interaction with teachers in the areas of teacher recruitment and management. The interviewees consisted of heads of the three departments, who were selected on the basis of their work and experience.

The selection of the participants and location was justified by the fact that the conflict situation during this study could not allow me to go into insecure states and counties for data collection, as many of the areas were still full of landmines and other explosives ordinances.

The assumption guiding the choice of schools is that most public schools have similar characters as compared to private secondary schools in Central Equatoria State. Teacher qualifications, payment and other conditions in public secondary schools were seen to be similar. For example, teachers in public secondary schools undergo similar training and are accredited by the same Government teacher training colleges. Moreover, wages and salaries for teachers in public secondary schools were similarly based on the rank of the teachers. On the other hand, situations in private secondary schools were viewed as different, due to the fact that payment and incentive policies vary across different private schools.

The fact that the researcher was part of the system investigated might have created some room for bias. His interest may have affected the interview process, and may also have influenced his ability to pursue certain points or contributed to strengths during the data analysis. As Seltiz et al (1962:583) & Bell (1993:95) pointed out, "there is always a danger of bias creeping into interviews, largely because the interviewers are human beings and not machines, and their manners may have effects on the respondents."

The time factor, of one week and two days for conducting the interviews was not sufficient to cover the experiences of all the respondents as there was only one meeting convened per respondent.

However, in spite of these limitations, the study revealed some insights into the causes of teacher attrition and its impacts on the education system as a whole.

4.7 Conclusion

Ethical, reliability and validity issues were taken seriously into consideration, with the respondents' consent sought before any interviews were conducted. Similarly, details pertaining to respondents' names were concealed for confidentiality purposes. This encouraged the respondents to feel free and motivated when they participating in the study.

Finally, the data collection and analysis enabled me examine key concepts and issues that emerged under each theme, and clearly showed links to the investigated problem and objectives. The next chapter discusses the data presentation and interpretation.

Chapter Five: School Working Environment and Teacher Attrition

5.1 Introduction

According to Susan M., Mathew A. Kaff and John A. Papay, (2012), school environment factors matter most to teachers' satisfaction and their students' achievement, although the factors need not to be narrowly conceived. The authors further argue that teachers are more satisfied with schools that have positive working contexts than those without, therefore, necessitating the need to critically understand the role of school environment factors influencing teacher attrition in South Sudan, Central Equatoria State.

To analyze the role of school environment factors, the study used a sample consisting of two secondary schools, four classroom teachers, two head teachers and four educational professionals in the national Ministry of Education, Science and Technology, that work in Central Equatoria, Juba County.

The sample totals to 10 respondents out of over 2000 teachers teaching in Central Equatoria, and two secondary schools out of over 100 secondary schools in the same state. The sample suggests that the findings may not be quantitatively representational since the respondents and schools are few, but tentative qualitatively conclusions will be drawn based mostly on the respondents' views and feelings on the factors raised through out the interviews, observations and discussions instead of the figures.

This attempts to answer the question as to how the working environment factors affect teachers' behavior. The chapter develops an argument that school working environment factors such as school leadership, school materials, class size, school time table, student discipline, student performance and security situation in the teacher deployment area play significant roles in teacher's decision to leave or remain in the teaching profession. The analysis starts with the discussion of school leadership in relation to teacher attrition.

5.2.0 School leadership and teacher attrition

In an attempt to ascertain the relationships between school leadership and teacher attrition, several studies have acknowledged that school leadership does influence a teacher's decision to leave or remain in the teaching profession, as revealed in the studies conducted by Billingsley, 1993; Ingersoll 2003 & Bennell, 2007. Given the background of South Sudan, where close to 70% of secondary teachers have never been trained, as cited by Hewison (2009), I saw it imperative to investigate whether the factor of school leadership influences teacher's decision to leave or remain in teaching as a profession. Below is the analysis of the few responses given.

5.2.1 Relationship between school leadership and teacher attrition

Responses on school leadership and teacher attrition		
Responses	**Numbers**	**%**
There is a relationship	8	80%
No relationship	2	20%
Total	**10**	**100%**

5.2.1 Relationship between school leadership and teacher attrition

It is evident from the analysis above that, a majority of the respondents (80%), felt that school leadership plays a significant role in teacher's decision to leave or remain in the teaching profession. The response is in line with Cooks, (2010) argument that a transformational school leadership is favorable in reducing stress at work, as it ensures more consideration and encouragement of new teachers in teaching. It is likely that this style of school leadership could be missing in many schools of South Sudan's Central Equatoria State.

As shown in the table above, only (20%) of the respondents reported that no relationship does exist between the school leadership and teacher's decision to leave or remain in teaching. It could be suggested that there is a strong relationship between school leadership and teacher's decision to leave teaching in South Sudan Central Equatoria State as agreed by most respondents in the interview.

Asked what significant roles school leadership can play in a teacher's decision to leave or remain in teaching, up to 10% of the respondents expressed that moral support is one of the

areas the school administration has influence on teachers. In addition, a majority of the respondents (60%), also felt that their school leaderships played a significant role in students' discipline control. These feelings corroborate with Cook's (2010), observation that school transformational leadership is key in teaches' decision towards teaching. Teachers in Central Equatoria's secondary schools could be leaving due to absence of effective school leadership.

A 30% of the respondents felt that their involvement in school activities and appreciation are of paramount importance to their motivation. One teacher from Juba Day Secondary school stated that,

> "if you get a word of appreciation from your boss, just a remark, it does a lot to make you feel happy for what you have done! But if you do this and that, and you hear nothing, the next day you become relaxed."

This statement demonstrates the importance that teachers attribute to issues of teacher involvement in school activities, and the importance of appreciation to teachers by the school leaderships.

It is self evident that school leadership has a role in making teachers to be happy by involving them in school activities and appreciating their positive efforts, which strengthens their moral to remain committed to teaching. When teachers feel underutilized, unappreciated, and not recognized, they think of leaving. This could be the case in some of the South Sudanese secondary schools in Central Equatoria State. Given the nature of students in South Sudanese secondary schools where a majority of teachers are former soldiers, it could also be deduced that teachers would be leaving teaching in South Sudan's Central Equatoria State due to lack of teachers' motivation.

To explore other possible causes of teacher attrition in South Sudan's Central Equatoria secondary schools, the study examines school time-table distribution as one of the factors motivating teacher attrition.

5.3 School time-table and teacher attrition

To find out if a relationship exists between school time-table distribution and teacher attrition, I asked the respondents if they thought the school time-table distribution had a link to teacher's decision to leave or remain in teaching. In the response 70% of those interviewed replied that no relationship exists. This response can be interpreted to mean that a school timetable distribution has a minimal influence on teachers' exit from teaching.

Only a small portion of the respondents (30%) did affirm that their school-timetable distribution had some connections with their decision to leave teaching. Asked why they thought so a 60% of the respondents who said 'yes', replied that they were often needed in different classes for different subjects at the same time due to the time-table confusions. The respondents said that they were always under severe pressure because of too many responsibilities, which they said reduced their efficiency and effectiveness in the classrooms.

Up to 40% of the respondents, who said 'yes' revealed that the school time-table was not in line with the transport difficulties they experienced when coming to school. They were of the opinion that the time-table did interfere with their overall arrangements for teaching and that it was part of their discomfort with teaching. In addition, 20% of the respondents who answered "yes" to this question cited teacher delays in reporting to schools as one of the difficulties, which affected school time-table distribution and eventually their morale in relation to teaching. It is therefore worth noting that the general feeling among the respondents indicates that the issue of the school time-table plays a minor role in teacher's decision to leave or remain in the teaching profession, and cannot be considered as a major cause of teacher attrition in the South Sudan's Central Equatoria state, although it has some small influence on teacher's morale. This response could be due to the fact that teachers considered the school time-table as an internal issue within the schools and could easily be fixed (or ignored) by the schools. On the other hand, the findings highlight the importance of setting up a school time-table which takes into account teachers' transport difficulties.

The study further examined the role of class size in teacher's decision to leave or remain in teaching.

5.4 Class size and teacher attrition

South Sudan as a war affected country is characterized by shortage of learning spaces in schools and high influx of returnee students from the neighboring countries as well as the Internally displaced persons (IDPs). A large number of returnee -students and Idps has had serious implications on the learning spaces in schools as well as on teachers' morale in relation to teaching. To find out if any relationship does exist between class size and teacher attrition, I asked the respondents to state if they thought class size was the root cause of teacher attrition in their schools. In their responses, a majority of the respondents (60%), felt that it was the root cause; as the average class size in the two case schools ranged between 50-70 students per class. On the other hand, a small number of the respondents (40), saw no problem with the class size, instead, they felt that the government could have added them incentives to compensate for the extra duties and responsibilities, which they said were never reflected in their pay scales. One of the respondents said "If the Government gives us incentives, we can cope with the large size of classes".

Generally speaking, the respondents were in agreement that the existence of huge class sizes made it difficult for them to control classes and mark students' assignments as required. In addition, the respondents cited difficulties which they faced in handling classes for subjects such as English and mathematics. According to all the respondents large class sizes have negative impact on the quality of students' performance, both at the school and national level. The respondents expressed fears that if the huge sizes of classes continued for a long period of time, it would be likely that all qualified teachers in Central Equatoria state will leave teaching; since they would seeing themselves making no positive contribution in terms of students' performance. This expression is in line with the appeals theory stated by Lortie (1975), which states that teachers leave teaching when certain appeals cease to exist. In this case the loss of good student's performance due to huge class sizes, could cause teachers to leave teaching.

It could therefore be deduced, based on the above findings that teachers in South Sudan's Central Equatoria state find it difficult to cope with huge class sizes, especially when their salary scales remain static despite the influx of returnee-students and the internally displaced

students. It is evident from the findings that teachers leave teaching due to existence of huge classes.

The study also examined the role of school materials in relation to teacher attrition.

5.5 School materials and teacher attrition

School materials or instructional materials are made up of objects such as printed materials, and audio and visual materials that aid in successful delivery of lessons in classrooms (Joof, 1999:85). This study examined absence or availability of teaching and learning materials in the South Sudan's Central Equatoria state secondary schools and the impact these have on teachers. I asked the respondents to comment on the availability of teaching and learning materials in the secondary schools. In the responses 70% of the respondents felt that their schools had inadequate school material supplies, which they said affected teaching and learning. When probed further, the same number of respondents highlighted the difficulties they faced in giving lessons without textbooks and support materials. One teacher from Juba Day Secondary School had said,

> "Lack of teaching and learning materials makes me feel helpless before the students. In some cases, you find that there is a new syllabus and you have no textbooks or support materials with you, what do you do in such a situation?"

This statement demonstrates how heavily teachers depend on textbooks and other instructional materials as a way of compensating for skill shortages in their subject knowledge and teaching approaches. When such teaching and learning materials are lacking, teachers feel vulnerable, and are likely to dislike teaching, and as a result, become prone to leave teaching for other less stressful professions. It could be deduced that lack of instructional materials is one of the root causes of teacher attrition in Central Equatoria State.

On the other hand 30% of the respondents felt that lack of teaching and learning materials is not their main cause for disliking teaching. In their views, trained teachers would be able to improvise locally made materials to aid teaching and learning. In the view of this group, school supplies can still be improved given the transitional period that South Sudan as a country is undergoing. These respondents felt less concerned about the negative impact of teaching and

learning materials on teachers' morale. In general, the respondents felt optimistic that the supply of teaching and learning materials would improve. This finding concurs with the argument posited by Emma and Ajay (2006) that teachers may choose to stay in schools that have inadequate teaching and learning materials so long as their other needs have been fulfilled.

A small portion of the respondents (20%), revealed that they would leave the teaching profession due to their disappointment with lack of teaching and learning materials in schools, confirming the argument raised by Chapman (1994), that lack of teaching and learning materials may force teachers to leave the teaching profession if not resolved. It is evident from the two expressions that a majority of teachers will not leave teaching due to lack of teaching and learning materials. However, it is also observed that teachers would be willing to improvise some of the missing materials as long as they are given adequate training and other motivations. The following discussion is on teaching workload and teacher attrition.

5.6 Teaching workload and teacher attrition

This section examines respondents' views on the relationships between teacher attrition and teacher's workload in schools. The section attempts to answer the question: Is there a relationship between teaching workload and teacher's departure from the teaching in Central Equatoria state? To answer this question, I asked the respondents about the role of teaching workload in relation to teacher's commitment to teaching as a profession. While responding to the question, a majority of the respondents (60%), replied that their teaching workload had a great influence on their commitment to teaching as a profession. In particular, the two head teachers and four teachers of the two secondary schools interviewed, acknowledged that teaching workload was an important factor in their decision to leave or remain in the teaching profession. In particular, the four teachers acknowledged that they had been affected greatly by heavy teaching workloads that arose as a result of the increase in enrolment due to the influx of returnee-students and the internally displaced persons. The same respondents also revealed that they could not plan and deliver lessons well due to increase in their teaching workloads, which they said made them hate teaching as a profession and made them think of leaving the profession for good. One teacher from Juba Day Secondary School summed it up this way:

> "I am a class teacher with extra subjects to teach in different classes, and each class has over seventy students. How do I mark their assignments and plan for their lessons well? I find myself overstretched".

This acknowledgement concurs with Bennell's (2007, p12), argument that increase in teacher's workload forces teachers to drop their initial commitment towards teaching as a profession. This is one of the root causes of teacher's departure from teaching in South Sudan's Central Equatoria State.

On the other hand, a number of the respondents accounting to 40%, did not see any link between teaching workload and their decision to leave or remain in teaching. Instead, they felt that their school administrations should added extra allowances to their salaries to compensate them for extra responsibilities, to which they were assigned.

From the above expressions, it is evident that a great number of teachers in South Sudanese Central Equatoria State, secondary schools risk leaving the teaching profession due to heavy teaching workloads, assigned to teachers, which is never accompanied by incentives. The Government and school administrations should therefore look into the question of teacher's workload and add incentives accordingly.

The study also examined the role of students' discipline and performance in relation to teacher attrition.

5.7 Students' discipline/performance and teacher attrition

This sub-section examines if any relationship exists between students' discipline, students' performance in examinations and teacher attrition in the South Sudanese Central Equatoria state secondary schools. In addition, the section attempted to examine several claims made by Hanushek et al., (2004); Ingersoll and Smith (2003); John (2004), that student's discipline and performance in examinations influence teacher's decision to leave or remain in teaching. To ascertain this, respondents' views were solicited and these were the responses:

Up to a half of the respondents acknowledged that a great relationship does exist between students' discipline, performance in examinations and teacher's decision to leave or remain in teaching profession. The respondents stated that if students' discipline and performance are good, teachers will tend to remain in teaching for a long period of time. This expression was well summed up by a statement from one female teacher from Dr. John Garang's Memorial Secondary School, who said and I quote,

> "I like my job when I see my students perform well in examinations. I had a group of students who did well in the national examinations last year and that really made me happy."

Her comment indicates that teachers become motivated when their students obtained good results in examinations, indicating that a relationship does exist between students' performance and teacher attrition. This finding corroborates with Boyds' (2007), findings, which showed higher attrition rate among less effective teachers than the effective ones.

Poor level of discipline among students is cited as part of teacher's frustration in teaching. In the responses, it was revealed that teachers I Central Equatoria state often find themselves at odds with former child soldier students, whom the teachers said were always rude, hard to discipline and did poorly in every exam. The respondents also revealed that they were uncomfortable with indiscipline classes and students.

On the other hand, 30% of the respondents reported that they did not see any relationship between students' discipline and teacher attrition. In their view, if teachers could do well in their work as teachers, and then, by misfortune students decide to play around and finally failed the exams, it would be up to the students to leave but not the teachers. These respondents did not see any link between the variables stated and teacher attrition in Central Equatoria State.

Surprisingly, a group indifferent to the above views, which represents (20%), could not confirm in their responses whether a relationship does exist between teacher attrition and student's discipline and performance or not? They instead avoided the question and were therefore assumed to be neutral on the matter. Perhaps, they deliberately refused to answer or they found it difficult to decide which side to support.

In summary, it is evident from the expressions that a strong relation between teacher attrition, students' discipline and performance does exist; with teachers preferring to stay longer in schools where good discipline and performance prevailed. It is also evident from the findings that teachers would leave teaching in schools, with many indiscipline students, who poorly perform in exams. It could therefore be deduced, based on the findings that teachers in South Sudan's Central Equatoria State, who taught in schools characterised by poor discipline and low achievement were at a higher risk of leaving the teaching than their counterparts, who taught in schools characterized by strong discipline and good students' performance in exams.

The head teachers and school administrators should therefore ensure a good level of student discipline and performance, as a strategy for attracting teachers to teaching. I now move to discuss the influence of deployment area in determining teachers' choice of teaching as a profession.

5.8 Deployment area and teacher attrition

According to Bennell and Akyeampong (2007, p.12), war and insurgency play a major role in teacher's decision to leave or remain in the teaching profession, in particular when teachers find themselves teaching in politically insecure places or remote schools. As stated by Akyeampong (2007), countries like Nepal, Sierra Leone, Afghanistan, Somalia and Iraq experienced a great deal of attrition as teachers became a target for the insurgents. In Nepal for example, a group of teachers were forced by the Maoist to pay levies ranging between 5-25 % of their monthly pay which caused them to abandon teaching (Bennell and Akyeampong, 2007). In the case South Sudan's Central Equatoria State, the focus here is to find out if teacher deployment in insecure areas influences teacher attrition.

To solicit respondents' views on teacher deployment area influence, respondents were asked what they would do if they were to be sent to insecure areas for their teaching deployment? These were their responses: a majority of the respondents (60%) felt that they would not risk going to teach in less secure areas; since there would be no guarantee for their lives. The respondents argued that they would rather choose to do different jobs than to go and teach in

less secure areas. This finding corresponds with Armand's (2010) finding, which states that lack of teacher's protection makes teachers leave teaching.

On the other hand, a minor number of the respondents (30%), reported they would not mind going to work in less secure areas, so long as there is work to be done and students to be taught. Only (10%) of the respondents could not decide what to choose between security and employment, and were therefore grouped as neutral on the issue.

It is apparent from these findings that a majority of teachers in the conflict affected South Sudan Central Equatoria State, would rather choose to leave teaching if posted to remote and insecure schools. Meanwhile, there is a minority of teachers who will not mind being sent for employment in such places so long as there is work to be done and students to be taught. It can therefore be deduced that most teachers in central Equatoria will leave the teaching profession if they are deployed to remote and unsafe areas. This finding is in line with the argument raised by Bennell and Akyeampong (2007), that deployment area influences teacher attrition and retention. The government therefore needs to guarantee security for teachers and ensure payment of hardship allowances to teachers who teach in remote schools.

5. 9 Conclusion

It is evident from the findings that a large number of teachers in South Sudanese secondary schools in Central Equatoria state are at a high risk of leaving teaching due to large class sizes (50-70 students); unrewarded increases in teacher workload; poor students' discipline; poor assessment results and insecurity in deployment areas. On the other hand, the analysis indicates the support offered by school leaderships made teachers happy in teaching. In addition, good student examination results are among the factors that make teachers happy with teaching. The next chapter examines the role of occupational domain factors in teacher attrition.

Chapter Six: Occupational Domain and Teacher Attrition

6.1 Introduction

This chapter examines if a relationship exists between teaching as an occupation and teacher attrition. The chapter maintains that there is a strong relationship between the occupational domain and the rate of teacher attrition in South Sudan's Central Equatoria State secondary schools. The chapter describes, analyses and interprets the role being played by teaching as an occupation.

The chapter develops an argument that when teachers' salaries and benefits are irregular and too little, teacher attrition increases; and where benefits remain regular and reasonable, teachers tend to remain in teaching. Detailed analysis of the role of occupational domain factors in influencing teacher attrition have been provided below,

6.2 Teachers' salaries and teacher attrition

To assess the relationship between teachers' salaries and teacher attrition in Central Equatoria state, I asked the respondents if they were happy with their salaries or not? In response to the above question, a large portion of the respondents (80%), reported that they were not satisfied with their salary scales, citing high costs of living and huge households as some of the reasons that made their salaries insufficient. In particular, the respondents cited high food prices, accommodation, transport, and treatment and school fees for children as some of major expenses that took a large portion of their salaries monthly. The respondents complained that their salaries did not match the high cost of living as the average monthly wage of those that were interviewed varied between South Sudanese pounds (SSP) 380 or USD 150 basic for a teacher to SSP 1500 or USD 500 for a head teacher. The concern for the meager amount of salaries was summed up by one teacher from Dr. John Garang's Memorial Secondary School, who said,

> "You see this salary is very, very small! I have a family of six that I am taking care of; before the end of each month, I find myself with nothing to feed them on, and when I come to school with nothing at home, I find myself unable to deliver anything good in the classroom because I come to school already troubled."

This statement highlights the importance of salaries for teacher's morale, indicating that poorly paid teachers tend to exert less effort in teaching, whereas well paid teachers remain committed to teaching.

On the other hand, a small number of respondents (20%), felt satisfied with their salaries. In support of their argument was the comment made by another teacher from Dr. John Garang's Memorial Secondary school, who opposed the view that teachers were leaving teaching as a result of low salary scales. He said, "If teachers were leaving teaching because of meagre salaries, then, we would all have left." This statement could be translated to mean that teachers did not necessarily remain or leave teaching because of low level of salary payments.

When I further examined details of those who said that they were satisfied with their salaries, I discovered that they were all senior teachers and administrators, suggesting that they had good grades compared to their junior colleagues, who received meagre salaries due to their junior grades. This could be interpreted to mean that teachers in senior management positions were more comfortable with their salaries as compared to those in junior positions, who were at the same time in lower grades.

It can be deduced from the above findings that an average secondary school teacher earning is incompatible with the cost of living and as a result, there could be a possibility that junior teachers could t be leaving teaching more than those in higher grades due to the meager salary scales.

To probe further into the issue of salaries, I enquired from the respondents if their salaries were paid on time or not? It was revealed by 60% of the respondents that salaries could take between 40-60 days before they were received. According to the respondents, the practice of late payments subjected them to hardships and caused them frustration. One respondent revealed that teachers were not allowed to rent houses by landlords/landladies, because of late salary payments. In the words of the same respondent,

> "the landlords would always want to know your profession before they could allow tenants to rent. If landlords/landladies discover that you are a teacher, then, they will not give you a house to rent."

However, a section of the respondents (40%), felt that delays were as a result of the transitional period that the conflict affected South Sudan is undergoing. In their view, things would significantly improve in the near future.

In summary, the findings show that low level of teachers' salaries constitutes a major threat to teacher's commitment to teaching as a profession, given the high cost of living in South Sudan as a whole and Central Equatoria in particular. The findings also revealed that the problem of salary delay is temporary and would not therefore affect a teacher's long term commitment to teaching as a profession if things improve. It is also evident that irregular payment of meagre salaries forces teachers to seek employment in other well-paying jobs; especially in the areas of NGOs and police, highlighting the lack of uniform scales of payment in various fields. The next sub-section examines the role of teacher's benefits in teacher attrition.

6.3 Teacher benefits and attrition

In the neighbouring countries of South Sudan, for example, Ethiopia, Kenya and Uganda, teachers' salaries are being supplemented with a variety of additional payments such as incentives, allowances and entitlements (Letitia, 2008). The case of South Sudan, Central Equatoria State seemed different: teachers depend mostly on their basic salaries and house allowances. It is revealed in this study that important supplementary elements of teacher remuneration are not adequately provided in South Sudan as a country as a whole (ERDF Conference, 2007).

I asked if the respondents had been getting their benefits regularly or not. In the response, a total of 80% of the respondents replied that they received their benefits such as housing allowances and arrears irregularly. The respondents complained that follow up of arrears was time consuming. The respondents felt that they could spent their valuable time on teaching, instead of moving unnecessarily between Ministries of Education and schools following up things that rarely materialized. On the other hand, a small portion of the respondents (20%), did not show that they had any difficulty in accessing housing allowances and arrears. When I verified details of these respondents, I discovered that they were all from the National Ministry

of Education. This finding indicates that it was easier for staff of the Ministry of Education to follow up claims than teachers who were stationed in far schools.

6.4 Conclusion

It is evident from the findings that a majority of young teachers in South Sudan's Central Equatoria State stand a high risk of leaving teaching due to low salary scales and irregular payment of salaries; in the face of high cost of living in the new country. It has also been revealed in the findings that teachers spent a high portion of their salaries on food-related items, accommodation, medical treatment, and transport to work; suggesting that teachers in south Sudan are unlikely to live a decent life. For example, buying of their own cars or making undertakings in areas such as businesses could not be imagined. The findings also indicate that teachers do not regularly receive their allowances and arrears and are sometimes forced to follow up arrears in the Ministries of Education, making them waste a lot of valuable time on travelling back and forth than in the classroom. These findings concur with Chapman's (1994) claim that "when teachers' salaries fail to be sufficient incentives, teachers will think of leaving the teaching profession." Teachers in South Sudan, central Equatoria State, are therefore at a higher risk of leaving teaching due to low salaries and irregular payment of incentives and might do so at any time if such practices are not improved.

The next chapter analyses the role of teacher's professional development in relation to teacher attrition.

Chapter Seven: Academic Domain and Teacher Attrition

7.1 Introduction

This chapter examines the role of the academic domain in teacher attrition and retention. It examines the role played by presence of huge number of under qualified teachers in the South Sudan, Central Equatoria state in order to establish if it is the cause of teacher attrition. Based on the recruitment policy of South Sudan (2007), a secondary school teacher should possess a diploma or BED Degree. However, given the effects of the 21 years of civil war, teachers with such level of qualifications are very few. Lack of qualified teachers therefore forces the Government to employ a huge number of teachers who are under qualified in order to engage learners in classrooms. This situation is worsened by lack of induction program for newly recruited teachers in schools, who are mostly left on their own in schools to succeed or fail upon accepting a teaching post (Ingesoll, 2012). According to Ingersoll, school head teachers need to provide novice teachers with necessary skills and knowledge to enable teachers learn how to teach, survive and succeed.

According to Hewison (2009, p.3), the Government of South Sudan lacks concrete plans for training its hugely untrained teaching work force in most of its undeveloped schools, which has forced many teachers to look for further education opportunities on their own elsewhere. It is evident that there is a great mismatch between teacher training and demand in schools. As observed by Ingersoll et al., (2012), there is insufficient production of teachers in the universities and colleges due to lack of training opportunities.

Based on this background, and using the responses from the teachers I interviewed, the chapter argues that there is a strong relationship between teacher qualification and teacher attrition in Central Equatoria State. In addition, the chapter further posits that teacher retention improves with increase in access to higher education. The chapter analyses relationships between factors such as teacher qualification, teacher's access to higher education and teacher's knowledge/ skills.

7.2 Teacher professional development programme and teacher attrition

To obtain respondents' views on teachers' professional development program availability, I asked the respondents if they had any idea about teacher's professional programs for secondary school teachers. These were their responses.

A majority of the respondents **(**70%) revealed that they were not aware of any professional development program for secondary school teachers. This means that, if any professional program exists, it is not well known to all teachers in the state. On the other hand, a 30%, of the respondents acknowledged that a teacher's professional development program did exist in the form of workshops and conferences. These varied views imply that no solid professional development program for teachers existed. Asked if a relationship exists between teachers' professional development and teacher attrition rate an overwhelming number of the respondents (70%) confirmed the relationship. Only a small portion of the respondents (30%) replied that no significant relationship exists between teacher attrition and lack of teacher's professional development.

From the views of the respondents, it is evident that no professional program for practicing teachers exists, and teachers could leave teaching in search of professional development courses in other related fields, which seemed to have such opportunities. Lack of teacher's professional program in Central Equatoria and in the whole of South Sudan appears to be among the causes of teacher attrition in Central Equatoria State.

To further find out what the respondents' priorities might be in trying to solve the problems in teaching and learning at their own individual levels, I provided a list of items for the teachers to rank. These included: salary increments, improvement of administrative support, provision of training, improvement of school materials and improvement of employment procedures. In the order of priorities: one, two, three, four and five; these were the responses:

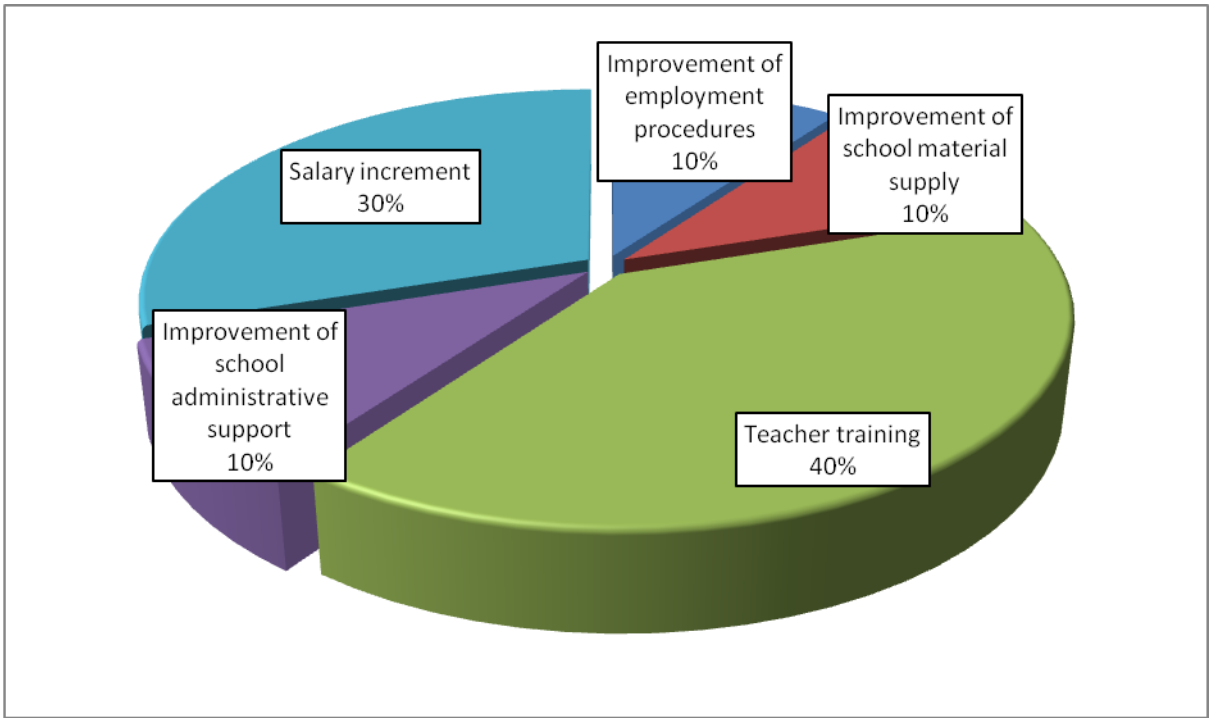


Figure 7.2 Showing prioritization of teacher needs based on the respondents' views

In the analysis of the responses, it is shown that teachers' number one priority is teacher training, as expressed by 40% of the respondents. The teachers' second priority is salary increments, as expressed by 30% of the respondents. The third priority which teachers expressed in their response is improvement in school administrative support to teachers (10%), followed by improvement of employment procedures (10%), and finally, improvement in school material supplies (10%). It is clear from the findings that almost all the respondents' look forward to upgrading their qualifications either through distance learning or college education and willing too, to remain in teaching if training programs could be made available.

When I asked why the respondents chose teacher training as their number one top priority, a half of the respondents (50%) reported that they had never had adequate training due to the 21 years of conflict that the country experienced between 1983 and 2005. Along similar lines, 30% of the respondents stated that they had their training in Arabic, which they said was not in line with the requirements of the new curriculum, whose medium of instruction is English.

A small portion of the respondents (20%), felt that they needed to be trained in order to advance their career ladder to the next levels. It is therefore clear from the analysis that a large number of teachers in Central Equatoria State, hope to attend teacher's professional development programs in order to increase their knowledge and skills in teaching an English based curriculum and to advance their careers. If their needs cannot be fulfilled, teachers will be likely to leave the teaching profession in search of training opportunities in other fields.

In order to find out which teachers are more prone to teacher attrition between trained teachers and untrained teachers, I asked the respondents whom they thought were more likely to leave teaching. In the responses, a 70% revealed that, more qualified teachers are at a higher risk of leaving teaching than their counterparts who are less qualified; simply because, qualified teachers are more marketable and can find jobs in other fields more easily. On the other hand, a relatively small number of the respondents (30%), reported that less qualified teachers are more likely to leave teaching than their counterparts, because, a good number of them looked forward to attending training colleges to upgrade their knowledge and skills and possibly prepare them for other fields of work. In addition, some of the respondents were of the opinion that less qualified teachers found it difficult to cope with demands of teaching and are thus easily forced to seek for employment in less challenging fields.

7.3 Conclusion

It is evident from the findings that lack of teacher's professional development programs and presence of huge number of under qualified teaching make many teachers move out of teaching in search of skills development and knowledge advancement courses. The findings also show that more qualified teachers stand a higher risk of leaving teaching due to the difficulties they faced in finding opportunities for training meant for career advancement, when they could easily be absorbed in other fields and find such opportunities. The above findings therefore suggest that a strong relationship exists between teacher qualification, teacher professional development programs and teacher attrition. These findings concur with claims made by ILO, 1991a, ILO, 1991b and OECD, 1990, that deficiency of teachers' professional development programs motivates teachers to leave teaching. The next chapter examines the role of teaching as a profession in influencing teacher's decision to leave or remain in teaching.

Chapter Eight: Professional Domain and Teacher Attrition

8.1 Introduction

This chapter explores the role played by teaching as a profession in influencing a teacher's decision to leave or remain in teaching. The chapter examines ways in which individual teachers view teaching as a profession and how this attitude influences their decision in relation to teaching in order to ascertain if this factor is responsible for attrition in Central equatorial State. The main argument of this chapter is that teaching, when viewed as a profession does in fact play a role in teacher's decision to leave or remain. The chapter attempts to understand how teacher's perception of teaching and professional identity affects teacher's decision. The chapter also verifies the claim made by Lewin and Stuart (2003), that teachers originally engage in teaching with mixed attitudes, which has the effect of causing their professional identities to remain unfixed and confused in relation to teaching. Accordingly, the chapter analyses relationships between teaching as a profession and teacher attrition as explained below.

8.2. Teaching profession and teacher attrition

To solicit respondents' views on how they viewed teaching as a profession, I asked if they were happy with teaching as a profession. These were the responses: up to (80%), of the respondents felt that they were happy with teaching as a profession. However, a small portion of the interviewees amounting to 20%, showed that they were not happy with teaching as a profession, because, teaching in their view is very much associated with poverty among South Sudanese communities. One teacher from Juba Day Secondary School summarized it as follows:

> "There is a saying among our South Sudanese communities that, if you want to be poor for life, choose teaching".

This statement indicates that some teachers in South Sudan's Central Equatoria State would leave teaching because of their community's negative perception about teaching as a profession. The respondents were of the view that most of their colleagues were in teaching because they had no other jobs except teaching. In their views, if most teachers were to be

given a choice between teaching and other jobs, only a very few number of teachers would choose teaching as their life career because of poverty.

The findings show that teachers in South Sudan's Central Equatoria State have no dislike for teaching as a profession except with the conditions of service and pay. It is also apparent from the responses that a majority of teachers choose teaching as a last resort when all other career progression avenues have proved unsuccessful.

Asked why they felt happy with teaching as a profession? A portion of the respondents (40%), replied that they were happy with teaching because they felt motivated when addressed in their communities as 'teachers' by parents and students. In addition, a 30% of the respondents stated that they were happy with teaching especially when they saw their students do well in examinations, and that teaching offered them rare opportunities such as weekends and long holidays as compared to other professions. Moreover, a segment of the respondents (30%), cited students' appreciation as one of the main things that made them to love teaching despite the hardships associated with teaching. This revelation corroborates with Bishay's (1996), argument that teachers love teaching as a job because of motivation by good students' performance.

It can be deduced that most of the factors that kept teachers in teaching are professional in nature as opposed to those that sent them away.

8.3 Conclusion

Based on the views expressed by the respondents above, it is evident that most teachers in South Sudan's Central Equatoria State have a passion for teaching as a profession and are determined to remain as teachers despite the presence of many challenges in teaching. It is also revealed that most teachers love teaching as a profession for different reasons: some teachers love teaching because of appreciation from communities, good student performance, opportunities that teaching offers as a profession; for example, long holidays, and weekends.

On the other hand, a small section of the respondents did not feel happy with teaching as a profession due to the fact that teachers remain the poorest category of employees compared to

their counterparts in other the professions. It is therefore evident that teaching as a profession is not the root cause of teacher's departure from teaching in South Sudan's, Central Equatoria State, but rather, certain conditions make it difficult for teachers to continue to teach.

The next chapter analyses the role of social domain in influencing teacher attrition and retention.

Chapter Nine: Social domain and teacher attrition

9.1 Introduction

This chapter examines the role of social domain in relation to the phenomena of teacher attrition. The chapter critically examines the role of personal demographic factors, teacher's gender and attitude of the community toward teachers in as far as the causes of teacher attrition are concerned. The chapter attempts to answer the following question: how do social factors influence teacher's decision to leave or remain in the teaching profession? The main argument here is that social domain factors such as personal demographic factors and teacher status in the community influence teacher's decision to leave or remain in the teaching profession. The debate in the chapter starts with the analysis and interpretation of demographic factors, and how these factors relate to teacher attrition, as explained in the sub-topics below.

9.2 Personal demographic factors and teacher attrition

Studies conducted by Billingsley (1993) and Ingersoll (2001), highlight in depth the importance of personal demographic factors such as age and gender in teacher's decision to leave or remain in teaching . To establish the role of social factors in teacher attrition, I asked the respondents who they thought were most likely to leave or remain in the teaching profession among the following groups:

- Old male teachers,
- Old female teachers,
- Young male teachers,
- Young female teachers.

In the response, an overwhelming majority (90%), replied that young male teachers are more likely to leave teaching than their young female counterparts. A small portion of the respondents, amounting to 10%, felt that old male teachers were also likely to leave teaching more than their old women counterparts. Asked why they thought so, the respondents replied that young male teachers were unsettled in their professional choices and were therefore more likely to take up new opportunities that seemed available in their search for 'better jobs'. In addition, a small percentage of respondents asserted that old male teachers in South Sudan have

more family responsibilities than their female counterparts and could as such be easily lured off from the teaching profession, especially when more desirable greener pasture jobs seemed to be available.

Based on the findings above, it is evident that young male teachers in South Sudan's Central Equatoria State are at a higher risk of leaving teaching than their old counterparts due to their exploratory behavior towards career choices. This observation corroborates with claims made by Macdonald (1999), who asserted that attrition rate among teachers of ages between 20 and 30 was higher than among teachers of ages between 45 and 54. In addition, the findings also revealed that a small portion of old male teachers were at a risk of leaving the teaching profession, especially when they approached their retirement age. The finding also concurred with the argument raised by Kirby et al. (1993) that relationship between age and attrition is in "V shaped"; with the probability of attrition being much higher during early stage of the career than in the middle stage of career, and finally rising towards retirement age. This argument also concurred with the Human Capital theory posited by Kirby and Gissmer (1993) that the higher the accumulation, the lower the attrition and the lower the accumulation, the higher the attrition rate among employees. The findings confirmed that there was a strong relationship between teacher's age and gender and the rate of teacher attrition. In the Central Equatoria State, the category most affected by teacher attrition was young male teachers.

The next section analyses the role of teacher status in the society and how it mediates teacher attrition in schools.

9.3 Teacher's status in the society and attrition

Teacher's status in the society refers to the way in which teachers are perceived by their respective communities based on their occupation as teachers (0banya, 1995). According to Obanya, the level of prestige that used to be vested in African teachers in the 1940s to 1970s has declined, resulting in higher teacher turnover and lack of confidence among teachers. Obanya further argues that teachers in the past were seen as 'bringers' of progress, modernity and development and were rewarded and respected accordingly (VSO, 2002. p.1). Does this view about teachers still hold in South Sudan?

This section examines the society's teacher relations with regard to teacher attrition. To establish a relationship, data were analyzed and these were the findings: a half of the respondents (50%). acknowledged that they enjoyed a considerable degree of respect among their respective communities, especially from parents and guardians of the students.

Meanwhile, 30% of the respondents felt that teachers were not being valued enough by their respective communities compared to employees from other fields. This was well captured in the words of one teacher from Dr. John Garang's Memorial Secondary School who said,

> "When you attend a meeting with other civil servants in the community, the organizers will always tell you, if you are a teacher, please go and sit behind, leave the front seats for VIPs. In fact, they consider you as nothing!"

Perhaps the issue of drinking most exposes the relationship between community and teacher. As one of the respondents put it,

> "When a teacher drinks, s/he is taken to be a drunkard and careless, and when a lawyer or an engineer drinks, s/he is said to be happy and enjoying him/herself."

This finding supports the claim made by Ndala (2010), that teachers were being looked down upon in the society because of their poor salaries and habits in comparison to other employees who were well paid.

In the analysis, it is reported by only a small portion of the respondents (20%), that respect is a mutual value and not a one-sided thing. The respondents felt that teachers who respect themselves are in turn respected by communities, and those who do not respect themselves, are in turn never respected. In other words, teachers who respect themselves can also be respected by the community, and those who do not show any respect to themselves can never be respected by their respective communities.

Asked if they thought teachers' relations with the communities have any connection with the decision to leave or remain in the teaching profession, all (100%), of the respondents replied that this was not the cause of teachers' decision to leave the teaching. This reply indicates that

teachers do not attribute teacher attrition to mistreatment of teachers by their respective communities.

9.4 Conclusion

Through the analysis of the respondents' views on the social domain, it is clearly shown that young male teachers are at a higher risk of leaving the teaching profession, because, they view teaching as a springboard to finding better jobs or professions in life and not as a final destination career choice. At the same time, the findings indicate that female teachers are more firm with regard to their career choices than their male counterparts. The female teachers are unlikely to leave teaching than their male counterparts and this can be attributed to their consideration of other factors such as: spouse employment and children's responsibilities, among others.

Finally, the good news revealed by the study is that most teachers in South Sudan's Central Equatoria State, enjoy a considerable level of respect among their communities, and this is a strong boost in keeping teachers committed to teaching as a profession.

The next chapter addresses the general conclusion and recommendations.

Chapter Ten: Conclusions and Recommendations

10. 1 Introduction

This chapter discusses key insights and conclusions emerging from the study, including some recommendations. However, it is worth mentioning , that conclusions may not generalizably be fully drawn to refer to the ten states of South Sudan or the over 300 secondary schools in the country since only two schools and respondents were involved in the study but can only be used in a small way to understand the dangers of teacher attrition.

It is to be noted that this chapter is discussed in line with the questions addressed throughout the study about what influences teacher attrition and retention in the conflict affected South Sudan, Central Equatoria State secondary schools?

The discussions and conclusions on the key domains have been arranged following the structure of the research main question and research sub-questions.

The chapter explicitly highlights the main arguments of the study, and findings on different factors, practices and processes that interplay in determining teacher's decisions to remain or leave teaching. The study used a stratified purposive sample of two secondary schools in the Central Equatorial State of South Sudan, namely, Dr. John Garang's Memorial National Secondary School and Juba Day Secondary School. A total of 10 participants were interviewed, observed and their responses were analyzed to ascertain respondents' views on the causes of teacher attrition in South Sudan's Central Equatoria State. The study also carried out documentary analysis of records from schools and from the national Ministry of Education Science and Technology, such as the Education Management Information system (EMIS) reports, and policy handbooks.

The findings from the study underline key domains that influence teacher attrition and retention, such as: working environment domain; occupational domain; academic domain; professional; and social domain. The findings have been systematically linked to wider literature on the study, especially theories and claims made by previous researchers on the

issues that relate to teacher attrition and retention. Topics such as teacher salary, school leadership, class size, teacher workload, deployment area, teacher training, teacher's gender and age have been highlighted at length to establish their relations to the problem of teacher attrition. Finally, the chapter gives numerated recommendations on the areas of further studies by policy makers and researchers on the topic of the study**.**

Interesting theoretical insights emerged from the study. From the expression of teachers, head teachers and staff of the Ministry of Education, Science and Technology (MoEST), one acquires the sense that attrition is a phenomenon that occurs as a result of different conditions, circumstances and practices. The responses highlight the importance of key domains such as: school environment, occupational domain, academic domain, professional domain and social domain as having significant roles in influencing teacher's decision to leave or remain in teaching. These findings are in line with the recommendations made by Billingsley (1993), Chapman (1994), and Bennell and Akyeampong (2007).

10.1 Discussion and Conclusion

One of the key questions being addressed by this study is: what working environment factors influence teacher's decision to leave or remain in teaching? To obtain evidence based answers to this question, data were analyzed which show that working environment domain factors influence teacher attrition in the South Sudan's Central Equatoria State, particularly factors such as the: class size, teacher's workload, student discipline and performance, as well as the security of teacher's deployment area. The findings revealed that teachers find it difficult to handle large class sizes, huge teacher workloads, poor student discipline and performance among other issues. These findings corroborate with the recommendations made by Lortie (1975), Ingersoll and Smith (2003), Hanushek et al., (2004), and Bennell (2007), that teacher attrition is greatly influenced by conditions within the school working environment.

As clearly evidenced by the findings, improvement of working conditions would boost teacher's morale in relation to teaching. The importance of reducing the class sizes, improving students discipline and performance, and enhancement of school leadership remain critical in teacher's decision to leave or remain in teaching.

The study asks a question on how the occupational factors influence teacher's decision to leave or remain in teaching. In the response, the respondents revealed that teacher attrition in South Sudan's Central Equatoria State, is greatly influenced by low salaries received by teachers in a very harsh economic climate of a conflict affected country. It is shown in the analysis that South Sudan as a country imports almost all of its consumer goods from the neighboring countries of Kenya, Uganda and Ethiopia, which results in a high costs of living due to high prices in the market. Teachers in South Sudan in general and Central Equatoria in particular, spend a great deal of their salaries on food, accommodation, transport, health and education. The high costs of living in the context of insufficient teachers' salaries makes it difficult for teachers to resist the temptation of joining professions that offer attractive salaries that can enable them cope well with the high costs of living.

The findings concur with the claims made by ILO (1991a), p.98, Chapman (1994), Stonebreaker (2002), Stinebrickner (2006) and Bennell (2004), that if teachers' salaries fail to be a sufficient incentive, teachers quit teaching for other better paying jobs and this is the case in the South Sudan's Central Equatoria State. The respondents felt that the type of salaries they received do not match the costs of living, and as a result they develop different survival strategies like teaching in adult education centres to top up their salaries.

In addition, most of the respondents expressed that they desired to leave teaching because of the high costs of living in the country. Improvement of teachers' salaries and benefits are therefore some of the issues to be addressed holistically, since they align well with one another. When salaries and incentives are not adequate, teachers will always feel de-motivated and leave teaching.

On the question of what professional practices influence teacher's decision to leave or remain in the teaching profession, It is revealed in this study that teaching as a profession is heavily associated with poverty among many South Sudanese. For instance, one respondent cited a common saying among the South Sudanese communities that if one wants to be poor forever, let him/her join teaching. The respondents also revealed that they would want to join professions that have better salaries, progression prospects and status, rather than teaching, which they perceived as inferior profession in terms of income and status.

With the views expressed above, the respondents clearly show that they support the claims made by Ingersoll (2003) and Kirby and Grissmer (1993) that teachers often leave teaching after being told by relatives that teaching is not a prestigious job and that they would better be advised to quit. It is also revealed that the perception and identity of individual teacher play a key role in determining teacher's decision to leave or remain in the teaching profession.

On the question how the academic practices influence teacher's decision to leave or remain in the teaching .The findings have revealed that a large number of secondary school teachers remain untrained and that the only form of further training available for teachers, is in the form of workshops and conferences, which in most cases does not address specific content needs of every teacher. It is also shown in the data analysis that a serious mismatch does exist between the level of the available teacher's professional development program and teachers' professional development needs on the ground.

The analysis clearly shows that due to absence of serious pre-service and in-service training programs for the untrained teachers, most teachers choose to go for training on their own, which leads to a greater number of teachers who leave teaching than those who remain in teaching. This finding confirms with the ILO (1991a and ILO 1991b) and OECD (1990) argument that absence of a teacher's professional development program motivates teachers' decisions to leave teaching.

Given the low level of teacher qualification in the conflict affected South Sudan Central Equatoria State, most teachers remain likely to look for training opportunities, especially in professions that offer them training and job opportunities. The exodus of many teachers for training has a serious implication on teacher demand and supply in secondary schools. Moreover, the lack of teachers is likely to lead to a high rate of student drop-out in secondary schools as there would be an inadequate number of teachers to teach the students.

The research asks how the social factors influence teacher's decision toward the teaching profession. The findings reveal a lot of relationships between the social domain and teacher attrition. In the data analysis, teacher's gender, age and status in the society play a key role in

teacher's decision to leave or remain in teaching. It is revealed that young male teachers stand a high risk of leaving the teaching profession due to lack of passion and commitment towards teaching as a profession. The finding corroborate with the claims made by Kirby et al. (1993) that a quarter of young teachers of ages between 20 and 30 remain likely to leave the teaching profession within their first to fifth year of teaching experience. This confirms with the common hypothesis that, the younger the teacher, the more likely s/he is to leave the teaching profession.

In addition, a teacher status in the society is reported as an important factor in teacher attrition and retention. The respondents revealed that they felt undervalued, especially when they attend gatherings in communities with colleagues from other fields, where they are always requested to leave the front seats for "VIPs". The respondents reported that the latter were less qualified than them, but due to the fact that they worked for different professions rather teaching, they are considered to be more important than teachers.

The perception that teachers are inferior to employees in other fields has several implications for teaching as a profession. First, it reduces teachers' morale concerning teaching as a profession, as no one would wish to work in an inferior profession or occupation. The second implication is that since teaching in South Sudan as a country is dominated by untrained and inexperienced teachers, it would be likely that the few teachers who are qualified will leave teaching for other professions. Other groups of under qualified teachers shall take up their positions and the cycle will continue for years, where qualified teachers will be leaving and new groups of under qualified come in to take up their positions. The cycle would mean that educational quality in the war affected South Sudan; Central Equatoria state will have to suffer for many years before it improves.

Finally, the research data suggest that attrition of male teachers is higher than that of female teachers. The respondents revealed that teaching as a profession is being used by young male teachers of ages between 20-30 as a springboard for seeking 'better' future jobs but not as a final choice career. In addition, the other revelation from the data analysis is that attrition among older teachers is said to increase as they approach retirement age. Attrition is said to happen when employees realize that they have not achieved the things they wanted to achieve

in life and would rather move to other fields to try their last luck before retirement (Macdonald, 1999:p.380).

In summary, the study argues that teacher attrition comes as a result of the interplay between different practices, factors and processes that influence teacher's decision to leave teaching. As revealed in the data analysis, working environment factors such as school leadership, class size, school timetable and students' discipline affect a teacher's professional decision to a great extent. It is also revealed in the study that teachers in the war affected South Sudan Central Equatoria State are greatly overwhelmed by the huge size of classes, which cause increase in teacher's workload and threaten teacher's effectiveness and efficiency in the classroom.

In addition, the study shows that most teachers in South Sudan's Central Equatoria State are dissatisfied with the level of payment of both the salaries and incentives, asserting that the salaries remain meager and take many days to be paid.

The academic domain is also reported to be playing a key role in teacher attrition and retention, given the fact that most teachers in the conflict affected South Sudan remain greatly affected by the country's civil war and do not have adequate professional preparations as expected of qualified teachers in the developed countries. In this context, teachers prefer to leave teaching to seek for training opportunities on their own since the Government has no means to provide concrete programs for teacher professional development.

The lack of promotional prospects and low status of teachers in the society cause teachers to dislike teaching as a profession. This finding confirms claims made by Kirby and Grissmer (1993) and Ingersoll (2003) that teacher's status in the society influences teacher attrition and retention. A combination of the factors analyzed above cause the exit of teachers from teaching in the South Sudan's Central Equatoria State Secondary schools.

10.2 Recommendations

In this section, I conclude by recommending some actions that need to be carried out by the Government and educational partners based on the research findings.

1. *Increase Teacher Salaries.*

One of the findings in the study is that teachers in the war affected South Sudan's Central Equatoria State, are being underpaid, and as a result, some teachers opt for alternative strategies to cope with the high costs of living. It is revealed that teachers resort to taking up second jobs in the informal education sector; while others concentrate on personal businesses, which result in malpractices such as absenteeism and lateness in schools. In line with Darling-Hammond's (1997) views on teachers' remuneration, teachers' salaries in South Sudan Central Equatoria need to be increased in order to make teaching attractive to teachers. The Governments of Central Equatoria State and Republic of South Sudan need to increase teacher's grades from Grade 12 at least to Grade 10 and ensure that teachers get paid on time.

2. *Introduce a Robust Teacher Promotion System.*

In the study, it is revealed that no regular teacher promotions mechanisms exist in the conflict affected South Sudan and Central Equatoria State.The only alternatives which teachers have for career advancement is to leave the classroom either for non-teaching positions within the profession or positions outside the education sector. A reasonable teacher promotion policy therefore needs to be introduced to reduce teacher attrition in the country as a whole and in Central Equatoria State in particular.

3. *Provide In-service and Pre-service teacher training Programs.*

The government needs to provide opportunities for teacher training. However, training alone without a systematic system of recognition for knowledge and skills gained may lead to further attrition. The Government therefore needs to establish a recognition system to go hand in hand with the knowledge and skills acquired through training.

4. *Provide Accommodation to Teachers*

The Government needs to provide accommodation and rental services for teachers as an attempt to reduce teacher attrition, especially in the urban secondary schools, where accommodation services are scarce.Due to lack of accommodation in war affected schools, teachers are reluctant to accept posts in remote and insecure rural schools in South Sudan and Central Equatoria State in particular.

5. *Provide Allowance to Teachers in Hardship Areas.*

The Government of South Sudan, Central Equatoria and its partners need to provide additional allowances for teachers who are deployed in hardship areas. Similarly, the government needs to encourage employment of teachers who are believed to be likely to accept posts in remote areas, to reduce attrition, and this is in line with the observations made by Mulkeen and Chen (2007).

6. *Promote Employment of Female Teachers.*

Radical changes in deployment policies need to be made to increase female teachers' employment instead of employing more males into teaching; since male teachers have been revealed to be unstable in their commitment toward teaching as a profession.

If the recommendations suggested in this study are implemented, teacher attrition in the conflict affected South Sudan's Central Equatoria State Secondary schools might be reduced significantly and the overall quality of education in the State would be expected to improve.

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