

UNIVERSITY OF WITWATERSRAND

INTERNAL EDUCATOR MIGRATION IN PRETORIA: A NARRATIVE STUDY

A research report submitted in fulfillment of the
requirements for the degree of Master of
Education (Coursework and Dissertation)

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This research report has been approved by the University of Witwatersrand

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Abstract

Internal educator migration has emerged as one of the factors aiding inequalities in South African schools. A unidirectional movement of irreplaceable educators has become evident which aids the inequalities persisting amongst neighbouring schools. Irreplaceable educators move from public to former model C schools and from former model C schools to independent schools, leaving schools exposed to a less capable quality staff. This research aimed to voice the experiences of post internal-migration educators in Pretoria while determining the push and pull factors that lead to the unidirectional migration of educators between former model C schools to independent schools. The research comprised of a narrative study in which six participants were interviewed about their migration experiences. The results of the study revealed that internal educator migration is caused by six push factors in former model C schools: economic pressure, school management, personal and emotional experiences, poor academic achievement, lack of learner discipline and a high teacher to learner ratio. Internal educator migration is also aided by six pull factors offered by independent schools: good learner discipline, financial benefits, lighter workload, lower teacher to learner ratio, professional treatment and higher quality academic learners. The finding further revealed that educators from former model C schools are attractive to independent schools and are regularly headhunted by independent schools. The researcher concludes the research report with an analytic model of the factors which influence internal educator migration and recommended methods to alleviate the educator migration push factors. In addition, the researcher provides recommendations for educator retention and further studies.

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Chapter 1: Introduction

1.1 Introduction

The core function of the education system is to provide quality teaching and learning.

Unfortunately, there are, and always will be, problems to be overcome. One of the crucial causes of inadequate school performance, facing the South African school system, is the inability of schools to adequately staff classrooms with qualified educators (Billingsley, 2004; Ingersoll, 2001). This is due to the high rates of educator turnover, Xaba (2003, p. 287) defines turnover as the:

“movement of employees out of the organization or any permanent departure beyond organizational boundaries.”

It is, however, important to note that not all educator turnover, is an undesirable thing. A limited degree of turnover eliminates low caliber performers and brings in new blood to facilitate innovation (Ingersoll, 2003). Unfortunately, the education industry is not experiencing a limited degree, as seen in the Gauteng Department of Education (Department of Basic Education and Department of Higher Education and Training, 2011). They confirm that in Gauteng there is a negative growth rate in the permanent educator force, as more educators are leaving than entering the profession (Xaba, 2003).

Ingersoll (2001) and Livni & Maringe (2014) state that half of the overall turnover of educators is due to migration, from one school to another, mainly from public to independent schools. Educators will leave low-achieving schools to teach in schools with higher achieving learner status or higher socioeconomic status (Guin, 2004; Livni & Maringe, 2014; Gustafsson, 2016). There is also a large-scale migration of educators to more developed countries as they seek out better salaries (Xaba, 2003). The factors associated with high educator turnover rates are levels of professional preparation, personal factors relating to the

individual educator characteristics and work-related factors such as: an inadequacy in supporting school administration, learner discipline problems, limited faculty input into school decision-making and low salaries (Billingsley, 2007; Ingersoll, 2001). The turnover rate is highest amongst the educators who are within their first five years of teaching (Billingsley, 2007; Ingersoll, 2001; Xaba, 2003). This creates concern as the supply of newly qualified educators is substantially less than the number of teaching posts that become vacant each year (De Villers, 2007). It is also concerning that educators leave their schools to teach in the same area, The New Teacher Project (TNTP, 2012) believes that this form of migration is preventable. Gustafsson (2016, p. 65) also identified this phenomena in South Africa, stating that the education labour market is bound by provinces, as educators tend to avoid moving to schools in other provinces.

Livni and Maringe (2014) call for more research which captures the voice of migrant educators themselves as well as case studies of the experience of internal migrant educators. Gustafsson (2016) believed it would be useful for a study to be conducted on publically paid educators who move across schools, as well as what educators are really looking for when they migrate to new schools. The researcher would fill this gap by doing a narrative study of educators who migrated out of the same former model C school to independent schools in Pretoria.

1.2 Background to the study

1.2.1 Defining key terms

Key terms in this research are turnover, educator turnover, migration, internal migration, internal educator migration, public and independent schools and former model C schools. In this section, the researcher will explain her understanding of these terms and how they will be used in this research.

Concept	Definition
Turnover	Turnover is the blanket term for the movement of workers around the labour market. Ongori (2007, p. 49) explains that this can be between organizations or professions or even between statuses of employment and unemployment.
Educator turnover	Ingersoll (2001, p. 2), defines educator turnover as the departure of educators from their teaching jobs. Whereas, Boe et al. (2008) defines educator turnover as a significant change in an educator's job. This change typically falls under one of the following three subsections: educator attrition, a change in specializations and educator migration.
Migration	Migration is, traditionally, defined as the movement of people across a spatial boundary, usually crossing country borders, in relation to their change in residence (Kok, 1999, p. 20). Sinyolo (2012, p. 25) redefined this as "the movement of people from one place to another."
Internal migration	Internal migration is when migration takes place within the same spatial boundary (Kok, 1999, p. 19; Sinyolo, 2012, p. 25). Statistics South Africa (2011, p. 3) defines internal migration as the process of crossing boundaries within the same country.
Educator migration	Educator migration falls under labour migration and is broadly defined as the supply of educators from one region to another (Weda, 2012, p. 52). Educator migration is, therefore, when educators move between schools and school districts (Guarino, Santibanez, & Daley, 2006, p.

	185) and is commonly referred to as educator mobility (Livni & Maringe, 2014).
Internal educator migration	The internal migration of educators refers to the process in which educators transfer from one school to another within the same school district (Livni & Maringe, 2014).
Public and Independent schools	The South Africa Schools Act of 1996 created two broad classifications of schools, namely; public and independent (Du Toit, 2004). A public school refers to schools that are state-owned while independent schools refer to schools that are privately owned. Both the public and the independent school must be registered with the Department of Education in South Africa.
Former model C school	A former model C school is a school which chose, at the end of Apartheid, to continue receiving state funding for its staff while being allowed to determine their admission policy. These schools have received considerable negative attention as they are perceived as having the best resources, regarding finances, materials, facilities, and staff, in a public sector with abundant inequalities (Hofmeyer, 2000).

Table 1: Defining key terms

1.2.2 Causes of educator migration

One of the leading theories behind the causes of migration is the push and pull model (Sinyolo, 2012; Livni & Maringe, 2014). The push aspects are the conditions to which the educator is exposed to that results in his/her wanting to leave their current school, while pull factors are the attractive circumstances of the new school or career opportunity. Sinyolo

(2012) believes that the strength of the push and pull model lies in a combination of push and pull factors.

Bennel and Akyeampong (2007), in Sinyolo (2012, p. 60), identified key push factors for educators in developing countries to be meagre salaries, excessive workloads, general classroom environments, lack of collegial and management support, poor living arrangements and long distances to work. Sinyolo (2012) confirmed this in his study, which showed that the majority of school principals considered low salaries and other financial benefits as the primary drivers for educator migration. Additionally, school principals recognised inadequate school infrastructure, shortage of learner and teacher support material and the absence of professional development to be significant push factors. The South African Council for Educators (2011, p. 18) identified job dissatisfaction to be the most common reason for educator migration. The factors leading to this dissatisfaction were listed as: poor remuneration, high workloads as well as poor school management. However, professional development and the desire for better working conditions are also strong migration motivators (South African Council for Educators, 2011).

Sinyolo (2012, p. 123) revealed, in his study of the international migration of educators in Southern Africa, that the pull factors which enticed migrant educators were better economic conditions in the destination country, political stability, higher salaries, improved infrastructure and resources, the influence of relatives and friends and availability of professional development opportunities. He, therefore, branded seven significant themes underpinning the causes of educator migration, that is, economic conditions (educator salaries and conditions of service); political climate; school infrastructure and resources; career advancement; opportunity to travel; and educator loss owing to the Human Immuno Deficiency Virus and Acquired Immuno Deficiency Syndrome (HIV and AIDS) (Sinyolo, 2012, p. 138).

1.2.3 Consequences of educator migration

The education labour market is becoming increasingly depleted, and the concerns for educator shortages are growing (Xaba, 2003). One of the causes of the educator shortage is the high rates of educator migration in South Africa. This migration was a knock-on effect from the democratic freedom that educators received at the end of the Apartheid era (Hofmeyer, 2000). Many educators chose to move from public schools to independent schools. However, South Africa's educator turnover concerns have become more complex than democratic freedom. It is essential to understand these complexities as each educator provides a valuable economic resource to schools called "human capital" (Greenberg & McCall, 1974). Statistics South Africa (2011) explains one of these complexities regarding human capital as the majority of migrants are well-educated. This means the counterparts left behind are the less-educated.

The loss of educators impacts the education system through decreasing of an already limited human capital (De Villers, 2007). Additionally, the national budget is affected as the finances used to train educators are lost as they migrate out of the public education system into the private sector. In addition to the "human capital" aspect of the school organisation, educator turnover can harm both the school environment and negatively affect learner performance (Billingsley, 2007; Ingersoll, 2003). Greenberg and McCall (1974) argued that high rates of educator turnover induce dwindling learner performance as learners need to adapt to the characteristics and pedagogy of their new educator, who is customarily less experienced than their predecessor. Fundamentally, educator migration affects the culture of teaching and learning in the school.

Nunn (2005), in Sinyolo (2012, p. 6), claims that the migration of educators undermines the ability of schools and education systems to function appropriately. For this reason, educator

turnover is a major concern for policymakers, especially in terms of recruitment and retention of educators (Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Guin, 2004). The political changes in South Africa have led to both intended and unintended consequences of policy changes, some of which have led to the decrease in confidence in the public sector as well as higher educator turnover rates (Hofmeyer, 2000). It is, therefore, concerning that the South African Department of Education does not have a policy that speaks directly to educator turnover (De Villers, 2007).

1.2.4 Theoretical framework

In 2002, Mazzarol and Souter coined the term ‘pull and push factors’ to describe the forces behind educator migration (Livni & Maringe, 2014). Pull factors are those elements in a school that ignite the desire for educators to leave their schools, while push factors are the elements that drive or drove educators to leave their current or former school. Push factors in traditional migration theory, according to (King, 2012), would be poverty, unemployment, political recession or low social status, while pull factors would be better job prospects, improved welfare systems, good living conditions or political freedom. It is, however, essential to understand that different people respond to different combinations of push and pull factors. This model allows researchers to explain why migration takes place.

1.3 Statement of the problem

For many years, people have debated the causes of educator migration. At first glance, it may seem like educators migrate for financial gains or promotions. This initial perception fails to consider the experience of educators who have migrated. If we continue to believe that educators only migrate for financial gains or promotions, we will never understand the broader questions of how this migration has affected the educators.

This narrative case study will explore the experiences of post-migration educators in Pretoria to gain an understanding of the factors contributing to the internal migration of educators in Pretoria.

1.4 Scope of the present study

1.4.1 Aim of the study

This research aims to understand internal educator migration in Pretoria. The study concentrates on the push and pull factors in educator migration in the region. The main aims of this research were to:

- Assess the main causes of educator migration out of former model C schools; and,
- Voice educators' experiences during the migration process.

Nieuwenhuis (Qualitative research designs and data gathering techniques, 2010, p. 73) states that the aim for historical research, such as this narrative study, is to offer an understanding to judge current trends and therefore impact on decision-making. The researcher therefore ultimately aims to provide suggestions for former model C schools on methods to retain their educators.

1.4.2 Objectives of the study

The objectives of this research will be to:

- 1) have in-depth narrative interviews with educators who have migrated from former model C schools to independent schools within the same district within Pretoria;
- 2) Conduct a document analysis to determine the existing policies and records of internal educator migration; and

3) synthesize to establish the main push and pull factors for internal educator migration in Pretoria.

1.4.3 Research question

The main research question for this study is:

How do educators (in Pretoria) describe their post-migration experience following internal migration from a former model C school to an independent school?

1.4.4 Sub-questions

The main research question is divided into two sub-questions:

- What factors push and pull educators towards internal migration?
- What are the implications for a new educator at independent schools?

1.4.5 Delimitation of the study

Some delimitations exist within a narrative study, due to the specific experiences underpinning the study (Nieuwenhuis, *Introducing qualitative research*, 2010; Sinyolo, 2012). This study is delimited by the particular experience of educators in Pretoria. Narrative studies are also limited in breadth of the study, as they can be time-consuming the researcher is limited in the number of participants. This study is therefore delimited to the experience of six educators.

Information on internal migration is usually unreliable and unavailable in developing countries, such as South Africa. As developing countries do not keep statistics on population movement within the country (Statistics South Africa, 2011). This delimits the study to a limited document analysis.

1.4.6 Limitation of the study

This study focuses on the internal migration of educators in Pretoria. The study, therefore, does not examine other forms of educator turnover because its main aim is to voice the experiences of educators after internal migration. This study also focuses on the migration between public and independent schools, thus limiting its generalisation to other forms of internal educator migration. Furthermore, the sample of this study is dominated by female participants, limiting the generalisation of the study to the wider population.

1.4.7 Overview of the methodological approach

This research is a qualitative study in which six narrative interviews will be used to gather the data required to answer the aforementioned research questions. Creswell (2007, p. 502) describes narrative studies as:

“...a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual.”

Narrative interviews were used in this research, as this type of interview aims to stimulate the participant to tell the researcher details about a specific event (Muylaert, Sarubbi, Gallo, Neto, & Reis, 2014). The narrative interview design will enable the researcher to make sense of and develop a better understanding of internal educator migration in Pretoria. Data will be collected by participants through one-on-one interviews. Interviews will be conducted with six educators who have migrated from the same former model C school to an independent school.

1.4.8 Significance of the study

In conducting the narrative study, the research will contribute to the academic field of study by looking at local cases on internal migration and thus forming a better understanding of this

phenomenon. This study will contribute to a better understanding of internal educator migration by identifying the push and pull factors that contributed to the migration of educators from former model C schools to independent schools in Pretoria.

The findings of this study will contribute to the retention of educators in former model C schools, as it will provide insight into why educators are migrating to independent schools.

As the research will be asking about the factors that drew educators towards the independent school, the study will furthermore provide insight into independent schools' recruitment and retention strategies. The findings of this study will also provide insight into the experiences of educators, thus providing techniques on how schools can create a better working environment for their educators. The data in this study may provide school leaders with information relating to how they can address the factors leading to the high rates of educator turnover in their school.

The findings of this study will additionally speak to the existing policies on educator turnover. Because there is a common belief that educators migrate for financial reasons, the results of this research will provide ideas on how to adjust educator retention policies to retain educators in public schools, without altering financial benefits. The study will correspondingly open pathways on how schools can develop adequate recruitment and retention policies.

Lastly, the study will influence future research as it will provide insight into one specific scenario of educator migration, allowing interest to grow in various educator turnover scenarios. The findings of this study will provide recommendations on where knowledge of educator turnover is lacking, as it will provide a suggestion of uncommon factors leading to migration.

1.5 Overview of the study

Chapter 1 introduced the notion of internal educator migration by discussing the background and relevance of the present research. The research problem is broken down into a research question and two sub-questions, which guided the researcher during the study. The scope of the research was presented, and the key terms were clarified regarding the study's contextual usage.

Chapter 2 embodies a literature review focusing on existing literature on educator migration and the push and pull model for migration. Various factors leading to the migration of educators are identified and discussed. Chapter 2 also highlights the concerns around educator migration and reviews the literature on the causes and effects of internal educator migration in South Africa. This chapter will also discuss various theories on migration and summaries of other research done on migration in South Africa.

Chapter 3 outlines the narrative study and its methodology. The paradigms, research questions, participants, data collection and analysis techniques, as well as the ethical considerations, are discussed.

Chapter 4 addresses the data analysis and presents the results of the narrative study. In this chapter, the researcher discusses the findings from the narrative study.

Finally, Chapter 5 provides concluding remarks. This chapter will summarise the findings and outline the strengths and weaknesses of the present research. This chapter will also offer recommendations for future studies on internal educator migration.

1.6 Summary

This chapter has discussed the background to the study, highlighting the research problem and questions as well as addressing the research design. The key concepts to the study were

also defined in relation to the specific framework of the study. It became apparent that internal educator migration has become a concern across the globe, as experienced and specialized educators are rapidly changing positions in the search for better job satisfaction. If left unchecked the quality of education in South African public schools will decrease, as educators pursue comfort in the independent schooling system. It is therefore vital to understand the causes of internal educator migration within South Africa; this study aims to provide insight into this phenomenon. The study will be built around the push and pull model for migration, which aims to explain the reasons educators migrate.

The following chapter provides a literature review on the global trends of educator turnover, concentrating on the push and pull model as a basis for understanding the causes of internal educator migration. This chapter will also consider the effects of educator turnover on the school, both positive and negative.

Chapter 2: Literature Review

2.1 Introduction

This Chapter will review the literature related to the concept of internal educator migration in order to provide a guiding light for the research process (Scott & Morrison, 2006). Chapter 2 will, therefore, submit a detailed review of the literature underpinning internal educator migration. To develop this literature review the researcher critically engage with the published discourse in the discipline of educator turnover. The literature review was a continuous process which started during the research proposal phase and continued until the submission of this research report. The method of completing this literature review saw the researcher undergoing a bibliographic search of books and articles in the discipline of educator turnover. The researcher followed up the bibliographic search results by finding the relevant extracts from the text, including claims about educator turnover and migration and gaps in the literature.

The following literature review will, therefore, comprise of a study of the documentation that indicates the concern for educator turnover, as well as highlighting that educator turnover can be positive. It is followed by a discussion of how educator turnover relates to school policies, according to literature, and an indication of the gaps in the research pertaining to educator migration. The researcher also explains the unidirectional move of educators to independent schools and the push and pull factors that led to this phenomenon.

2.2 Why the interest in educator turnover?

The core function of a school is to provide quality teaching and learning. However, if a school struggles to retain their staff members, particularly educators, the quality of teaching and learning will decline. It is the schools who keep qualified educators that can give the best

education to learners (Tehseen & Hadi, 2015; The Education Committee, 2017). It is therefore essential for schools to retain the best educators. However, according to one of the respondents in Diale's (2016, p. 101) study on Life Orientation teachers in Gauteng, the continual migration of Life Orientation teachers has been identified as a major concern facing the development of the subject within the South African curriculum.

In order to retain the best teachers, the National Commission on Teaching and America's Future recommends that schools downsize and provide financial incentives for their educators (Boe, Cook, & Sunderland, 2008, p. 8). Unfortunately, offering competitive salaries, in relation to the labour market, will be a tremendous financial challenge for schools (Maringe & Prew, 2014; Mulkeen, Chapman, DeJaeghere, & Leu, 2007). There is also an assumption that educators leave schools for reasons like major life events, for example starting a family, or due to working conditions that school management cannot address. However, The New Teacher Project (2012, p. 15), which will be referred to by their abbreviation TNTP in the remainder of this report, in their report on irreplaceable educators found this to be incorrect. TNTP states that even though the factors listed earlier plays a role in educators' migration the deciding factor for seventy (70) percent of educators that have migrated is that the principal makes no effort to retain them. Billingsley (2004) and Boe et al. (2008), therefore, recommend that assigning cognitive tasks to the educator and aiding their professional development will assist in retaining educators, as this allows them to feel like they are part of the school body. When educators feel that they are part of the school body, they will have a greater sense of job security which will encourage them to remain at the school.

However, staff development runs the risk of training staff only for them to move into opportunities for growth, such as promotions, in other schools (Maringe & Prew, 2014). It is, therefore, crucial for any school wanting to efficiently deliver teaching and learning to attract,

select and retain educators who have the desired abilities required for their unique school culture. Governments should, therefore, shift their focus from filling the educator shortages with new recruitments to improving educator retention (The Education Committee, 2017; TNTP, 2012).

2.3 Educator retention as a significant concern

The National Commission on Teaching and America's Future (2003) stressed that educator retention had become a national crisis, stating that this is due to the high turnover of educators rather than an insufficient supply of educators. The latter was confirmed by Boe et al. (2008) who emphasized that educator turnover has become a significant concern during the early twenty-first century. Ebersöhn (2014) further highlighted this concern, stating that the rate of educator attrition is exceeding the rate of educators entering schools. However, it is not only the attrition levels that are a worry to the education system, but also the migration of educators (Livni & Maringe, 2014).

Previously disadvantaged schools habitually have chronic educator turnover which typically leaves the school with a high concentration of inexperienced educators (Guin, 2004).

Gustafsson (2016, p. 6) highlighted a possible reason for this by stating that schools in certain areas, such as previously disadvantaged schools, are seen as undesirable places to work and that educators avoid working there. These schools often end up in a "doom loop." The doom loop results in the schools being trapped in a continuous undesirable spiral of developing the new, inexperienced staff only having them move to a more desirable post with their new experience and training (Heystek, Nieman, van Rooyen, Masoge, & Bipath, 2008). The school would then generally need to hire new, inexperienced staff, thus further draining the talent out of the disadvantaged school. These disadvantaged schools often end up with problems such as weakened collegial relationships, the absence of institutional knowledge

amongst staff and the cost of training the new educators who often end up not remaining in the school (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Therefore, if qualified, experienced educators are leaving schools, it will have a negative impact on the learners' and the school's performance (Tehseen & Hadi, 2015; Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

The talent and wealth of knowledge are, therefore, far from being evenly distributed geographically (Maringe & Prew, 2014), reinforcing the inherited unequal disparities within South African schools, as seen in the poor distribution of adequately qualified and experienced educators. As a result, significant inequalities still exist in the South African education system. One can see this by comparing neighbouring schools. Where one will be well-resourced with a full range of facilities and highly qualified educators, their neighbour will be overcrowded, lacking necessary facilities and have under-qualified educators (Maringe & Prew, 2014, p. 86).

Educator retention is also concerning as the majority of the educators who leave the education system are from specialized sectors, such as Mathematics, Sciences, Design and Technology and Special Needs Education which are more challenging to recruit and train (Sutcher, Darling-Hammond, & Carver-Thomas, 2016; The Education Committee, 2017). These educators often leave the school system as there is a high demand for these graduates in other industries (The Education Committee, 2017). In addition, retaining high school educators is more challenging than primary school educators as the educational preparation high school educators undergo provides them with career mobility (Mulkeen, Chapman, DeJaeghere, & Leu, 2007, p. 3). Educator turnover, therefore, does not only affect the school but also has underlying costs, such as the loss of public investment that has gone into the university training of the new educators who proceeded to leave the schools; even before their tuition was repaid in service.

Nonetheless, the core concern around the migration of educators is that it would lead to a “brain drain” due to the loss of qualified, skilled and experienced educators (Sinyolo, 2012, p. 27), leaving a less capable group of educators in the schools and assuming leadership positions throughout the education system. Therefore, the actual educator retention crisis is the failure to retain qualified, skilled and experienced educators (TNTP, 2012).

2.4 Policies concerning turnover

Schools and the Department of Education in South Africa do not have policies that speak directly to educator turnover. However, Sutchter et al. (2016) stated that most educators who leave before they retire are dissatisfied with their jobs, and these problems are amenable to policy solutions. Hence, many policies could be altered to impact the push and pull factors that led the educators' dissatisfaction and their ultimate decision to leave the profession or migrate to another school or specialty (Guarino, Santibanez, & Daley, 2006). However, South African policies have started to acknowledge that qualified educators are necessary to achieve the aim of quality teaching (Maringe & Prew, 2014), as seen through the launch of the Integrated Strategic Planning Framework for Educator Education and Development in South Africa. This framework aims to improve initial educator training as well as the in-service training of educators.

Gauteng education reforms also speak to educator migration as they try to prevent the mass movement towards independent schools (Maringe & Prew, 2014). Another policy concern is that schools do not have a policy which speaks to following up on educators who want to leave the school system. Principals often only ask for the required documents to be completed and look no further into the factors behind the educator's decision to leave. By focusing on bureaucratic procedures, principals leave difficulties in their school environment unnoticed.

This form of practice often leaves the irreplaceable, prospective migrating, educators further demotivated, as Sarah in the report “The Irreplaceables” (TNTP, 2012, p. 1) explained:

“If he would have said, ‘What’s it going to take for me to get you to stay?’ that’s all he had to do.”

“If policies allowed for more in-depth exit interviews, the loss of irreplaceable educators could be minimized. Departmental policies, however, do not hold principals accountable for their educator turnover rates or retention decisions. Thus, there is little incentive to change their ways.”

However, schools and education authorities need to be cautious when revising policies as schools that experience recurrent policy changes experience difficulties in retaining educators (The Education Committee, 2017). It should also be noted that barriers such as meaningless evaluation systems, set salary tables, lack of career pathways and burdensome dismissal rules are experienced when it comes to making smarter retention decisions (TNTP, 2012).

2.5 Theoretical perspectives on migration

There are a number of theories that have been offered to explain the migration process and why it occurs. Sinyolo (2012, p. 35) identifies five theories: the human capital approach, the structuralist approach, the push and pull model, the networks theory and the migration systems theory. Ongori (2007, p. 49) identifies a sixth model for migration, called the unfolding model. These six theories will be discussed in the following sub-sections.

2.5.1 The human capital approach

The human capital approach, also referred to as the individual approach, to migration is based on the individual’s decision to migrate. Sinyolo (2012, p. 36) explains to this model as follows:

“The individual approach regards each migrant as a rational being who carefully weighs up the available options and looks at the destinations that offer the highest wage rates and the best prospects for finding work.”

This model views the migrant as a rational being who can make informed decisions about their potential destinations. The human capital approach, however, only considers the individual perspective on migration, limiting its effectiveness as it ignores external factors such as the environment or the migrant's family.

2.5.2 The structuralist model

The structuralist model links the unequal distribution of power, political and financial, to migration patterns. This model is therefore also referred to as the historical structural approach to migration (Weda, 2012, p. 33). The structuralist model requires one to consider the poverty levels and the lack of economic development in sending countries (Sinyolo, 2012, p. 37). The migrant, in this model, is seen to be moving because of forces outside of their control. Therefore, the external factors play the key role in this migration model. The structuralist model is, thus, useful for understanding the global migration trends (Kurekova, 2011, p. 14; Ongori, 2007, p. 34). This model, however, reduces the migrant to a passive participant in the process with no decision-making skills (Ongori, 2007, p. 34). This model, therefore, is not suitable for the scope of this study, as this study aims to determine the educators' perspective.

2.5.3 Networks theory

The networks theory is linked to the concept of globalisation and therefore commonly referred to as the transnationalism theory (Ongori, 2007, p. 37). The theory has confidence that as a result of globalisation migrants are more comfortable moving as they can easily maintain links with their country of origin (Sinyolo, 2012, p. 39). The networks theory, therefore, explains that the migrants become part of a larger group that transcends geographical boundaries. This model stems from the "realisation by migration experts that migrants maintain links with their country of origin and may move back and forth between

national borders and across different cultures and social systems and are therefore neither uprooted from their source country nor are they moored in any state” (Ongori, 2007, p. 34). This model, therefore, sees migration as a circular pattern (King, 2012, p. 20). The networks theory believes that migrants rely on the networks of other human beings which influence the migration continuity and expansion. These networks mean that migrants migrate to join their relatives or associates in the destination country. The network theory of migration would explain the international migration of educators but does not provide sufficient explanation for the internal migration patterns.

2.5.4 The migration systems theory

The migration systems theory examines both the sending and the receiving ends of the migration flow and considers all the possible linkages between the two (Sinyolo, 2012, p. 40). This theory asserts that migration is a result of previously established connections between the two destinations. The migration systems theory, therefore, believes that migration movement is the result of multiple interacting factors. The foundation of this theory is that if a change occurs in one section of the system, there will be repercussions throughout the system (Suckall, Fraser, Forster, & Mkwambisi, 2015, p. 248). This model’s comprehensiveness makes it the most appropriate theory to use when analyzing migration, including educator migration (Sinyolo, 2012, p. 40). Kurekova (2011, p. 14) and Suckall et al. (2015, p. 248) critique this theory as being purely descriptive as it cannot account for the decline in migration systems over time. However, the complexity of the migration systems theory makes it difficult to use during a small-scale study, such as this study.

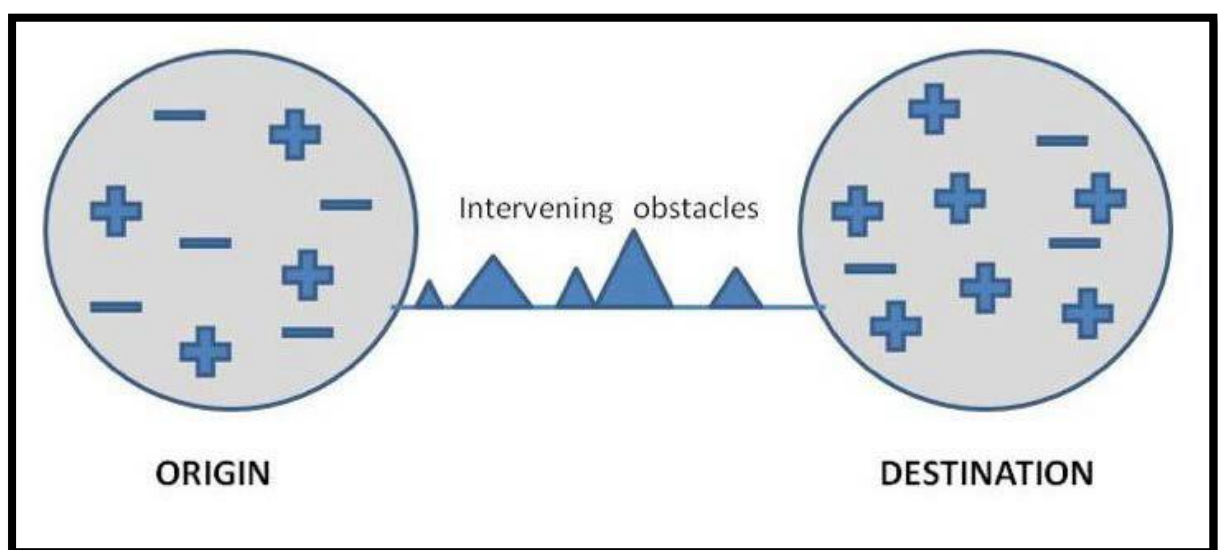
2.5.5 The unfolding model

The unfolding model has three key attributes (Morrell, Loan-Clarke, Arnold, & Wilkinson, 2008, p. 130). Firstly, the unfolding model focuses on the decision-making process behind

the migration. Second are the “shock” or “script” constructs. A shock is a specific occasion that prompts a person to leave. A script is a pre-planned course of action. Thirdly, the model shows how people move in unique ways. The underlying principle of the model is that people leave organizations after they have investigated the motives for resigning (Ongori, 2007, p. 49). The unfolding model is a relatively new model to the migration researcher and still requires analytical testing (Morrell, Loan-Clarke, Arnold, & Wilkinson, 2008, p. 131).

2.5.6 The push and pull model

The push and pull model for migration is the most popular theory to explain migration patterns, both internally and internationally (Sinyolo, 2012, p. 38; Ongori, 2007, p. 34). The roots of this model are found in neo-classical economic perspective. The push and pull model explains that the causes of migration lie in a combination of factors that compel migrants to leave, push, and factors that attract migrants to specific areas, pull. Anganoo (2014, p. 16) notes that both the origin and the destination have push and pull factors and that the migrant needs to consider all the positives and the negatives of both destinations before migrating. Anganoo (2014, p. 17) explains this using Lee’s 1966 graphic:



In Lee's model, there is an additional set of intervening obstacles which needs to be overcome, such as the distance and cost of the journey, social factors such as language and lifestyles and political obstacles (King, 2012, p. 13). Therefore, different people will react differently to the same set of push and pull factors. The push and pull model considers both the internal and external factors of migration. For this reason, the researcher used the push and pull model of migration as the theoretical framework for this study. This model will be discussed in relation to educator migration in the next section.

2.6 Push and pull model of educator migration

There are several significant pull factors in the education system, Luekens et al. in Boe et al. (2008) state that the main reason for educators migrating is the opportunity for a better teaching assignment. Popular pull factors, according to Sinyolo (2012), include improved financial offers, better standard of living as well as decent employment prospects. Educators who are offered additional professional support such as learning, and teaching support material, supportive supervision, and continuous professional development are more motivated to migrate (Mulkeen, Chapman, DeJaeghere, & Leu, 2007, p. X). Educators often express the desire for more professional support such as better teaching resources, supportive supervision and ongoing in-service professional development (Diale, 2016). Other authors list factors such as a lower learner-educator ratio, religious ethos, positive discipline amongst the learners and a stronger emphasis on academics as common pull factors towards independent schools (Department of Basic Education and Department of Higher Education and Training, 2011; Maringe & Prew, 2014).

Similarly, Luekens et al. in Boe et al. (2008, p. 26) suggest that the most influential push factor is the lack of support from the administrative staff at the school. Diale (2016), in his research on Life Orientation teacher in Gauteng, found that although different stakeholders

were mentioned, in the job satisfaction of educators, school principals and the school management teams were frequently named as playing an important role in the development of teachers. On the other hand, the Education Committee (2017) attribute educators leaving the system to unmanageable workloads. Additional reasons include those of large class sizes, lower salaries, numerous distractions to the syllabus and teaching time, unreasonable demands on the educators, student discipline problems, poor student motivation to learn, the lack of opportunity for professional development, and lack of recognition from school managers and leaders (Billingsley, 2004; Guarino, Santibanez, & Daley, 2006; Kozleski, Mainer, & Deshler, 2000; Schirmer & Johnston, 2010; The Education Committee, 2017; Diale, 2016). Mulkeen et al. (2007) identified a factor that is not regularly mentioned in regards to educator turnover, which is that educators migrate if they do not feel respected. All these push factors can be summarised into one phrase; job dissatisfaction (Tehseen & Hadi, 2015). TNTP (2012, p. 13) stresses that educators leave for reasons that their school could have controlled.

Sutcher et al. (2016) summarised four key factors in educator turnover that aid the educator's decision to leave. Firstly, is the competitiveness of their compensation, followed by the lack of comprehensive pedagogical training the educators receive while obtaining their qualifications. Thirdly, Sutcher et al. (2016) identified mentorship and orientation programs as key to retaining educators. Lastly, Sutcher et al. (2016) identified the conditions in which the educators work, as fundamental to their decision to change schools or leave the profession altogether.

It is therefore clear that educator job satisfaction is paramount to their decision when it comes to migration. It should be noted that job satisfaction is often closely linked to their motivation, both extrinsic and intrinsic (Tehseen & Hadi, 2015). Extrinsic factors are generally related to financial benefits such as salaries, medical aid, housing allowance and

leave measures. While intrinsic motivation is about recognition, career development, and pleasure in the educator's career. There is considerable evidence that educators believe their profession is becoming increasingly stressful while the status of the profession is rapidly declining (Mulkeen, Chapman, DeJaeghere, & Leu, 2007). It is then that schools need to understand that educators will migrate to schools that provide more motivation. The push and pull model can be used to explain how the migration of educators is a balancing act between these motivation strategies.

2.7 Why is there a unidirectional move from public to independent schools?

Livni and Maringe (2014) believe that in South Africa the internal educator migration is most active in the unidirectional movement of educators from public to former model C schools and from former model C to independent schools. This phenomenon is referred to, by Gustafsson (2016), as “stepping up”; where teachers move to a better performing school. Smith and Ingersoll (2003), in Guarino et al. (2006), found in their survey that educators who start their careers in independent schools are less likely to migrate than those who begin in public schools. They continue to prove that the larger the independent school, the less likely the educators are to migrate. Guarino et al. (2006) explain that this is because educators in independent schools are more committed to the teaching profession than those in public schools resulting in a higher educator retention rate. Ingersoll and Asalam (1997) attributed this commitment to independent schools to four factors. These four factors are: higher salaries, collective influence on school policy, the individual autonomy of the educator and the support provided to educators, especially the new educators. These factors create concern for ministries to retain educators in public education. This phenomenon of the unidirectional movement of educators is not only seen in South Africa, as explained by Mulkeen et al. (2007, p. 51). Educators in Francophone countries often report that they move to independent education for better salaries and more options for further training.

Maringe and Prew (2014) state that many independent schools, in Gauteng, are low-fee schools and therefore cannot compete with the salary packages offered by the public sector. These packages include benefits such as housing allowance, pension fund, and medical aid. However, educators still choose to migrate to these schools for altruistic reasons such as the school having strong values or a more enabling environment. Mulkeen et al. (2007) agree with this as they say that skilled and experienced educators are reluctant to stay in rural settings. Educators also choose not to stay in a scenario where they feel they are supporting a failing school system (TNTP, 2012).

2.8 Turnover is not always negative

Even though for the most part, educator turnover is an undesirable thing which leads to poor quality in teaching and learning, it does have a positive side. As the National Commission on Teaching and America's Future (2003, p. 13) recognises:

"turnover can be positive when it brings new life to organizations, especially if those leaving have not been effective educators."

Educator turnover can also be desirable when there is the minimal financial impact on the school, and student learning remains constant or even improves (Guarino, Santibanez, & Daley, 2006, p. 177). Educator turnover can also be positive if an ineffective educator leaves and is replaced by a well-skilled educator (TNTP, 2012). Unfortunately, ineffective educators rarely leave on their own accord and schools make no effort in counselling these educators to leave. Principals should, therefore, weigh up the benefits of the risk of recruiting an unknown educator with the time and resources that will be required to develop the struggling educator.

2.9 Review of educator migration research in South Africa

2.9.1 Educator migration impact in Southern Africa

Brown (2008, p. 282) states that migrant labour especially of professionals such as educators, seeking new knowledge or looking for refuge in 'greener pastures' away from their home environment is a result of globalisation. He continues to explain that many African countries host migrant educators but also send educators into other countries creating a complex web of educator migration. Brown (2008, p. 285) describes how a knowledge exchange is enacted through educator mobility. He describes the flow of educator migration as parallel flows, where the volume of educators migrating out of Southern Africa is matched by those migrating into Southern Africa. Brown (2008, p. 285) highlights a concern that the exact number of migrant educators are unknown. However, it is thought in the literature that educators have migrated out of the region at a faster pace than they circulate within. Stressing that the outflow of educator from Zimbabwe has become a national concern. Migration patterns have caused higher education institutions to broaden their curriculum in order to equip learners with international needs.

2.9.2 Educator migration in South Africa

The international migration of educators is posing a significant problem for South Africa's development because of a loss of skilled employees (Waghid, 2007). South African Council for Educators (2011, p. 3) added to this concern is a lack of statistical data on the number of educators who have migrated. The concern for migration is discussed under two topics: international migration and internal migration. They highlight the fact that the majority of schools in South Africa are public schools. Therefore the demand for educators is determined by government policies. The loss of skilled educators is further enhanced as the majority of graduating educators are young white female educators who are not willing to teach in rural

schools (Waghid, 2007, p. 102). South African Council for Educators (2011, p. 24) continues to explain that educators leave their home countries for a variety of reasons; these are broadly classified under the heading of economic, social or career reasons, of which the economic factors are the most influential for international educator migration (South African Council for Educators, 2011; Waghid, 2007).

2.9.3 Western Cape educator supply and demand

Ayuk (2012, p. 4) in his thesis on “the demand and supply of secondary school educators in the Western Cape” stated that educators are leaving the school system in large numbers. He summarises the main reasons as job dissatisfaction, professional stress as a result of an increase in workload, poor working conditions, absenteeism and death through HIV/AIDS, and inadequate induction programmes. Ayuk (2012, p. 5) identified that one of the critical elements of the educator shortage in South Africa is the international migration of educators. Ayuk (2012, p. 22) recognised that educator migration could take place for either personal or professional reasons. He continues to explain that this can take place on a local level; from one school to another, or internationally. Ayuk (2012, p. 71) states that the factors that influence the demand for educators are not specific to one school but are experienced across the Western Cape. He lists various factors such as the migration of educators and learning area choice of the student educators. Ayuk (2012) continues to provide a possible solution for this educator shortage including, the retention of experienced educators and various tactics to improve job satisfaction.

2.9.4 International migration into Gauteng

Anganoo (2014) researched the experiences of migrant educators teaching in Johannesburg schools. In her literature review, she stated that the loss of qualified educators in South Africa was concerning. Anganoo (2014, p. 2) cited Manik (2004) to say that there are two main

reasons South African educators migrate to the United Kingdom. The first reason is improved salaries and opportunities, such as travel, in the United Kingdom. The second reason is the heavy workloads in South African schools. Anganoo (2014, p. 2) identified, in her literature review that the primary push factor for South African educators was job dissatisfaction. However, South Africa did not only export educators but also attracted educators from outside our borders, aiding the educator shortage problem. However, international educator mobility is seen as a short-term approach for South African educators. Anganoo (2014, p. 124) concludes that migrant educators positively impacted the quality of education in Johannesburg as they filled the educator shortage gaps across various subjects.

2.9.5 Conclusion

Anganoo (2014) and South African Council for Educators (2011) state that there is limited literature on internal educator migration in South Africa and express the need for this to be explored in further detail. Anganoo (2014) continues to say that Gauteng has not been researched enough regarding migration. This study hopes to aid in the fulfilment of these gaps, both in understanding internal educator migration in South Africa and the need for research in Gauteng.

2.10 Gaps in the literature

Boe et al. (2008) recommend that more research should be done to understand the reasons behind educator migration, while Billingsley (2004; 2007) feels that to understand educator turnover, the researcher should include the educators' perspectives and experiences to better understand factors linked to their job satisfaction and career decisions to retain their services. This is echoed in the Integrated Strategic Planning Framework for Educator Education and Development in South Africa (Department of Basic Education and Department of Higher Education and Training, 2011). This Framework would also like research to be conducted on

educator mobility within the system between public and independent schools. Livni and Maringe (2014, p. 6) agree that there has been little attention, especially in South Africa, on internal educator migration. They call for more research to capture the narratives and/or case studies of the experiences of internal migrant educators (Livni & Maringe, 2014, p. 44).

2.11 Conclusion

In this chapter, the literature relating to internal educator migration in South Africa was discussed. The chapter presented understanding on why the migration of educators is a concern, both internationally and within Gauteng, the researcher also highlighted the positive aspects of educator migration. Chapter 2 also discussed policies which speak to educator turnover and outlined the theoretical framework for this study, namely, the push and pull model of educator migration. Lastly, the chapter highlighted the gaps in the existing literature.

In the following chapter, the researcher will describe the methodology of the study on internal educator migration in Pretoria. This chapter will discuss the participants, the data collection, and analysis process, as well as the ethical considerations.

Chapter 3: Methods Section

3.1 Introduction

Chapter 3 describes the narrative study conducted. This chapter describes explicitly the research paradigms and design which were applied in this narrative study, the research question, the participants, data gathering procedures, reliability and validity, the data analysis process, the notion of researcher reflexivity, and the ethical consideration guiding the narrative study.

3.2 Research paradigms

3.2.1 Introduction

All researchers undertake their study with a particular way of viewing the world, known as a research paradigm. Maree (2010, p. 57) identified three categories of research paradigms, relevant to research in the field of education, namely; positivist, interpretive and critical theory. He continues to explain that even though these paradigms are theoretically separate, in practice, they often overlap. The following subsections will provide insight into these three paradigms, closing with the identification of the interpretive paradigm for this research study.

3.2.2 Positivism

Positivism believes that research is limited to what can be observed and objectively measured (Welman, Kruger, & Mitchell, 2005; Maree, 2010). Therefore, research is detached from feelings and opinions of individuals. Hence, positivism acknowledges that facts can be gathered about the world (Scott & Morrison, 2006, p. 170). This paradigm is usually associated with quantitative research (Welman, Kruger, & Mitchell, 2005, p. 6).

3.2.3 Interpretivism

Interpretivism is, according to Maree (2010, p. 58), the oldest paradigm of qualitative research. This paradigm believes that the retrieval of reality is only through social constructs such as language, consciousness and shared meaning. Researchers in the interpretivism paradigm intend to understand the world through human experiences (Mackenzie & Knipe, 2016). Maree (2010, p. 58) explains that interpretivism is based on certain assumptions. These assumptions are that human life cannot be understood from observation, as the human mind is the source of meaning and that reality is socially constructed. Therefore, educational researchers engage in the process of re-describing lay accounts into social scientific explanations of social phenomena (Scott & Morrison, 2006, p. 131). The research, therefore, reconstructs the original intention of the participant with the aim of offering a perspective of a situation (Maree, 2010). Consequently, the interpretivist paradigm is flawed in that it does not consider the multi-perspective nature of reality (Scott & Morrison, 2006, p. 132). Additionally, this paradigm fails to recognise that participants cannot provide unadulterated descriptions of their actions as they cannot explain the external structures that placed them in the situation.

3.2.4 Critical theory

Critical theory believes that research does not assume an unbiased stance as it relates experiences with social oppression such as gender, class and race (Scott & Morrison, 2006; Maree, 2010). Critical theory is grounded on the assumption that social reality is historically created and replicated by people through generations (Maree, 2010). Additionally, each historical era produces rules that influence what counts as scientific fact (Maree, 2010).

3.2.5 Conclusion

It, therefore, follows that the core paradigm guiding this research was the interpretive paradigm, as the interpretive paradigm focuses on the personal experiences of individuals, under the notion that the human mind is the foundation of meaning (Maree, 2010).

Interpretive studies, therefore, attempt to understand a situation through the meanings participants assign to them (Nieuwenhuis, *Introducing qualitative research*, 2010). The original notion of interpretive paradigms has advanced into several different approaches, namely; social constructivism, phenomenology, and hermeneutics. This study will use the phenomenology approach to the interpretive paradigm, as the focus of the research will be on how the participants give meaning to their situation (Scott & Morrison, 2006).

3.3 Research design

This study utilises qualitative research methodology to study internal educator migration in Pretoria, South Africa. Qualitative research is an umbrella term for research which aims to identify or characterise the experiences of participants. The importance is therefore on the personal perspectives of the participants to develop an understanding of internal educator migration. A narrative research design is used to voice the experiences of educators who have migrated between schools in the same district. Creswell (2007) states that a narrative study allows the researcher to focus on the experience of the participant during a specific event. In this research, the focus is on the experience of the participant during their move from a former model C school to an independent school.

3.4 Research Questions

The problem statement presented in chapter one relayed to how the causes of educator migration are misunderstood in South Africa (see Section 1.3). In order to resolve this concerning problem statement, the study investigated the following questions:

- How do educators (in Pretoria) describe their post-migration experience following internal migration from a former model C school to an independent school?
 - What factors push and pull educators towards internal migration?
 - What are the implications for a new educator at independent schools?

3.5 Data gathering procedure

According to Creswell (2007), the best way to gather the story from the participant is for them to tell you their story through an interview. A qualitative interview occurs when open-ended questions are asked, and the researcher records their response. In this study, therefore, the primary data gathering instrument used was individual narrative interviews. These were used to collect the stories of the participants to understand a specific situation (Nieuwenhuis, *Introducing qualitative research*, 2010). The researcher also undertook a brief document analysis study to determine the existing understanding of educator turnover within the education system in Pretoria.

Before the researcher contacted the educators, the researcher obtained permission from the Department of Education (Appendix A), as well as ethical clearance from the Ethics Committee in Education of the Faculty of Humanities at the University of Witwatersrand (Appendix B). Following this, the potential participants were contacted telephonically, were briefed on the nature of research and asked to participate in the study. Candidates who were interested in participating in the study were emailed the participant information letters and consent forms (Appendix C and D). Once the participants and their principals read the information letters and returned the consent forms, a date and time for the interview was arranged.

3.5.1 The Interview

Clandinin and Huber (2000) explain that the starting point for narrative stories is to ask participants their stories. The researcher asked the participants to share their stories through one-on-one interviews. The interview is the most commonly used data collection method in qualitative research (Sinyolo, 2012). An interview is different from a conversation in the sense that it is methodical and impartial and focused on research-relevant topics. An interview also differs from a casual conversation as it requires consent from the interviewee to take part and to have his/her words treated as ‘for the record’ or not to be attributed to them (Sinyolo, 2012, p. 95). Muylaert et al. (2014) explain that a narrative interview takes the form of an unstructured, in-depth interview, inspiring the interviewee to voice something about a specific event in their lives.

The key principles of interviewing, according to Sinyolo (2012, p. 96), requires the interviewer to develop an interview schedule relating to the research aims. An interview schedule with open-ended questions, based on the problem statement and research questions, was designed to guide the narrative interview (Appendix E). The researcher conducted the narrative interviews using face to face interviews. All the interviews were recorded and transcribed from conversation to written text in preparation for analysis.

3.6 Reliability and Validity

3.6.1 Validity

Creswell (2007, p. 516) recommends several validation practices for narrative studies:

“member checking, triangulating among data sources, and searching for disconfirming evidence, are useful in determining the accuracy and credibility of a narrative account.”

The researcher will use member checking to validate this research (Creswell & Miller, 2000).

This process requires the researcher to take the data and interpretation thereof back to the

participant to verify the narrative account. Throughout this process, the researcher will ask participants if the themes and the overall account is an accurate representation of their narrative. This validity is achieved as the participant reacts to both the raw data and the final narrative.

3.6.2 Reliability

Reliability is a measure of the quality of the results (Scott & Morrison, 2006). The results are reliable if they provide the same results on more than one occasion. The use of two data-gathering instruments, interviews, and document analysis, were completed as parallel forms of reliability. Reliability will be attained as the results from the interview are shown to be consistent with the results of the document analysis study.

3.7 Participants

In qualitative data, the intent is not to generalise to the population. Therefore, this study will not be able to generalise but will, however, contribute to the understanding of internal educator migration. Participants and sites are consequently identified based on purposive sampling, which Creswell (2007, p. 205) describes as sampling based on people and places that can best help to understand a phenomenon. The participants are therefore individuals who were selected by the researcher based on specified criteria. In this research, the target population in which the sample was selected consisted of all the educators who have left the public education system. The sample, who were the participants of this study, were educators who have left the same former model C school to teach at various independent schools within the same district.

The sample was made up of six educators who participated in narrative interviews. This sample is deemed accurate as narrative studies characteristically focus on the studying of a single person (Creswell, 2007) to allow for a more detailed analysis of their experiences. The

number of participants was considered sufficient to dedicate adequate time to each interview and investigate more in-depth into the migration issues under inquiry (Sinyolo, 2012, p. 93).

The personal experiences of migrant educators enabled the researcher to have a thorough understanding of the internal educator migration phenomenon in Pretoria.

The key characteristics recorded by this research were, gender, qualifications and work experience in years, and types of schools. According to Nash (2008) in Bodington (2010, p. 27), an individual's perception of the phenomenon is inevitably influenced by their underpinning demographic variables, which includes an individual's social identity. It is, therefore, essential to note the demographics of the participants, in order to understand how this influenced their perception of the phenomenon. The following table depicts the key characteristics of the participants in the study:

Participant Pseudonym	Gender	Qualifications	Experience (years)	Experience (type of school)
Emma	Female	Bachelor of Commerce (1992) and Education Diploma (1993)	23 years	Independent (4 months) Public (1 year) Independent (21 years) Public (1 year)
Ava	Female	Bachelor of Education (2005)	11,5 years	International (2 years) Public (3 years) Independent (4,5 years)
Lucas	Male	Bachelor of Arts in Journalism (2008)	8 years	Public (2.5 years) Independent (5 years)

		Postgraduate Certificate in Education (2010)		
Olivia	Female	Honours Bachelor of Education - with specialisation in barriers to learning (1983)	33 years	Public (2 years) Public (5 years) Public (14 years) Independent (1 year) Public (6 years) Independent (4 years)
Sophia	Female	Master of Science (1993)	20 years	Public (5 years) Independent (3 year) Public (8 years) Independent (3 years) Independent (1 year)
Riley	Female	Bachelor of Commerce and Post Graduate Certificate in Education (2003)	15 years	Independent (1 year) Independent (2 years) Public (6 years) Public (3 years) Public (3 months) Independent (1 year)

Table 2: Table depicting the key demographics of participants

3.8 Ethical considerations

This study requested that six educators participate in a narrative interview of approximately one hour, to determine their experiences of migrating from a former model C school to an independent school. Before contacting the educators, permission was gained from the Gauteng Department of Education to Conduct Research in the schools (Appendix A). Ethical clearance from the Ethics Committee in Education of the Faculty of Humanities at the University of Witwatersrand (Appendix B) was also acquired before the commencement of the study. When the educators were approached to participate in the study, they received an information letter (Appendix C), which outlined the nature of the research. Permission was also gained from the various schools in which the participants are working and the school out of which they all migrated. This was also done through an information letter (Appendix D).

As the researcher sought an in-depth narrative of phenomena and she expected participants to divulge personal views and experiences, the process of data collection required a sufficient level of trust based on an elevated level of participant disclosure (Creswell, 2007). The researcher, therefore, paid particular attention to the following (Creswell, 2007, p. 238):

- Participants will remain anonymous;
- All data will be strictly confidential;
- Participants will be asked to verify the transcripts of the interviews;
- Participants will receive a copy of the final report, and;
- Permission of the participants will be sought should it be necessary for any part of the report to be published.

The same will apply to the schools referred to in the narratives of the participants. During the data collection process, care was taken to respect the participants and the schools through the

use of ethical interview practices. Participants were, therefore, informed that they may withdraw from the research at any time.

3.9 Data Analysis

“In narrative analysis the researcher analyses the data in search of narrative strings (present commonalities running through and across texts) and narrative threads (major emerging themes)” (Nieuwenhuis, *Analysing qualitative data*, 2010, p. 103). Data analysis will start with the process of “restory” (Creswell, 2007, p. 515). He explains this as the process in which the raw data is examined, key elements of the story are identified, the main aspects of the story are sequenced, and a retold story which conveys the participants’ experiences is presented. The researcher would apply this by first transcribing the narratives of the participants and then taking time to understand the data; this would require reading the data a few times (Ollerenshaw & Creswell, 2002). During this phase, the researcher will need to do content analysis, which Nieuwenhuis (*Analysing qualitative data*, 2010, p. 101) explains as a process of studying data from various angles in order to identify meanings in the text that will help understand and interpret raw data. The transcripts were then coded into identified themes, by highlighting the various elements of the plot structure. These themes were then organised into a table, to place the data relating to different themes together. The researcher then sequenced the various themes into a resolution for the research topic, sequencing the events into a ‘Problem-Solution Narrative structure’ (Ollerenshaw & Creswell, 2002, p. 336).

It is also important to note that words are the only tools we have to communicate meaning (Jansen, 2010, p. 22). Each word is laden with its own complex set of meanings that are often particular to a specific setting, making it difficult to extract the exact meaning of words. The meaning that authors try to convey is clouded by their own set of assumptions, beliefs, and

values. Therefore, the retold story of the participants runs the risk of being tainted by the researcher's meaning distracting from the participants original meaning.

3.10 Researcher Reflexivity

Qualitative research is built around communication, the primary tool for communication is words. Jansen (2010) explains that each word is laden with its own intricate set of meanings that are related to a specific situation. The researcher needs to take special care when analysing the meaning of words as they are attached to the author's own assumptions, beliefs, and values. Therefore, research reflexivity is essential in qualitative research, as the research is immersed in the research process. The researcher selects which words will be analysed and decides how the voice of the participant would be represented (Bodington, 2010). The researcher will adhere to a system of reflexivity to ensure that the findings are expressed in a manner that is consistent with the participants' responses. The researcher will try and set aside her own personal biases and focus on the experiences of the participants.

3.11 Conclusion

Chapter 3 discussed the methodological approaches involved in conducting this narrative study. The population, sampling procedures, data collection techniques, instruments and methods of analysis were described and justification for their use given. The reliability and validity strategies were also highlighted. The chapter also provided the ethical considerations which guided the research. Chapter 4 presents the research findings based on the data collected from the narrative study and were analysed as answers to the research questions.

Chapter 4: Analysis and discussion

4.1 Introduction

Chapter 3 explained the research methodology and the rationale for the choice of a qualitative data collection and data analysis techniques, as well as the ethics that guided the research. Chapters 4 presents the research findings based on the data collected for the narrative study and which were analysed and interpreted as final answers to the study's research questions (see section 1.4.3, 1.4.4 and 3.4). The overall aim of the research is to explore the experiences of post-migration educators in Pretoria to gain an understanding of the factors contributing to the internal migration of educators in Pretoria.

Internal educator migration refers to the movement of educators within the same school district. This study focused on the internal educator migration between former model C schools and independent schools, using one case study in Pretoria. The research was guided by the following research questions (see Section 1.4.3, 1.4.4 and 3.4):

- How do educators (in Pretoria) describe their post-migration experience following internal migration from a former model C school to an independent school?
 - What factors push and pull educators towards internal migration?
 - What are the implications for a new educator at independent schools?

The primary thematic content analysis was concerned with identifying key themes appearing in the data set, which related to the research questions asked by the study. The researcher was therefore primarily concerned with extracting sections of the data set about the push and pull factors and the orientation process educators experience when migrating. The results of the study are presented in four central themes, guided by the research questions above. Theme one is the push factors that educators experienced in the former model C school, followed by the pull factors that educators experienced from independent schools after which their

migration experience was discussed. Lastly, the researcher discusses the documents analysis which took place. The next sub-section will discuss the interview guide and data analysis process.

4.2 Interview guide

The individual narrative interviews conducted in this study were based on fourteen (14) open-ended questions in the interview guide, separated into five (5) categories. These questions were constructed in line with the research questions (see Sections 1.4.3, 1.4.4, 3.4, 4.1, and Annexure E).

In Section 1, categorised as the biographical questions, the participants were asked seven questions in order to determine their demographic variables which could impact the results of the study. These variables were: gender, qualification and year of qualification, experience, previous schools and current school. The results of this section were summarised in table 1 (see section 3.7).

The second section, categorised as the conceptualisation of push and pull factors, asks the participants two questions. The first question aims to determine the push factors that led to the educator's migration, the results of this question are discussed in section 4.3. The second question aims to determine the pull factors that aided in the educator's decision to migrate, the results of this question will be discussed in section 4.4.

In the third section, categorised as migration experiences, the participants were asked three questions. Question 1 asks how many schools the educator applied to during the migration process; this question hopes to determine the eagerness of the participant to migrate. The second question asks for the challenges that the educator experienced during the migration, and thirdly the participant is asked about the orientation process in the new school. These two

questions aimed to encourage the participants to describe their migration experience. The results to this category are discussed in section 4.5.

Differences in the school environment is the fourth category in the interview schedule. This category consists of three questions; these questions try to determine if the educator is experiencing similar or new push and pull factors and if their pull factors have been realised. The results to this category will be discussed in section 4.6 in conjunction with category five. Category five is the concluding category consisting of one question. This question hopes to determine if the educators who migrate from former model C to independent schools are instinctive migrators.

4.3 Push factors

In order to obtain data on push factors that influence the migration of educators from former model C schools to independent schools, six educators were interviewed. In figure 1 below the push factors that were identified by the participants are represented in relation to the frequency.

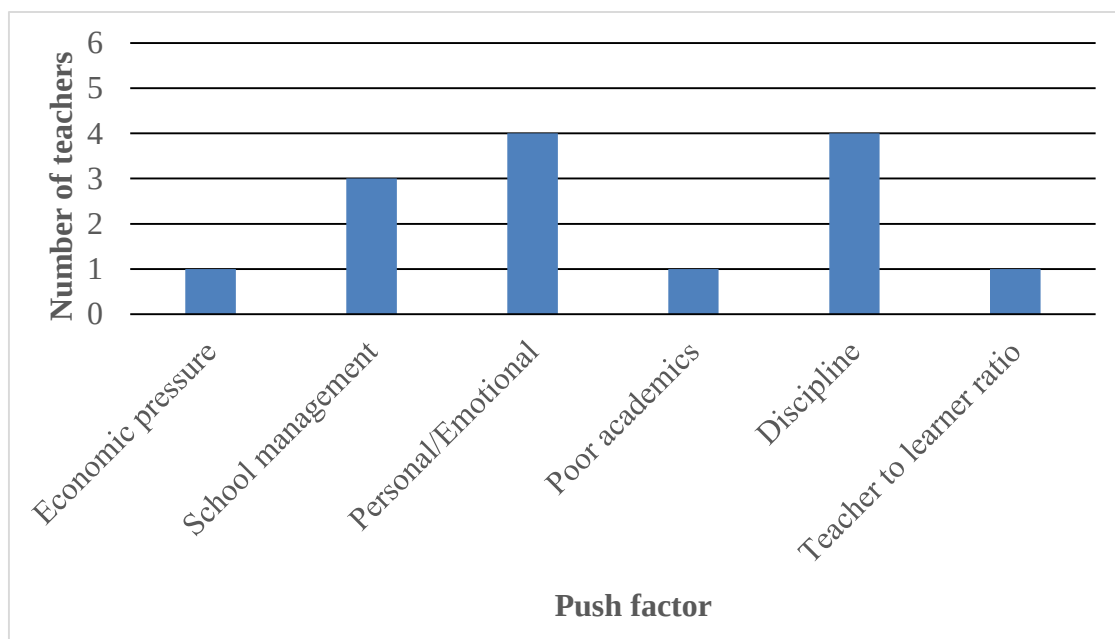


Figure 1 Educators' push factors

Personal or emotional push factor

Four participants identified personal reasons for changing schools. Billingsley (2007) and Ingersoll (2001) explains that personal factors relate to the individual educator characteristics. Lucas explained that he was ready to experience a different type of school as he attended a former model C school as a learner and then worked at one as his first job in education. Ava explained that she was no longer enjoying her job and stated that for her teaching was not fun anymore. Ava believes that a person should feel excited to get up for work in the mornings, and she was no longer experiencing this excitement. Both Ava and Lucas experienced intrinsic motivations to their personal/emotional push factor. Olivia and Emma, on the other hand, experienced extrinsic motivators to their personal/emotional push factor. Olivia described this extrinsic motivator as “stoep stories”, most accurately translated to corridor gossip. She explained that the school was going through a process of retrenchment (discussed with economic pressures) and that her department was one of the departments selected for possible retrenchments. This led to staff members discussing these sensitive matters on the corridors of the school and as a result, this pushed her into the migration process. She explained:

“I was actually so angry that day when the comment was made; I sent my CV out. And within a week
I had got a callback.”

Emma also identified with the “stoep stories” as an extrinsic motivator for her migration, explaining:

“you know what, I really had enough, I do not want to know about anything really actually ever going
on. I just want to do my job, and that is it.”

Discipline as a push factor

Discipline was also identified by four participants as a push factor in their migration process.

Ava and Emma described the discipline at the schools as follows:

“babysitting kids and telling them to keep quiet all the time.” - Ava

“you will say pull up your socks, and tomorrow you must say it again.” - Emma

Emma continued to explain that she felt she was always fighting and as a result raising her stress levels and making her last few years in the former model C school trying. Lucas and Sophia provided a possible explanation for this. Lucas described the discipline process at the former model C school as unstructured, Sophia echoed this by stating that the discipline team was not functioning efficiently. Therefore, there was a lack of consequences for bad behaviour which increased the school’s poor discipline and resulted in educators migrating.

School management

The third most popular push factor was the school management. This factor has three underlying themes. Firstly, the school management seemed to be unstable, according to Olivia who noticed this through the lack of effective communication. Olivia explained that the principal and his deputies did not address the departmental heads on issues that concerned their staff, creating a communication gap between the different staffing levels in the school. Ava explained that this communication gap allowed educators to seek out the manager that would give them the response that they desired, resulting in confusion around the school. The second underlying theme is the lack of support that educators experience from management. This was identified by both Sophia and Ava. Ava explained that educators are on the “ground floor”, interacting with the learners, giving them a better understanding of some of the decisions that need to be made in the school. She explained that the management would overrule these decisions, leaving the educator feeling vexed. The final theme was highlighted

by Sophia; she elucidated that management does not always perform their jobs thoroughly which creates unrest in the school as gaps are recognised, by both staff and learners, for the opportunity to conduct themselves inappropriately.

Other push factors

Olivia, Sophia and Ava each identified unique push factors that were not identified by other participants. Olivia explained that she experienced economic pressure at the school, both just before the move and earlier in her time at the school. She explained:

“I had insight into how much debt the school was in, and it was huge. And then in a public forum, it was addressed to staff what the impact of this money was.”

Sophia explained that a smaller push factor for her was the school’s weakening academics, while Ava identifies the teacher to learner ratio is one of her push factors explaining that her class sizes continued to grow as more learners were being pushed in, making her classroom situation challenging.

4.4 Pull factors

The six participants that were interviewed were also asked to identify pull factors that influenced their migration from a former model C school to an independent school. In figure 2, on the next page, the pull factors that were identified by the participants are represented in relation to their frequency.

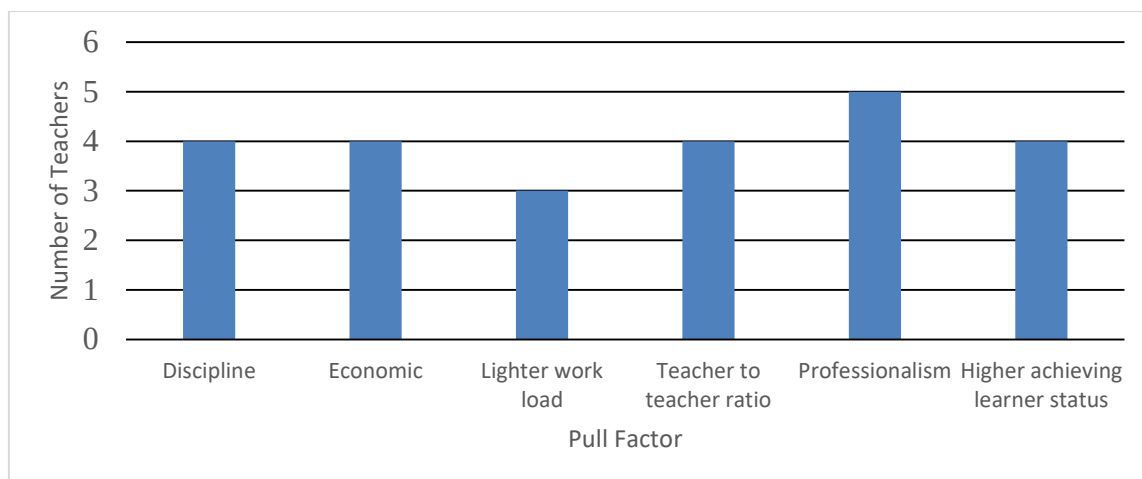


Figure 2 Educators' Pull Factors

Professionalism

Five participants identified professionalism as a pull factor. Riley, Sophia, Lucas, Ava and Emma explained that they feel as if the independent schools treat them like a professional, more so than the former model C school. Each explained this feeling differently, some participants described it through developmental opportunities, others through freedom in the classroom while others using flexibility in working hours. Ava expressed this pull factor satisfactorily:

“I have a lot more freedom there to teach the way I want to. It is just not that rigid, the whole structure of everything. You are very much left to be your professional self. You can’t teach the way you want to; I felt a lot more restricted teaching at *the former model C school*. It is not like anyone is sitting there watching you at *the former model C school*. But, I don’t know, your much more forced into following CAPS exactly like that, and so on. Now, I literally, I can do seriously fun lessons and things that I could rarely do, it just wouldn’t fit in somehow. I think, also the kids discipline is also just so much better that you can do so much more with them. I can do group work every day if I want to and it works. Where at *the former model C school* I couldn’t do that anymore. It was impossible. You just get treated more like a professional and not so much like a child yourself, as a teacher. There with the tiny restrictions and you have to be there from that time to that time and you have to do extra murals, you just get so much added admin and stuff, that I don’t have now. And I don’t have to do extra

murals, I teach all day, if I've got frees I can leave, if I start late in the morning I don't have to come in early. If I am done early I can leave early. You know, that kind of thing, so it's just. It is a lot more freedom with respect to job times, teaching, everything."

Riley and Sophia identified with the development aspects of professionalism. Both participants explained that there was much room for growth at their schools, while these schools also offered exciting opportunities for development such as the Independent Examination Board Annual Conference. Sophia explained that during these conferences educators shared their tools to success in the classroom with each other, whereas her experiences at workshops in the former model C school was that of information hand over rather than for developmental process.

Sophia and Ava both expressed their enjoyment in their classrooms. These participants experienced that they were able to plan fun lessons. This was due to multiple reasons, firstly the lower teacher to learner ratio (discussed below), secondly, the less strict curriculum (discussed in section 4.5) and lastly, the smaller subject departments. Sophia explained how smaller subject departments aid in classroom enjoyment:

"If you share a grade you have to constantly collaborate and make sure you are doing things in exactly the same way in class, giving exactly the same notes because children compare."

A major pull factor to independent schools was that educators felt they were treated as professionals, the leading reason for this (according to the participants) was that they have flexible working hours and are trusted that their work will be completed. Emma explained that when they are not teaching in the first lesson, they do not have to attend the morning meeting and can come in when their lessons start. She added that in exams she does not have to go into work unless she is invigilating and that she is trusted to have her work completed on time. Lucas and Ava elucidate:

“they trust you to do your job, at model C schools you are constantly checked up on. So, if you have a free, you can’t just do whatever you want. You still have to be on campus. Here if you’ve got a free, you can go home because they know you will be back in time for your next class.” - Lucas

“if I’ve got frees I can leave, if I start late in the morning I don’t have to come in early; if I am done early, I can leave early.” - Ava

Discipline

Olivia stated that the discipline at independent schools is what an educator wishes for, explaining that one can even feel the calmness when one enters the school. Riley attributed the improved discipline to the smaller classes, which allows the educator to have better relationships with the learners.

“My biggest enjoyment is that most of my class time is spent on teaching, not on discipline. So, I have time to get to know the learners and each one’s potential. Also, being at the end of the day exhausted from thinking, teaching and working and not from arguing and fighting with learners.”

Ava agreed that smaller classes helped with discipline but added that the disciplinary measures in the school are appropriately implemented and therefore, effective. Emma and Olivia explained that the learners are cautious of the disciplinary procedures as they do not want to take a notification home to their parents or legal guardians. Therefore they have never felt the need to use the prescribed procedures to enforce discipline. Emma continues to explain that she does not have to worry about the non-academic issues such as the learner's dress code, which created a less stressful environment for her to work in. She explained that there are more important aspects to education than a learner’s dress code:

“is the child treating me with respect, is the child polite, is the child trying in class...”

Financial

Many educators are attracted to independent schools with the hope of earning a better salary (Sinyolo, 2012). Riley identified with this pull factor as she stated that majority of her

movement between schools was in search of a better salary, while Olivia also expressed that educators at her independent school are well paid and receive both annual increases and annual bonuses. Lucas on the other mentioned that he was attracted to the idea of a better salary, but this was not the case when he first moved over, saying that he earned less than he did at the former model C school. However, over the years Lucas has started to earn more money than he would have at the former model C school, especially when his benefits are taken into account. Lucas stated that the most substantial benefit he receives is that he is given housing on the school premises, which outweighs any housing allowance offered by public schools. Sophia did not mention the salary differences but instead highlighted one financial benefit that she would not receive at public schools, and that is a cheaper education for her family if they attend the school where she is employed. She explained that her first move out of a former model C school was to the independent school which her daughter attended as they offered her free education for her daughter.

Teacher to learner ratio

Four participants identified having fewer learners in a class as a pull factor; Olivia, Riley, Emma and Sophia. Olivia experienced that she taught the largest number of learners in her school as a result of her subject, a compulsory subject for learners. Nevertheless, these would still be smaller than those she taught at the former model C school. She continued to explain that other educators in her current school would moan when their teacher to learner ratio reached 1:15. Sophia had a similar experience, stating that learners do not choose to take her elective subject as they find it challenging. Therefore, she would have smaller classes, but in parts of the school where classes were full, the teacher to learner ratio would be 1:25. Riley's most substantial pull factor was the smaller class sizes. She explained that in independent schools in the largest classes an educator would find twenty-five learners, but in public education, the average class consists of thirty-five learners.

Higher achieving learner status

Guin (2004) and Livni and Maringe (2014) explained that educators migrate in search of higher achieving learner status. Sophia identified with this pull factor as the second time she moved from the former model C school to an independent school it was for higher quality academic learners. Riley also identified with this factor as she stated that she was drawn to independent schools as the learners are of a higher calibre. However, this refers to more than just their academic capabilities. She was also attracted to the general characteristics of the learners, describing them as hardworking and eager. Lucas and Ava were also attracted to the learners in independent schools not only because learners were perceived to be academically stronger, but learners are also well mannered, willing and wanting to learn, and enthusiastically participated in lessons which gave them a sense of “real job satisfaction.”

Lighter workload

Three participants were drawn to independent schools by the lighter workload. Ava and Emma attributed this lighter workload to the co-curricular and extra-curricular activities. They explained that they were not expected to participate in these activities on a regular basis. Both participants were only expected to provide additional academic support to the learners that needed support in the classes they teach. Olivia expressed that she had never worked so hard in the former model C school and attributed this to the difference in curriculum. However, she identified that independent school educators have a lower workload. She stated that she believed independent school educators would struggle to cope with the workload in public schools. Ava and Emma explained that the public school systems expect additional administrative duties from educators that are not found in independent schools. Emma believes that the lighter administrative load could be attributed to the additional admin staff employed by her school who would set up her mark books, look for

information in learner files, and so on. Emma also has a lighter teaching timetable which allows her to get more work done during the school day and as a result, she would not feel the administration burden on her private life.

4.5 Migration experiences

The third grouping of questions aimed at gaining narratives from the participants about their experiences while migrating from the former model C school to independent schools. The first question addressed the application process to move from the former model C school to an independent school. The second question asked about the challenges that the participants experienced. In answering this question, the participants identified two challenges; loneliness and curriculum differences. The last question asked the participants to describe the orientation process they experienced. The responses to these three questions are discussed below.

The process of applying for new jobs

Grippingly, four of the participants in this study did not actively search for a new job but were headhunted by the independent schools or a staff member employed at the independent school. Riley, Sophia, Ava and Lucas were all approached either by an acquaintance in the independent school, to apply for an open position, or they were contacted by the school management to fill an opening in their school. Sophia explained that both of her migrations, from the former model C school to the first independent school and from the first independent school to the current independent school, were initiated by the independent schools contacting her and making an offer she could not refuse. Olivia explained the attractiveness of these educators to the independent schools. She reasoned that when an educator has worked in public education, they are well equipped to handle stressful situations

such as large teacher to learner ratios. This is possibly why independent schools approach educators in former model C schools.

On the other hand, Olivia and Emma both followed the traditional routes of searching for a new job. Olivia explained that for the two years leading up to her migration the former model C school had started to experience economic pressures (discussed in section 4.3). For this reason, she approached various schools in the area to market herself and her skills outside of the classroom, particularly her knowledge in barriers to learning. Through this, she developed a relationship with her current school, as they referred learners to her that were experiencing barriers to learning. Then when the time came for her to find a new position and to send out her curriculum vitae to all the school in the area, they quickly invited her for an interview, after which she was offered the position based on her additional skills. Emma, however, sent her curriculum vitae out to every school in the area, when she decided it was time to move. Emma received various offers from different schools but was attracted to her current school as she knows other members of staff. Emma explained her application process, after making the decision to leave the former-model C school:

“Well, 21 years is a very long time, and it felt like. It was very very difficult to go for interviews after 21 years. Doing your CV and going for interviews and whatever.”

The challenges experienced during migration

Three participants were able to describe the challenges that they experienced during the migration process. These challenges were loneliness and curriculum struggles, Olivia and Emma experienced both of these challenges while Riley only experienced curriculum struggles.

Olivia and Emma explained that they experienced a sensation of loneliness. This was portrayed differently by the participants. Olivia explained that her loneliness was a result of

the territorial behaviour of the educators in her current school. She attributed the educators' territorial behaviour to the availability of tasks which gain recognition, compared to those at the former model C school. She also explained that the educators had come to know her through her previous interactions with the school and struggled to recognise her as an educator.

“There is something about being in the in support services as a teacher; it is almost as if the other teachers don't quite value your value as a teacher. And I can see it here. It is just the hegemonic factors that come with the job. It has taken me four years to earn that respect back.” - Olivia

Emma viewed her loneliness as a result of the school's layout. She explained that educators in her current school do not have as much contact with each other compared to what she experienced at the former model C school. Emma explained that in the former model C school morning meetings were compulsory, regular scheduled functions such as staff forums and the layout of the classrooms allowed for more staff interaction. She explained that in the former model C school the classrooms were assigned into departmental groupings so that the educators could easily communicate with each other, where at her independent school her department was spread out across the campus resulting in them finding out information coincidentally.

Olivia and Riley's curriculum struggles were as a result of the different implementations of the Curriculum and Assessment Policy Statement. They both explained that their knowledge of the curriculum was sufficient in the former model C school who ran the National Senior Certificate assessments but when they moved schools to the independent schools who ran the Independent Examination Board's (IEB) assessments they experienced difficulties. Riley explained that the IEB systems went into a lot more depth and that lesson preparation solely from textbooks were no longer sufficient.

Emma explained that there are other challenges when moving school, such as a change in terminology:

“You know exactly how everything works. And then all of a sudden its, ok everything is different. I mean I have to get used to, my kids are not learners they are students. Every term that you use is different.”

Orientation processes in independent schools

Each independent school had their own system of orientation. Sophia’s school provides a combined training day, for all the schools governed under the same organisation, before the schools open in January for their new staff members. During this training day the new educators were introduced to the ethos of the school and the essential services such as the information and technology systems. Ava’s and Lucas’s independent schools host an informal get together with all the new staff during which the management explains all of the relevant processes. Emma’s schools distributed an information booklet when the educators arrive at the school but do not have a formal orientation meeting. Emma explained that her current school meets with the new educators during the year when the time arises for the new/unique procedure to take place. She provided the example of a meeting she attended to explain the exam procedures at the school, in which the exam coordinator informed them where to place their exams, how to collect exams for invigilation, how to collect exams once written for marking and what is expected of educators during the exam times. Riley’s school does not have any formal orientation processes, and as a result, educators need to learn as they go along. She explained that this could be challenging at times as staff member tend to forget that they are new and therefore they are not informed on how all the procedures work. However, she has never been discouraged as all members of the staff are understanding. This is a sentiment that is expressed by all participants. When assistance is required the other educators are always approachable.

Olivia and Ava felt disadvantaged when they entered the school during the year and not in January, as their schools only offered orientation processes in January and therefore they only received a welcome pack with the necessary information about the school. Ava explained her orientation experience:

“With me it was difficult because I arrived at the middle of the year. They do have a program like that, but it runs at the beginning of the year, so for new teachers starting the year.”

4.6 Differences in the school environments

The last grouping of interview questions aimed to determine whether educators were happy with their decision to migrate. The participants were asked whether they experienced similar or new push and pull factors. The participants identified four push factors at independent schools. These responses are discussed below. In conclusion, participants were asked if they would consider migrating again and why. These responses are discussed at the end of this subsection.

Push factors

Olivia explained that she experienced three push factors at her independent school. The first push factor is a result of the smaller educator staff. Olivia explained that educators at her school are placed where management perceives the need. For this reason, she has had a different teaching scope each year, requiring new sets of preparation, and having to redo the ground work. Olivia also explained that educators at independent schools experience a great sense of financial responsibility. This is a result of the school being funded only through the school fees, and this money must be used for all activities. She explains the burden on the educator:

“We know what it costs; we know ethically how important it is to treat our children well. Because if our children and our parents exit it impacts directly on my salary, it impacts on how we run the infrastructure in the school.”

Four participants described the improved learner discipline as one of their pull factors to independents school. However, Olivia also explained that this could be a push factor as well. She described the cause of the push factors as the “quiet corridor syndrome” explaining that it is a schools’ responsibility to identify learners’ difficulties in life and guide them through those situations. She explains that in public schools learners are more willing to talk and ask for help with their problems, while at independent schools learners struggle to trust staff members as they fear expulsion. This fear helps with the overall school discipline but fails to holistically develop a learner. Ava explained her experience as follows:

“You knew the problems (*in the former model C school*), because I think in a sense children were safe. If they wanted help they could ask us, and we dealt with the problems. I don’t know, I’ve been away for a long time but when I was counselling they came into my office they sat down, if it was something I had to deal with I dealt with it, if I had to get *the school psychologist* in they, dealt with it. Even later with *the school social worker*, the ones that had to be fed with her they didn’t even come to me, it was dealt with. What struck me that first year at *an independent school*, a child went missing, I walked on the corridors, they don’t talk to us. They don’t trust because they know they are going to be expelled.”

Lucas explained that he experienced a push factor in his independent school when he first moved across. This was the increased responsibilities outside of school hours, on weekends and during the evenings, for extra and co-curricular activities. However, he continued to explain that the administration load which is expected from independent school educators balances out the extra time the school requires.

Would the participants migrate again?

Smith and Ingersoll (2003), in Guarino et al. (2006), found in their survey that educators who start their careers in independent schools are less likely to migrate than those who begin in

public schools. Even though the participants of this study did not start their careers in independent schools, all six participants are not considering to migrate again. Lucas best explained this:

“I am at a school where I am going to struggle to find one that would be better for me.”

Lucas, if he were to migrate again, would look for a similar school in a different city, while Olivia felt that she has put in the effort to learn the new school system and therefore would not migrate again so close to retirement. Riley explained that she would not easily migrate again as she feels she has found where she needs to be. However, she explains that:

“one very quickly says no you won’t move, but things happen, and things change.”

However, Riley supplemented her statements by saying that:

“Teachers stay loyal to their school if they feel valued and supported by management. Once that is missing teachers lose trust and then move easier, irrespective of if it is a government school or a private school.”

4.7 Document analysis

When Gauteng Department of Education employees terminate their service they are only expected to complete one form (HR21), there are no exit interviews or follow-up procedures to determine the underlying factors that have led to the educator’s termination of service.

Other than the required details such as personal information, signatures, termination date, and so on, educators are asked to “mark the appropriate box with an ‘X’”. The options of boxes are: Resignation, Medical Retirement, Death, Expiry of Contract, Re-organisation, Retirement, Misconduct or Other (specify). There are no further questions as to the cause, for example, the type of misconduct or why the educator is resigning. It should also be noted that at the bottom of the HR21 form there is a space for departmental HR Manager remarks.

Unfortunately, the researcher could not meet with a departmental HR Manager to determine

what is written by them in this space. From the experience of a school secretary who gave the document to the researcher, educators were not given exit interviews as they only handed in the document.

The former model C school which participated in this study has a policy book which is given to each staff member. This policy book includes all thirty-eight school policies. Policy 21 in this policy book relates to the migration process of educators. However, it only looks at the educators migrating into the school. Policy 21 is titled: New teacher and student adaption policy, which was developed to assist educators in their first week at the school. This policy starts by explaining who's who at the Department of Education as well as the former model C school. Policy 21 also provides the school's contact information and answers the frequently asked questions of new educators. These questions relate to the general procedures run during the school day, such as meeting times and classroom procedures. The policy continues to explain the money matters at the school, the professional image of an educator, extramural expectations, test and exam procedures as well as the substitution procedure for absent educators. The policy ends with a map showing the layout of the school. This policy is therefore designed to ensure that new educators know what is expected of them and how to handle problems they may encounter. However, the majority of educators do not read through this policy, as during the interview process not one of the participants mentioned this policy. It is also concerning that there is no policy, such as termination procedures, which speaks to educators leaving the school.

4.8 Conclusion

In Chapter 4, the results of the narrative investigation, based on data obtained from six (6) participants who have migrated from a former model C school to various independent

schools, were discussed. The results of the narrative research reflected the views of the participants on the push and pull factors of internal educator migration in Pretoria.

From the results, six (6) push factors and six (6) pull factor that cause internal educator migration from former model C schools to independent schools in Pretoria were identified. These six push factors are: economic pressures, school management, personal and emotional influences, poor academics, poor discipline, and the teacher to learner ratio. The six (6) pull factors are better discipline, financial benefits, lighter workloads, lower teacher to learner ratio, professional treatment and a higher quality academic learner body. It was apparent that poor discipline in the former model C school was the leading cause in educator's migration out of former model C schools, while receiving professional treatment, which included flexible working hours, attracted them to the independent schools.

Despite the pull factors to an independent school in Pretoria, it is also important to notice that the majority of the participants were headhunted by the independent school and did not initiate the migration process. Therefore, schools should not only focus on the push and pull factors to the migration pattern but should also consider their educators' job satisfaction levels as this could influence the success of the independent school's proposal to the educators.

Chapter 5 will summarise these central themes and findings of the study in relation to the initial research questions (see sections 1.4.3, 1.4.4, 3.4, and 4.1). It is also imperative that the strengths and weaknesses of the study be noted so that they are addressed in future research endeavours. Finally, the researcher will make recommendations on how to improve the internal educator migration setbacks experienced in former model C schools.

Chapter 5: Concluding remarks

5.1 Introduction

This research study aimed to better understand the leading causes of internal educator migration between former model C schools and independent schools in Pretoria, through voicing the experiences of post-migration educators. Chapter 1 provided an overview for the study by providing the theoretical framework for the study and background information on educator migration. The problem statement and scope of the study were discussed. The key defining terms were also clarified and the design of the research report outlined.

In Chapter 2, literature related to the concept of migration, internal migration and educator migration from an international perspective was reviewed. Theoretical perspectives on migration were defined and discussed, namely, the human capital approach, the structuralist model, networks theory, the migration systems theory, the unfolding model, and the push and pull model. A review on educator migration research in South Africa was also discussed.

The methodological approaches applied in conducting the narrative study were discussed in Chapter 3. Various research paradigms were discussed, and the rationale for using the interpretivist paradigm clarified. The research design and data gathering procedure were also described. The reliability and validity of the narrative study were also discussed. Chapter 3 also discussed the participants, ethical considerations and data analysis methods.

In Chapter 4, the findings of the narrative study based on data collected through narrative interviews were presented. Data from the narrative interviews with six post internal-migration educators were analysed and categorised into the push and pull factors, their experiences and the differences between the former model C school and the independent schools.

In this final chapter (Chapter 5), the research findings as well as strengths and weaknesses of the current study, suggested areas for further study and recommendations are discussed.

5.2 Overview of key findings

The current research endeavour aimed to assess the leading causes of educator migration out of former model C schools and to voice the experiences of educators during the migration process. Narrative interviews, conducted with six educators were subjected to a thematic content analysis, in an attempt to extract critical themes which would provide answers to the initial research questions that were posed. The questions posed by the research were as follows:

- How do educators (in Pretoria) describe their post-migration experience following internal migration from a former model C school to an independent school?
 - o What factors push and pull educators towards internal migration?
 - o What are the implications for a new educator at independent schools?

The thematic content analysis produces four central themes, as guided by the interview schedule; the push factors that led to the educators' migration out of the former model C school, the pull factors that attracted the educators to independent schools, the experiences of the migrant educators, and the differences in the school environments.

The first central theme was the "push factors". This theme assessed the factors that educators are exposed to that resulted in them wanting to leave the former model C school. This section identified six push factors: personal and emotional factors experienced by the educators, poor discipline in the former model C school, troubles with school management, economic pressures in the former model C school, the poor academic performance of learners, and the high teacher to learner ratio. The personal and emotional factors of educators, being

experienced by the majority of the participants were attributed to three underlying themes. Firstly, the educator wanting to experience a different teaching environment. Secondly, the educator's difficulties in the classroom lead to his/her loss of passion and excitement for his/her career. Thirdly, the frustration caused by "stoep stories", the spreading of rumours.

The second theme identified six (6) pull factors, that is, factors that attracted the participant to their current school. These six (6) pull factors were all met by more than one participant, in different independent schools. The six pull factors were: improved learner discipline, financial benefits, lighter workload, lower teacher to learner ratio, higher quality academic learners, and being treated as a professional. Five (5) out of the six (6) participants were attracted to independent schools by the professional treatment that these schools extend to their staff members. The professional treatment of educators is experienced as a combination of beneficial developmental activities, freedom of teaching techniques in their classroom, and flexible working hours which translated into a trust that the educator will perform their duties.

The third theme is migration experiences of the participants, identified three essential experiences. Firstly, the majority of the participants were headhunted by the independent schools and did not initiate the migration process. Secondly, educators who migrate between former model C schools and independent schools experience two predominant challenges. The first is loneliness as there is less contact between staff members, the second is that an adjustment is required to teach a different curriculum. Lastly, educators experience an orientation process when they arrive at their new schools. Each school has a unique method of orientation process; however, it became clear that these processes are typically run at the start of the new year leaving those educators who migrate during the school year at a disadvantage.

The last central theme was the differences in school environments. This theme was subdivided into two categories: the push factors that are experienced in independent schools and the willingness of educators to migrate out of independent schools. Four push factors are experienced at independent schools; firstly, the constant change of the educator responsibilities as result the smaller staff compliment which requires changes according to the school's needs. As a second push factor educators at independent schools also experience a financial burden as they interact daily with the primary source of income: the learner's school fees. Thirdly, educators are also worried that the stricter discipline procedures at independent schools do not adequately allow for the holistic education of learners. Lastly, educators were wary about the additional hours that some independent schools require for co-curricular activities in the evenings and on weekends. However, despite these push factors none of the participants indicated that they would migrate again.

5.3 An analytic model of the factors which influence internal educator migration

This research aimed to assess the causes of internal educator migration in Pretoria. Following the findings from the narrative interviews (see Sections 4.3, 4.4 and 5.2), an analytic model depicting the identified push and pull factors that led to the unidirectional migration of educators from former model C to independent schools is presented (Figure 3).

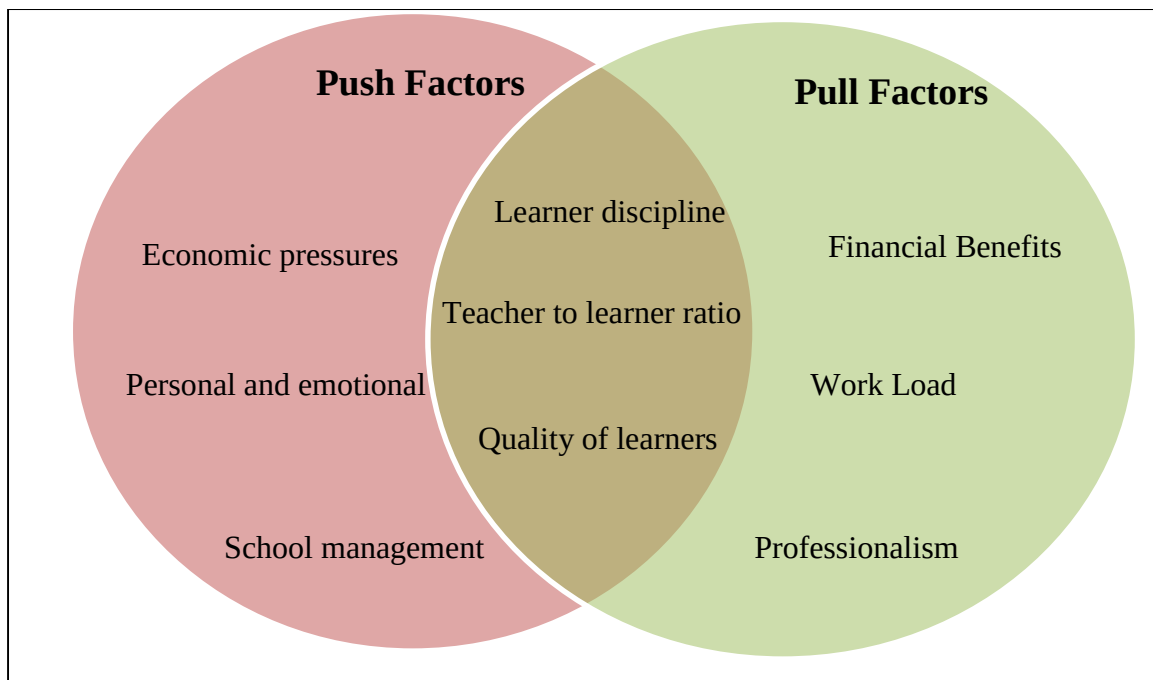


Figure 3 Factors leading to unidirectional migration of educators in Pretoria

With reference to the analytical model representing the factors leading to the unidirectional migration of educators in Pretoria (Figure 3), the circles in the Venn diagram indicate the push and pull factors identified in the study. There is evidence to show that there are mutual factors that overlap as both push and pull factors. In order for educators to migrate from one school to another, there are push factors in sending schools, compelling them to migrate and pull factors in receiving schools attracting them to migrate. The overlapping factors are generally primary to the migration pattern but are strengthened through unique factors in the core circles.

To bring balance the strong unidirectional movement of educators from former model C to independent schools, education leaders need to work on the push factors experienced by their staff members and adapt their school to have additional pull factors. Lessening negative push factors such as economic pressures, personal and emotional stressors and school management is an essential component of educator retention in schools. Similarly, improving financial

benefits, lightening educator workloads and the professional treatment of educators are essential in weakening the attraction of the independent schools.

Education leaders in South Africa should revisit their policies in order to address push factors. Schools need to have stricter policies on how staff are addressed on the financial constraints of the school. If staff members do not feel secure with their employment in the school, because of the threat of the school's financial situation, they are likely to look for stability elsewhere. On a similar note, management should become aware of the “stoep stories” making rounds in their school. This can be done monitoring the information that is passed on to staff members, in order to maintain confidentiality and respect on sensitive matters. Lastly, the researcher recommends, that the communication patterns amongst school management needs to be revisited, especially in schools with a larger managing body. School management need to form a united vision with each member remaining within their portfolio, in order to present a balanced and unified front for staff.

5.4 Strengths and weaknesses of the current research endeavour

It is essential that the limitations of the study be noted, so that they may be addressed in future research endeavours of a similar nature. In the current research, the key limitation was that a single case study was taken, where all the participants migrated out of the same former model C school. Unintentionally, this study only focused on the migration of educators in high schools. Also, only one individual from the male gender participated in the study. It would, therefore, have been more beneficial to have had a more gender-diverse sample to elicit more varied responses. A further possible limitation of this study was the fact that only post level one educators participated in the interview process. It could be of value, in future studies, to examine the experiences of educators at other post levels to gain a holistic understanding of the experiences of migration at various levels.

This research was also of value in gaining an enhanced understanding of the personal experiences of individuals during the migration process from former model C schools to independent schools. Although much research has been conducted to determine the push and pull factors of migration in South African schools, limited studies have been conducted on the internal migration of educators. This study also focused on the personal experiences of educators who have migrated internally.

5.5 Direction for future research

The limitations above provide valuable insight into the way the research could be improved or expanded on in future research endeavours. Future research could feature a more extensive sample reflecting a greater demographic variation, especially across the educator post levels and variables of race and gender. This would provide an enhanced understanding of how individuals from different post levels, race, age and gender groups experience migration between former model C schools and independent schools. Also, similar studies should be conducted in the unidirectional movement between public and former model C schools as well as at primary school level. This would provide a more detailed account of the push and pull factors that influence the internal migration of educators in South Africa. Exploring the impact on the learners could also be especially valuable, given that the migration of educators influences the learner as educator turnover has a direct influence on the school environment.

5.6 Recommendations

In this subsection the research makes recommendations that can be used to improve the management of internal educator migration between former model C schools and independent schools in South Africa. The following recommendations are informed by the literature and substantiated by the results of the study.

- a) Sutchter, Darling-Hammond and Carver-Thomas (2016, p. 8) recommended three educator retention methods. Improved mentoring and induction, better working conditions and career development. The result of this study echoed the strategies. The research recommends year-round orientation for new educators and pairing with a mentor to aid the adjustment to school culture and curriculum. This was expressed by participants when they indicated that they are often left to determine new or different procedures on their own.
- b) The document analysis indicated that there are no records of why educators have left former model C schools or their movements after terminating their services. The Education Committee (2017, p. 16) recommends that schools carry out regular exit interviews to determine whether any interventions may help retain irreplaceable educators. The research findings agree with their recommendation.
- c) Support from management is critical to educator retention, as mentioned by participants (see section 4.6). When educators feel valued, they are more satisfied with their jobs and they can be successfully retained (Tehseen & Hadi, 2015, p. 233).

5.7 Conclusion

This narrative study has reinforced that internal educator migration has become a universal phenomenon requiring the attention of school leaders. South Africa's response to the internal educator migration phenomenon has not been adequate, with no policies to monitor the movement of educators between schools set in place, leaving the public schools exposed to the downfalls of internal educator migration. Improving the management of internal educator migration will benefit public schools in improving teaching and learning as well as aiding in the restoration of inequalities between schools.

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Appendix A: Approval from the Department of Education



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	10 October 2017
Validity of Research Approval:	05 February 2018 – 28 September 2018 2017/292
Name of Researcher:	Laubscher S.
Address of Researcher:	P.O. Box 71020
	Die Wilgers
	Pretoria, 0041
Telephone Number:	012 807 9176 084 299 2074
Email address:	saskialuabscher@gmail.com
Research Topic:	Internal educator migration in Pretoria: A narrative study
Number and type of schools:	Six Secondary Schools
District/s/HO	Tshwane South

Appendix B: Ethical clearance

Wits School of Education



27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

15 May 2017

Student Number: 1384378

Protocol Number: 2017ECE005M

Dear Saskia Laubscher

Application for ethics clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Internal educator migration in Pretoria: a narrative study

The committee recently met and I am pleased to inform you that **clearance was granted**.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

A handwritten signature in black ink, appearing to read "M Mabete".

Wits School of Education

011 717-3416

Appendix C: Participant information letter

Dear Participant

My name is Saskia Laubscher and I am a Master of Education student in the School of Education at the University of the Witwatersrand.

I am doing research on experiences of teachers who have migrated between former model C schools and independent schools.

My research involves face to face interviews about your experiences during and after the migration process. I will be writing down notes regularly during our interview and with your permission, I will be doing voice recordings of our interview with the use of my voice recorder. The expected time of my research is during the last term in your school.

The reason why I have chosen you is because you have recently (in the last 5 years) migrated from a former model C school to an independent school.

I was wondering whether you would mind if I interview you during January in order for me to obtain the necessary research data that I need for my project.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project. All collected data will be used primarily for the writing of my Master's degree only.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

Saskia Laubscher

247 Frangipani Street, La Montagne

saskialaubscher@gmail.com

084 299 2074

Consent

I have read this information letter and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____ Date: _____

Appendix D: Letter to principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Principal

My name is Saskia Laubscher, and I am an Education student at the University of Witwatersrand in Johannesburg. The research I wish to conduct for my Master's dissertation involves a narrative study of the experiences of teachers' post-internal migration from a former model C school to an independent school. This project will be conducted under the supervision of Professor Felix Maringe (WSoE, South Africa).

I am hereby seeking your consent to interview former teachers of Willowridge High School who are currently employed at your school. In addition, I would like your consent to consult documents relating to the teacher's migration experience. The relevant documents include, but are not limited to, school policies relating new teachers.

I have provided you with a copy of my dissertation proposal which includes copies of the measure and consent and assent forms to be used in the research process, as well as a copy of the approval letter which I received from the WITS Research Ethics Committee.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 084 299 2074. Thank you for your time and consideration in this matter.

Yours sincerely,

Saskia Laubscher

Consent

I have read this information letter and have been given the opportunity to ask questions. I give my consent to this study to take place at my school.

Headmaster's signature: _____

School: _____

Date: _____

Appendix E: Interview Schedule

Key Questions

- **What are the push and pull factors that encouraged you to change schools?**
- **What are or were the challenges to moving schools?**
- **What are the key differences to the lives of educators in independent schools?**

Biographical questions

1. What is your gender?
2. What are your qualifications and when did you qualify?
3. What experience do you have in teaching?
4. What school/s did you teach at previously?
5. What is your current school?

Conceptualisation of push and pull factors

6. What are the factors that aided your decision to leave the previous school?
7. What are the factors that encouraged your decision to move to your current school?

Migration experiences

8. How many schools did you apply to before choosing your current school?
9. What challenges did you experience while you were moving schools?
10. What were the orientation processes in the new school?

Differences in school environment

11. Have you experienced similar push factors at your current school?
12. Have your pull factors been realised?
13. Have you experienced any new push/pull factors?

Conclusion

14. Would you consider migrating again and why?