IMPLEMENTING PERSONNEL RETENTION STRATEGIES AT COR JESU COLLEGE IN THE PHILIPPINES

by

CRISPIN KUKANO

Submitted in accordance with the requirements for

the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR .P. MAFORA

FEBRUARY 2011

DECLARATION

Student Number 341-878-39

I DECLARE THAT Implementing personnel retention strategies at Cor Jesu College, in the

Philippines, is my own work and that all the sources that I have used or quoted have been

indicated and acknowledged by means of complete references.

 CRISPIN KUKANO

SIGNATURE   **DATE:** 21/02/11

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By Crispin Kukano

Degree: MASTER OF EDUCATION

Subject: EDUCATION MANAGMENT

Supervisor: DR. P. MAFORA

ABSTRACT

The aim of this research was to determine the factors that influence retention of personnel at Cor Jesu College in the Philippines and establish guidelines for effective staff retention. A qualitative research design involving the descriptive sample survey method to collect data by means of self-administered structured questionnaire was adopted. The sample consisted of 70 Cor Jesu personnel. The information was statistically analysed with the aid of a computer after which it was interpreted. Results indicated that teachers were not satisfied with their jobs and that their retention was affected by several aspects of their work. Working conditions emerged as the major source of dissatisfaction while interpersonal relations were a principal retention factor.

KEY TERMS

Retention, Personnel retention, Strategies, Implemented, Retention strategies, Teacher, College President, Working conditions, Incentives, Management.

ACKNOWLEDGEMENTS

My thanks and appreciation goes to the following people and groups who have contributed immensely to the successful completion of the dissertation:

- First of all, I give praise, glory and honour to my God the Almighty who provided, cared and protected me throughout the study.

- My supervisor, Dr. Patrick Mafora, for his professional guidance, fatherly love, encouragement, patience and understanding throughout the course of this study.

- Dr. Lourdes C. Cabintoy for her expertise and valuable contribution throughout this research. Dr. Alex D. Niez and Mr. Randy Tudy for their advice and professionalism.

- Brothers of the Sacred Heart in the Province of Eastern and |Southern Africa, in particular the Provincial Br. John Mayuka for the spiritual, financial and material support. Without the Province's financial support I would not have completed this work.

- Brothers of the Sacred Heart, the Delegation of the Philippines under whose auspices I carried out this research at Cor Jesu College.

- Br. Noelvic H. Deloria, SC for his in-depth explanations on the requisites and dynamics of the college's vision and mission.

- Br. Ellakim P. Sosmena, SC then Delegation leader of the Brothers of the Sacred in the Philippines for his guidance and expertise on administrative matters.

- Br. Edgardo S. Escuril, SC the current college president for his encouraging words and for generously gathering pertinent data from various college offices and departments.

DEDICATION

This dissertation is dedicated to my deceased parents Mary Muchimba and Muhambi Isreal

Kukano for their educational inspirations they fostered in me.

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INTRODUCTORY ORIENTATION AND STATEMENT OF THE PROBLEM

1.0 Introduction and background

Successful organisations realise that employee retention and talent management are integral to leadership sustenance and growth in the market place. Becoming an employer of choice by retaining high calibre employees in today's labour market should be the highest priority. Whether a community hospital, small business, major corporation, an educational or a government establishment, employee retention is critical to success.

Johnson (2007:80) asserts that employee retention is heavily dependent upon two key factors; leadership skills of management and human resource strategy. No matter how wonderful the company is, people will not stay if their front-line supervisor is an untrained person with poor managing skills. Training managers on coaching and mentoring can go a long way towards improving employee retention. It is now more important than ever before to harness and secure the available workforce within a given organisation.

According to Levoy (2007: 58-62) people move faster, interact with more visible animation, communicate with more palpable emotion and enthusiasm, listen more intently and respond more vigorously in a happy environment. Providing team members with adequate job challenges is another way to keep them engaged considering the gap between employees' abilities and the

demands of the task they are to accomplish. Skilful leaders understand the power of involving people in solving problems. When individuals and groups realise they truly have influence and the authority to make a plan and execute it to reach the goal, engagement kicks into gear. Too little challenge leads to boredom, and too much challenge leads to job stress. Employees will go an extra mile if they feel responsible for the results of their work and believe their jobs are rewarding. This implies that everybody, at all levels of an organisation, want to know that their efforts are recognised and appreciated.

However, Dolezaleck (2003:52) points out that employment market are going to change eventually. As a result retention of human resource remains the biggest need facing companies today. For example, Zenke (2002:24) explains that keeping skilful employees remains a major worry for many organisations. Therefore, there is need to understand the expectations and needs of the employees. Laff (2007:20) states that, in contrast with the gloom and doom forecasts about employee satisfaction, a recent survey revealed that a large majority of employees are contented in their current position. The irony, however, is that while employees cite a greater sense of satisfaction, their managers are either unaware or cannot identify a retention strategy within their own offices. Organisations can correct the imbalance by educating managers about the retention strategies and then taking a top-down approach to communicate all retention initiatives throughout the organisation.

Guld (2007:19-21) states that while continual recruitment of skilled workers should be a company's top priority, it should still be argued that their retention should be even more important. At the top of the list should be employee retention because while good people are hard to find, dependable people are much harder to replace. In a leadership role, it is vital to understand the unique needs, desires, expectations and goals of each staff member and make sure the organisation becomes a place of self actualisation where each can be realised.

Karin (2008:49) states that one of the important steps to putting in place a sound staff retention policy in any organisation is to establish and understand the reasons why employees resign. Using staff retention as a key performance indicator for the management team would assist in tracking and monitoring initiatives to retain key personnel. Similarly, Ruschak (2005:493-494) notes that retention is a critical issue in many industries, including health care. While there is no magical formula for retaining top medical personnel, there are steps that medical practices can adopt to prevent job hopping and to create an environment that will encourage employees to prosper and remain loyal to the practice. Similarly, the teaching profession should be able to not only recruit capable and qualified members, but also retain them. This can be done by providing teachers with opportunities for educational advancement and professional growth by alleviating conditions in the schools that limit the realisation of intrinsic rewards that are a major source of teacher job satisfaction (Engelking 1986:35).

According to Sarmiento (2002:563-564), schools in the Philippines have adopted a compensation policy by providing attractive salaries comparable to corresponding government departments in order to ensure a successful retention rate. The salary range is formulated in accordance with factors such as skill, length of service, past performance, qualifications and responsibilities. Besides, it is evident that those who stay longer are also more loyal to their institutions. However, alternative strategies for improving job performance and teacher retention will be based on individual impact on skills and other professional activities which will maximize an employee's professional growth and promotion in the service.

Investment in education contributes to economic growth and development through improvement of the human factor in the organisation which is essential to the sharpening of performance and the attainment of efficiency (Azanza 2000: 35). For this reason, the recent indication of teachers opting to stay in the Philippines instead of aspiring to work abroad becomes an advantage for the country. On one hand, the economic benefits of migrant labour have enabled ordinary Filipinos to attain a better life. On the other hand, retaining those employed by offering them better incentives, through economic empowerment that guarantees decent and gainful employment, is the major concern for education (Department of Education, Annual Report 2006: 3). Obviously without proper retention measures, this idea can be elusive.

Philippines refer to a multiple island nation located in Southeast Asia, with Manila as its capital city. It comprises 7,107 islands in the western Pacific Ocean. From its many islands, the country reflects a diverse indigenous Austronesia cultures as well as European and American influence

from Latin America, Spain and the United States the latter being former colonisers. Roman Catholicism is the predominant religion and Filipino and English are the official languages.

1.1 Problem Statement

Although quality teachers have an impact on improving student learning and performance, but teacher retention remains a significant problem in some schools. In the Philippines, teacher and personnel retention is a reality that has to be dealt with seriously. It is a common phenomenon in the Philippines that employers find it too difficult to find and retain the right people for the simple reason that the best ones are leaving for better paying jobs abroad (Philippines Overseas Employment Administration, Annual Report 1993:1). Employees, especially the skilled ones, are in constant search for better jobs, working environment, experience and training that could enhance their skills and sustain them in their jobs.

Although staff turnover keeps increasing in the Philippines' educational institutions, it remains low at Cor Jesu College, where conditions appear not to support staff retention. It is on the basis of this observation that the study seeks to investigate factors that influence staff retention at Cor Jesu College.

1.2 Research aims and objectives

The general aim of this research is to determine the factors influencing retention of personnel and establishing guidelines for effective staff retention at Cor Jesu College. Specific aims emanating from the general aim are to:

- describe personnel retention strategies used by Cor Jesu College management;

- establish factors that influence staff to remain employed at Cor Jesu College;

- determine potential barriers to the retention of staff at Cor Jesu College; and

- make recommendations that could serve as the basis for effective staff retention at Cor Jesu College.

1.3 Key research questions

The research questions that emanate from the aims stipulated above and which this research seeks to answer are as follows:

- What are the personnel retention strategies used by Cor Jesu College Management?

- What factors influence staff to remain employed at Cor Jesu College?

- What are the potential barriers to staff retention at Cor Jesu College?

- What recommendations can be made that may serve as the basis for effective staff retention at Cor Jesu College?

1.4 Key theoretical concepts

The following concepts are defined operationally or as used in this study:

Cor Jesu College

This refers to a co-education Catholic Christian College managed and owned by the Brothers of the Sacred Heart in the Philippines. The particular programmes being offered by the college are kindergaraten I & II, elementary, secondary school, collegiate, law and graduate programmes. The institution serves about 1600 students with 110 full time personnel.

Influencing factors

Influencing factors refer to aspects of the job which concern employees (Herzberg et al 1959: 113). They vary according to level of satisfaction; they can be internal factors such as work itself, feedback and recognition whereas external factors range from achievement, job security and reward (salary) or individual factors such as expectations, effort/reward ratio and comparisons (Hackman and Oldham 1976: 16).

Personnel Retention:

This refers to the college's ability to keep and sustain its personnel and faculty members as long as their services are needed and specific actions managers can take to make a difference (Phillips & Connell, 2003:1).

1.5 Value of the research

This study is significant and beneficial to all sectors of Cor Jesu College as well as those outside this academic community who may find the data of this study useful in implementing their own personnel retention strategies. An exposition of these benefits is presented.

Teaching personnel. Profit from the study may be generated as they may discover, discern and gain insights on the effectiveness of college organisation particularly on performance work system, strategies implemented as well as the financial performance of the college. Through this, they may have the opportunity to introspect which may lead them to a realisation that as co-disciples of the administrators in furthering the college's mission and vision, there is need to enrich their commitment as well as ascertain their developmental needs, which is likely to influence their college organisation.

The Non-Teaching Personnel. Together with the administrators and faculty members, the non-teaching personnel of Cor Jesu College may also find this study useful. Through this study, they may find the opportunity to rediscover their own limitations that greatly hamper their work as well as gain insights at the level of effectiveness of the retention strategies that are implemented at the college.

The Administrators. The administrators of Cor Jesu College may be able to gain concrete insights into the personnel retention strategies that are implemented at the college, organisational performance of their college staff, and the training needs of the latter which may have great influences on the total performance of the college. Subsequently, they can understand these employees better especially when it comes to job satisfaction which remains a crucial point for any employee as it has a direct bearing on production.

Furthermore, this study may help them with an idea on how to develop and enrich organisational commitment, likewise, respond accordingly to the needs of the employees, thus, concretise the total organisational performance of the college. As such, this may tangibly direct them toward the strategic human resource development programmes which may lead to greater productivity for the academic institution.

Cor Jesu College as an organisation. A comprehensive understanding of the strengths and weaknesses of the college organisation in terms of personnel retention strategies that are implemented may become its source to improve certain gray areas. It may determine closely the personnel retention strategies and organisational capabilities that may allow it to capitalise on new opportunities. As such, it is likely to improve personnel retention strategies by developing policies in areas such as job insecurity which results in educators lacking loyalty and looking out for opportunities to move in search of greener pastures.

The Parents and Students. The parents and students of Cor Jesu College may also benefit from this study. Well organised personnel retention strategies through an enriched organisational effectiveness, organisational commitment and well served needs for continuous growth and development among college administrators, faculty members and non-teaching personnel may only have the students as ultimate beneficiaries and consequently their parents.

Other Organisations. Other organisations may also benefit from this study. Employers who wish to improve on personnel retention of their organisations can implement strategic human resource development programmes with emphasis on enriched organisational effectiveness, organisational commitment and training programmes for their employees.

Other Researchers. This study may be beneficial to other researchers who might be interested in replicating this study in their organisational setting. The methodology and its outcome provide other researchers with guidelines in conducting investigations which deal with personnel retention strategies which are implemented in other organisations.

1.6 Organisation of the study

This study is organised into five chapters. In accordance with Mnyaka (2006:7) this section serves to indicate what the researcher intends to discuss in each chapter.

Chapter 1: In this chapter, a brief overview of the research problem, aims of the research, definition of concepts and the whole research process is given.

Chapter 2: This chapter will give a review of literature studies on the role of education management in effectively helping institutions implement strategies that encourage personnel to remain committed to their institutions. As noted by De Vos et al. (2005:117) a literature review is a description of primary and secondary sources of research material.

Chapter 3: This is the critical part of the research study. Research design sets up the framework for the study and is the blueprint of the research. This chapter will give a brief explanation of the theory underpinning the methodology as well as how the researcher plans to do the research. De Vos *et al.* (2005:132) define a research design as a plan or a blueprint of how you intend to conduct a research project.

Chapter 4: The research results will be presented in this chapter which will include a clear analysis of data collected, realisation of sample and discussion of results. Data will be analysed and interpreted in this chapter.

Chapter 5: In this chapter, conclusions from the results in chapter 4 as well as recommendations and the limitations of the study will be presented.

1.7 Summary

In chapter one the introduction and background was given. In addition, an overview of the research project was described and important concepts were defined. In the next chapter a literature review on retention strategies implemented for employees in different organisations, companies and institutions will be presented.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The literature presented in the following sections provides a framework from which to analyse the questions under examination in this research study. Due to the extensive amount of information available on the subject of teacher retention, only information pertinent to the research questions is presented. Furthermore, information with similar ideas has been grouped into sections for easier reading and comprehension.

According to Schulze (2002:21), a literature study is a systematic, critical analysis and a summary of existing literature that is relevant to the research topic. It involves reading an appropriate selection of available literature such as books, magazines, articles, dissertations and newspaper reports in which new events have been reported and opinions expressed on the matter under investigation.

As noted by De Vos, Strydom, Fouche and Delport (2005:117) a literature review is a description of primary and secondary sources of research material. More particularly, it is a narrative or interpretative survey of the current status of research being investigated. The purpose

of a literature review is, therefore, to determine what others have learned about the field of the research problem and thus gather information about it.

Mouton (2002:119) maintains that a literature review offers a synthesis of:

- what has been written on the topic of the relevant study;

- what has not been written on the topic (gaps in the coverage) and

- how the researcher's proposal addresses the 'gap' silence or weaknesses in the existing knowledge base.

In this chapter, literature on personnel retention strategies implemented in various education institutions globally is discussed with a view of determining whether the same happens at Cor Jesu College. The review includes the views of other researchers on the said strategies namely working conditions, incentives, job satisfaction, mentoring, and staff development. It is essential to; first and foremost, focus on the reasons for staff retention and then the strategies employed.

2.1 Reasons for staff retention

Staff retention is a key challenge in organisations today. Employee retention strategies help retains the best staff. Ingersoll (2001:15) states that understanding why teachers leave is the first step in getting them to stay. For teachers to stay they need to encounter environments that provide essential professional support from school leadership, organisational structures and workforce conditions that convey respect and value for them and induction and mentoring programmes for new and experienced teachers.

This view is supported by Darling-Hammond (2003:8) that good salaries, career advancement or professional development, administrative support and other school-environment related factors influence teachers to stay in the profession. Wright (1991:60) lists top four reasons for staff retention which are closely related to administrative and economic factors which include support by administration, better salary and benefits, academic freedom and choice of teaching subjects.

2.2 Factors influencing personnel retention

Ortigas (1997: 3) postulates that successful retention is best achieved by a proactive human resource department that actively seeks out what employees want most, and also by discovering the reasons behind the departure of former staff the organisation has failed to keep, but wishes it had. Personnel are more likely to stay at a school where they felt a connection to their students and their colleagues.

The other factor influencing personnel retention is the use of new teacher support programmes. According to Lewis *et al* (1999:2) new teachers often are assigned to some of the most challenging courses and classrooms. In addition, some feel they have not received enough training to handle certain aspects of their job. Lewis *et al* (1999:2) further states that the combination of these challenges drives too many teachers from the profession. One response to this situation has been the adoption of programmes at the local level to support new teachers. A study by Tillman (2000:25) reported that as practising teachers, mentors appreciate and value opportunities to interact, share their expertise as they support new teachers. Mentors can provide the emotional and professional support that often influences teachers' decisions to remain in the teaching profession.

The other retention strategy is restructuring schools to make them smaller. Bryk (1994:6) indicates that restructuring schools to make them smaller may result in an improved environment for teaching. A study by Bryk (1994:8) concluded that the new smaller schools created out of large schools increased cooperation among teachers and involved more teachers in the process of educational reform. Management should establish policy or legislation to define class size limits to include number and percentage of students who receive instruction. The type and amount of additional services provided such as behavioural support designated instructional services and consultation related services should be streamlined.

A study by U.S. Department of Education Initiative on Teaching (2006:6) found that recruiting from and training in the community was another very successful retention strategy. A school may provide employees such as paraprofessionals, substitute teachers, secretaries, custodians who have exemplary work records and commitment to teaching and other support so they can complete a teaching degree. Parent volunteers may also be included in such a programme. The rationale is that it is easier to retain people who have deep roots in the community. Additionally, Lewis *et al* (1999:3) reveals that collaborative professional development such as common planning periods, team teaching and regularly scheduled collaboration with other teachers and administrators is more effective than other forms of retention strategies. Collaboration among teachers can result in improved teaching. Stronger teachers can assist weaker ones; teachers can share techniques and information.

Management should provide meaningful professional development for its employees. This professional development must be relevant, high quality, job-related, ongoing, effective data informed, research based and student outcome focused. Furthermore, ways should be identified to improve teacher induction that is additional training time for beginning, middle and experienced teachers.

Schorr (1994:4-5) states the following retention strategies as important to an organisation:

1. Welcoming new staff

- conduct pre-service training related to local customs and challenges;

- orchestrate social interactions among staff and community;

- orient staff to school policies, procedures, and expectations; and

- address retention and support systems.

2. Collegiality

- encourage principals to be supportive;

- encourage principals who support educational change;

- support teacher networks to share ideas;

- support mentoring and partnerships;

- promote the school as the centre of the community;

- collaborate with university faculty;

- share school programmes with the community via the media; and

- embrace the culture of the community.

3. Work control

- provide planning time during work day;

- cap the case load;

- cap the class size;

- provide release time for testing;

- support job sharing;

- share policy making with teachers;

- minimise paperwork; and

- include teachers on the school board.

4. Professional development

- provide release time for professional development;

- provide professional development on site;

- provide stipends for pursuing additional training;

- provide stipends for summer school;

- sponsor opportunities for graduate work on site;

- provide access to professional literature;

- provide access to a videotape library for professional development;

- promote teacher exchanges;

- develop a career ladder;

- encourage teachers to teach professional development courses;

- encourage teachers to develop professional growth plans; and

- utilise existing outreach training programmes.

5. Achievement and recognition

- facilitate support for programmes in the community;

- facilitate community appreciation of teachers;

- implement recognition of professional efforts;

- send letters of appreciation/congratulations; and

- talk about "successes" and create a positive school climate.

6. Resources

- provide sufficient supplies;

- provide mini grants for special classroom projects;

- provide day care for children; and

- provide money for staff to attend conferences.

Other suggested strategies for retaining teachers include: effective school leadership, retention bonuses, effective staff selection and development, effective relationships with the community, shared decision making, career ladders, merit pay, performance pay and loan reduction or forgiveness (Ingersoll, 2001:10).

2.2.1 Working conditions

In this particular study, working conditions refers to salary, fringe benefits, the physical environment and administrative support (Manser, 2000:6). In an investigation conducted in South Africa by Pager (1996:85), teachers indicated that an improvement in working conditions was one of the most important factors in teacher retention.

Burch (1993:5) found that specific conditions of a teacher's workplace have a strong effect on their decision to remain in teaching. Those conditions involve support by staff and experienced or mentor teachers. Burch (1993:7) further observed that the support offered to teachers was identified by both beginning and experienced teachers as having the strongest effect on their decision to remain in teaching. Such support includes creating a conducive workplace to make sure that teachers stay. Wald (1998:8) states that work environment becomes pleasant when personnel are provided with timeout space such as a teacher's lounge and ample parking for their vehicles.

Teachers are likely to work hardest and accomplish most in their jobs if working conditions such as classroom space, equipment, supplies, and basic physical necessities are modern and adequate. Physical discomfort caused by large and difficult classes, poorly constructed classrooms, heavy schedules, inadequate furniture, and lack of resources affect teacher retention (Flores, 2004:24). Management should provide resources including libraries and other informational materials to encourage teaching personnel to stay.

According to Noe, Hollenbeck, Gerhart and Wright (1994:293) physical environments, particularly extreme conditions within those circumstances, are capable of affecting job performance as well as retention. There are dynamic and interacting variables which affect teacher retention process, arising from the individual, the nature of the job and the work environment (Hofmeyr, 1992:30). Individual variables concern what the employee brings to the work situation, and these include attitudes, beliefs, interests and specific needs.

Teachers' choices to stay in or exit the profession are shaped by occupational and organisational conditions present in schools. Ingersoll (1999: 7) and Sclan (1993:29) reported that poor workplace conditions conspire against teachers' career choice commitment and retention. Work environment implies physical buildings, classroom climate, the school climate, materials and resources, discipline and support from administrators, parents, and colleagues:

- The physical appearance of the school can also influence the school climate which is seen in the nature of the work and the people, in the architecture of its buildings and environment, and also in its history and culture. This is expected to reflect in the organisational structure, management and leadership style. Interpersonal relationships reflect the school's climate in the attitudes, motivations and academic achievements of all the people who work there (Sergiovanni & Strarratt, 1988:83). Physical facilities that could have a positive influence on the climate of the school include

- an attractive school entrance;

- the reception area clearly signposted;

- a comfortable waiting area;

- tidy and neat buildings;

- neat and tidy gardens;

- clean hallways; and

- bright colours.

2.2.2 Financial incentives

Financial incentives have long been held to have a positive effect on how hard people can work or how effectively they may contribute to the organisation. The idea of financial incentives was born from the scientific management theory between 1890 and 1930. The first theory is associated with Fredrick Taylor (Cannon and Edmondson 2001:161).

Cannon and Edmondson (2001:161) went so far as to suggest that the scientific management stressed paying of salaries as a key to better human resource management as experienced in the United Kingdom. The most common form of incentive system which dates back to Scientific Management is the piece-rate system. Employees are paid a certain amount based on the number of products.

The enterprise culture of the 1980s had vigorously reinforced and expanded the use of incentives with pay administration to motivate and provide competence earning levels. Smith (1989:3) asserts that well designed incentives, motivate, attract and retain employees. On the other hand, badly designed and poorly managed incentives can demotivate employees.

Odden and Kelley (1997:105) further state that management have regularly received awards which at first glance look like incentive payments but on closer scrutiny are no more than additional pay. Provision of bonuses for senior managers are well established in the United Kingdom industries but these executive bonuses do not have a direct link with individual or group performance. Their determination depends on factors and events outside the executives' control.

There are several types of bonuses:

- Christmas bonus or thirteenth month bonus. It is popular in finances and retailing sectors in the United Kingdom and the European Union. Goodwill is the determinant here with issues of performance or retention nowhere near.

- Bonuses for divisional performance are paid to executives in charge of division payments made traditionally without following the corporate policy or strategic thinking. Bonus may be paid regardless of the company's well being and executive's contribution to it. Arbitrary determination of these bonuses makes them doubtful motivators of executive performance. However, they generate goodwill and help build competitive remuneration

packages which attract and retain executives of the right calibre to meet company requirements. Incentives are still needed to forge necessary link between executive effort and company success (Odden and Kelley 1997:105).

Teachers also receive allowances that have no direct relation to the responsibilities of their posts. They are entitled to additional payments by virtue of being employees. According to Odden and Kelley (1997:27) teachers working in Berlin are given three percent of their monthly salary as an allowance, similarly, civil servants are placed in one of the three bands in Germany: (single; married or single parent families; married with children) and they receive an allowance for each child up to a maximum of six children.

Every staff wants to feel that one is being paid appropriately and fairly for the work he or she does. It is important to find out what other schools, companies, colleges or organisations are offering in terms of salary and benefits. Bonuses and performance loadings will also play the role of keeping the most able apt instructors in the classroom thereby retaining the most able teachers in order to improve educational outcomes (Webster & Wooden, 2006:198). However, Fulmer (1987:277) contends that people do not always work for money only. Interesting work and pleasant colleagues are two non-financial influences on attitude towards and enthusiasm for work and retention of employees. Contrary to this view, Boe, Bobbitt, Cook, Whitener & Weber (1997:396) note from their study that salaries earned by teachers who actually left and those who stayed indicated that leaving decreased as salary increased. This is echoed by Henke, Choy, Chen, Geis & Alt (1997:247) who suggest that compensation is an important consideration for

teachers weighing the tangible and intangible costs and benefits of remaining in the teaching profession. Henke *et al* (1997:248) further point out that schools that cannot offer competitive salaries are likely to be at a serious disadvantage when it comes to teacher retention. In addition, Carlson and Billingsley (2001:4) state that a financial incentive such as cash bonuses or placement on a higher step of the salary schedule is a useful retention strategy.

Education managers should offer competitive salaries and better fringe benefits to its personnel. They should also help develop feelings of loyalty among its employees by ensuring that all education professionals are being treated equitably. Webb and Norton (1999:397) state that the salary system should be equitable; this requires that each position be evaluated in terms of its relative importance to other positions, that a hierarchical arrangement be established, and that salary be awarded accordingly. In addition to that, management can offer good opportunities for development, training and career progression. A reasonable degree of security enhanced future employability because of the reputation of the College as one that employs and develops high quality people as well as learning opportunities.

Teachers as professionals are entitled to fringe benefits. Drotskie, Meyer, Cornelius, and Viljoen (2005:60) point out that a fringe benefit is a supplementary advantage conferred on an employee for which no work is required. Furthermore, benefits are loosely connected to the rank of an employee. Therefore, each employee is entitled to the same benefits and privileges as long as he

or she meets the conditions of service. It must be observed also that other than the benefits which are mandated by law, certain benefits can be withdrawn or suspended for various reasons.

According to Badenhorst (2003:156-157) and Cor Jesu College Faculty Manual on Policy and Standards (2006:63-71) special leave with full pay may be granted for an approved educational programme of study such as:

(i) A 50 percent discount on tuition fees for regular, full-time employees who enrol in some courses in the undergraduate programmes such as acquiring a new major or a second undergraduate degree and

(ii) A 25 percent discount on tuition fees for regular, full-time employees who enrol in the graduate school or law school of the Cor Jesu College.

2.2.2.1 Intangible rewards

Many organisations recognise employee retention with what can be described as intangible rewards. Sometimes employees' longevity in an organisation is recognised through an award or honours. As Jacobson (1992:45) mentioned, many organisations communicate employees' worth to the organisation by location of the office, size of office, or by giving an impressive title. Some also give some senior employees an increased autonomy and freedom.

The non-cash incentives had become popular in the United Kingdom during the 1970s. Incentives such as merchandise, vouchers, and gift vouchers were used in high street chain stores

and holidays at home and abroad (Jacobson 1992:96). But currently, the main use of the non-cash incentive is a "backup" to cash based scheme. For instance presentations of awards can usefully be made at a special ceremony, attended by all staff members with the chief executive making the award and a picture and support story appearing in a college magazine or in the local tabloid. This practice is widely done on Labour Day celebrations in most organisations when employees are rewarded and recognised for their achievements.

2.2.3 Job satisfaction

One of the factors associated with teacher retention is job satisfaction (Mathieu, 1991:610; Ostroff, 1992:965). Job satisfaction can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or career and it can be related to specific outcomes, such as productivity (Rice, Gentile, & McFarlin, 1991:31-32). Managers in education should provide specific feedback, encouragement and continued opportunities for growth by restructuring the work place by giving teachers more responsibilities and autonomy.

Abu Saad and Hendrix (1995: 141) define job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating the achievement of one's values. Values and needs are inter-linked and are also bound to change with time and circumstances. Individual's lives are affected by factors in the job setting, such as the task environment as well as the nature of supervision. It, therefore, means that the experience of job

satisfaction is a personal and sometimes emotional reaction, involving the individual's internal needs, values and expectations.

Theories on job satisfaction include the motivational needs theory by Maslow, the two factor theory by Herzberg, Locke's value theory and the expectancy theory by Vroom (Steyn & Van Wyk 1999: 37). The most widely used conceptualisation of job satisfaction is Herzberg's two-factor theory (Hill 1994: 223). Herzberg's motivation-hygiene theory is inter-linked to Maslow's hierarchy of human needs. The focus will be on these two theories.

2.2.3.1 Herzberg's two factor theory

Frederic Herzberg's motivational theory arose from a study of about 200 engineers and accountants on factors that bring about satisfaction or dissatisfaction at work. He distinguished two sets of work factors. One set relates to the satisfiers or motivators. The other set relates to the dissatisfiers or hygiene factors. The motivators have to do with the work itself, and include achievement, recognition, responsibility and advancement. The hygiene factors have to do with the environment or conditions of work. Job satisfaction is brought about by a combination of factors that relate to the actual execution of the work, called satisfiers. These include salary, possibility of growth, interpersonal relationships, administration, school policy, working conditions, personal life, status and job security (Herzberg & Grigaliuma 1971: 73-79).

The satisfiers are intrinsic to the job they are defined as factors which contribute to job satisfaction if present but not to dissatisfaction if absent. They are also referred to as motivators, since the motivational potential for most people increases accordingly (Matlawe 1989:12-14). However, Olsen (1993: 453) explains that although the intrinsic rewards have been defined in a variety of ways, they in general pertain to the nature of the work itself. Examples of intrinsic rewards are: the opportunity for independent thought and actions, feelings of worthwhile accomplishment, opportunities for personal growth and development, as well as job-related self-esteem.

Ayse (1999: 110) suggests that intrinsic factors such as pride in their work can motivate educators for professional development and increased performance. The dissatisfiers are extrinsic in their nature and refer to the circumstances under which the work is done. The extrinsic factors are seen as factors that bring about dissatisfaction in the work environment and include: lack of support, poor salary, poor infrastructure and an inferior reward system. Salary has become more significant because academic income has failed to keep pace with increases in the cost of living and levels of compensation as have been the case in other professions. Therefore, knowledge of job satisfiers can provide insight into what could be done to strengthen the teaching profession and make it a more satisfying career

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2.2.3.2 Implications of Herzberg's theory for education managers

Implications of Herzberg's theories of motivation on what managers should do in education in order to retain staff:

- The school head should promote an open organisational environment, which enhances growth at the school taking into account what teachers want from their job;

- The job of teaching should be made as interesting as possible since the basic assumption of Herzberg's theory is that the job itself is a powerful intrinsic motivator. The school head should explore measures to increase the variety of teaching experiences and make teachers aware of the possibilities (Tarrant 1991:37);

- School head must adopt a facilitative approach, one that encourages and supports teachers in their efforts to grow and perceive their ways of perceiving their environment they work in, their personal goals, feelings and beliefs (Owens 1995:61);

- Teacher's should have the opportunities to be involved in collegial relationships, shared responsibilities for decision-making, exercising independent thought, experiencing stimulating and challenging work and personal growth, and leadership so that they are continually motivated and remain in the profession (Frase & Sorenson 1992:40; Tarrant 1991:71); and

- The school head should consistently recognise good ideas, enthusiasm and success, either formally or informally (Tarrant 1991:37).

2.2.3.3 Maslow's hierarchy of needs

Maslow (1954: 2-8) suggests that people normally seek satisfaction and are motivated through a hierarchy of needs. The needs range from the lowest to the highest. According to Maslow, the lower order needs have to be satisfied before the higher order needs can be met. Thus, it is not possible to satisfy the higher order needs before the lower order needs. The lower order needs are

the basic physiological, security and safety needs and are synonymous with Herzberg's hygiene factors. The higher order needs are esteem, autonomy and self-actualisation. The higher order needs are similar to Herzberg's motivators. The lower order needs are considered to have low motivational potential for educators and the higher order needs have a high motivational potential.

The lower order needs do, however, need to be satisfied so as to avoid educator dissatisfaction and frustration. The satisfaction of the lower order needs help only in eliminating job dissatisfaction, but does not bring about motivation. This can be explained as follows: For example, Matlawe (1989: 12-14) confirms that the satisfaction of the needs at the lower level is a prerequisite for satisfying needs at the higher level in the hierarchy. Basic physiological needs are fulfilled when you have money and employment. Security needs are met when individuals know that their survival is not in jeopardy. Social needs are satisfied when one enjoys the full acceptance and membership of a group.

To meet the lower order needs alone is not enough as that would only help to remove dissatisfaction but will not motivate the educator. Steyn and Van Wyk (1999: 37-43) indicate that if educator performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances the educator sense of professionalism and decreases their job dissatisfaction.

Both intrinsic and extrinsic factors have been found to affect teacher satisfaction. Intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter the profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards, such as salary, benefits or prestige (Choy *et al*., 1993:18). This indicates that teachers are primarily attracted to teaching by intrinsic motivation, but extrinsic factors play a major role in retaining them.

Student characteristics and perceptions of teacher control over classroom environment are intrinsic factors affecting teacher satisfaction (Lee, Derick, and Smith, 1991:190). In addition, Boe and Gilford (1992:4) found that intrinsic factors are related to teacher retention and satisfaction in teaching, as well as other professions. Steyn (1988: 9-14) explains that the complexity of the concept of job retention assumes that certain aspects of the educator's background can influence their experience thereof, the implication being that job retention can be influenced by an individual's expectations.

One of the facets that may bring about staff retention as outlined by Chaplain (1995:473-481) is that educators are more satisfied with their own performance as educators than any other aspect. Therefore, the most satisfying single aspect as an educator, regarding retention is personal performance as an educator which includes professional autonomy. This opinion is endorsed by Barnabe and Burns (1994:171) educational professionals want to be able to do their work

unhindered within a context that is compatible with their needs, expectations, values and ideologies.

2.2.3.4 Implications of Maslow's theory for education managers

Implications of Maslow's theories of motivation on what managers should do in education in order to retain staff:

- The school head should know the needs of his/her staff and must endeavour to afford the staff opportunities to satisfy these needs;

- The school head must ensure that basic human needs such as satisfying working environment are fulfilled (Hofmeyr 1992:69);

- The school head should create a proper climate which might include increasing the opportunities for greater autonomy, task variety, and responsibility and teacher retention;

- School head must be prepared to recognise the abilities of teachers and their individual differences in needs and selects appropriate assignments and incentives and give them the opportunity for growth (Tarrant 1991:37); and

- School heads can make better use of extrinsic motivators such as praise, respect and recognition to enhance staff's self-esteem and motivate them for the purpose of realising education and teaching (Van der Westhuizen 1991:1997).

2.2.4 Mentoring

Experienced mentors help beginning teachers deal with issues that they may encounter on a daily basis. Through mentors, novice teachers are also provided feedback, instructional strategies, and insights into distinct guidelines as they relate to education (Ferraren, 1999:18-20).

Induction schemes have been devised which allow new teachers to take on their responsibilities more gradually, with supervision and support (Andrews, 1987:11). Mentors have been assigned to beginning teachers, to guide them through the first few difficult steps of their now professional life (Little, 1990:310; McIntyre, Hagger, & Wilkin, 1983:96), and professional development schools are emerging everywhere as places where student teachers can be exposed to both exemplary classroom practice and the support of committed colleagues, as a context for learning their craft (Darling-Hammond, 1994:2).

College management should put in place a mentoring programme so that new teachers can have close supervision and guidance in handling their teaching duties. This will provide for the recruitment and retention of new teachers. It is the task of the college president to create a favourable climate in which newly appointed teachers feel comfortable and motivated to start their new careers at the college.

2.2.5 Staff development

In order for students to improve academically, professional development is a critical support that must be provided for all teachers. Teachers desire new challenges because they want to learn, develop better skills, and obtain greater knowledge about their practice (Sinalo, 2002:96).

According to Guthrie and Reed (1991:346), the terms professional development and in-service training are frequently used interchangeably. Professional development relates to lifelong development programmes which focus on a wide range of knowledge, skills and attitudes in order to educate students more effectively (O'Neil, 1994:285; Dunlap, 1995:149). It is a formal, systematic programme designed to promote personal and professional growth. In-service training relates to the acquisition of knowledge or a particular skill and can therefore be a component of professional development in the broader context (Guthrie & Reed, 1991: 346). The primary aim of professional development is to increase the quality of student learning by the development of staff potential (Aylward, 1992:145).

Professional development is driven by the individual, with the institution providing logistic support for the development (O'Neil, 1994:30). Principals play a key role in terms of creating a positive climate for collaboration (Ehrich, 1997:14). Involving staff in designing and implementing development programmes improves their readiness for effective learning and improves on the feeling of wanting to stay in an institution.

Brownell, Smith, McNellis & Lenk (1994:83) report that teachers who stay are more likely to assume at least some responsibility for their own professional development and to initiate actions to continue their own learning. They also report that only stayers discuss the importance of university training to their professional development.

2.3 Potential barriers to staff retention

According to Kruger and Van Deventer (2003:4) the collapse of a culture of learning and teaching in an institution which would ultimately become barriers to effective staff retention include:

- weak/poor attendance by educators and learners;
- educators' lack of desire to teach;
- tensions between rival educator organisations;
- tensions between various elements of the school community;
- vandalism, gangsters, rape and drug abuse;
- high drop-out rate, poor school results;
- weak leadership, management and administration;
- general feelings of hopelessness and apathy among educators;
- low morale and demotivation; and
- poor state of buildings and resources.

Poor salary and an inferior reward system are some of the factors acting as barriers to staff retention among educators. Lee (1987:28) cites salary as the most important determinant of staff retention. The lack of lateral and upward mobility in education and the fact that long service brings limited salary increases result in a great exodus of educators from the teaching profession. Calleja (2006:132) shows that educators most likely to leave the profession are the ones paid relatively low salaries. This view is supported by Ingersoll (2001:7) that low salaries, inadequate support from the school administration, student discipline problems, and limited faculty input into school decision making all contribute to less retention.

A study conducted by Kloep and Tarifa (1994:159) on working conditions, styles and staff retention among Albanian educators indicate that although they had poor working conditions, with worn out classrooms, scanty furniture, broken windows, lack of resources such as paper and text books, overheads, audio-visual aids and copying machines, these educators' retention levels seemed to depend rather on intrinsic factors of job security.

Other researchers such as Du Toit (1994:18-23) indicate that the attitude that individuals may have regarding certain factors can become barriers to staff retention resulting into job dissatisfaction. A factor like poor physical working conditions may become a barrier to staff retention if the attitude of the educator is negative. Poor infrastructure is not a motivator; it serves merely to eliminate barriers to retention and frustration. External factors like poor physical working conditions can be balanced by other factors concerning education. This seems

to suggest that if factors concerning the work itself are alright, then the environmental conditions are balanced.

Job dissatisfaction as a barrier to staff retention is brought about by factors that relate to the work environment, and are known as dissatisfiers (Herzberg & Grigaliuma 1971: 73-79). Dissatisfiers can be defined as factors which lead to dissatisfaction if absent but their presence does not necessarily contribute to satisfaction. The factors include salary, status, supervision, policy and administration, interpersonal relations, working conditions and job security.

Matlawe (1989:14) refers to the dissatisfiers as hygiene factors. They are called hygiene factors as they prevent on-the-job trouble, such as high absenteeism due to illness and high staff turn-over. Hygiene factors revolve around stress and burnout experienced by educators and the exodus of educators from their profession, as well as the possible impact their attitude may have on learners at school (Steyn & Van Wyk 1999:37).

2.4 Summary

The literature review of this study has shown strategies and factors that lead to retention of personnel in education as well as employees in other institutions. This chapter discussed initiatives, approaches and strategies that contribute to improved staff retention. Barriers to effective staff retention were also discussed. One thing is clear; successful staff retention is not a

phenomenon that can exist in isolation from other human resource management and development policies and practices.

It seems that the following are the main strategic factors that play a role in this regard: working conditions, incentives, job satisfaction, mentoring, and staff development. The next chapter will present a description of the research design and methods. The nature of the research sample will be described and the data collection instruments discussed. The methods of data analysis will also be explained.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter described the type of research design which was employed, the steps that were followed in conducting the research, the respondents of the study, the research instruments and the statistical instruments which were used. According to Mouton (2002:35) methodology is a plan to apply a variety of standardised methods and techniques in the systematic pursuit of knowledge. It includes the data collection plan which sets out the detailed strategy for collecting data. That is, where, when, how and from whom (Schulze 2002b: 4).

According to McMillan and Schumacher (2001:166) the goal of a sound research design is to provide results that are judged to be credible. Credibility refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable.

A profile on factors influencing retention of Cor Jesu College employees, comprising administrators, teaching staff, professional non-teaching and non-professional non-teaching staff was generated. Furthermore, a profile on the retention needs of the respondents was the concern of this study.

3.1 Aims of this research

The aims of this research were directly related to the research problem. It expressed what the researcher wished to achieve with the research in respect to solving the research problem (Hoberg & Steyn in Hoberg 1999:192). The aims of this research were as follows:

- to describe personnel retention strategies used by Cor Jesu College management;

- to establish factors that influence staff to remain employed at Cor Jesu College;

- to determine potential barriers to the retention of staff at Cor Jesu College; and

- to recommend management strategies that can be implemented to foster staff retention at Cor Jesu College.

3.2 Research Design

The research design is a general plan, blueprint and structure of the investigation which the researcher uses to obtain evidence to answer the research questions (De Vos et al 1998:80; Booyse et al in Dzivhani 2000:11). It guides the manner in which the study is to be conducted and creates a framework for the research (Brink & Wood 1983:89; Huysamen in De Vos et al 1998:123-124).

According to Selltiz (in Brink & Wood 1983:252), the function of the overall framework which guides a research study is to arrange conditions for the collection of data in a manner that intends to combine relevance of the research purpose with economy in methodology. But more so, it is to provide answers that are valid and accurate to the research question (Dzivhani 2000:11).

The research design for this study was qualitative, exploratory, descriptive as well as quantitative. According to the distinction made by Booyse (in Hoberg 1999:26) as well as Glaser and Strauss (1965:261), the design is more closely aligned with inductive building of theory as opposed to deductive testing or extension of theory. Each aspect of the research design is outlined below:

3.2.1 Qualitative

Qualitative research emphasizes the dynamic, holistic and individual aspects of the human experience and attempts to capture those aspects in their entirety, within the context of those who are experiencing them (Hungler & Polit in Mathebula 2000:24). It includes the identification, study and analysis of subjective and objective data in order to know and understand the internal and external worlds of people (Mathebula 2000:24). The qualitative design is most suitable as it facilitates flexibility and will allow staff to describe their perceptions from their own frame of reference (Lewin, Stephens & Vuliamy 1990:11).

Schulze (in Hoberg 1999:51) specifies that qualitative approaches are useful when the researcher seeks to develop an understanding of human phenomena and to investigate the meaning given to events that people experience. This study involved interaction with the participants (personnel) in the setting of their workplace and was directed towards understanding what they thought was crucial regarding retention strategies that were implemented at Cor Jesu College. Against this understanding, the phenomenological form of qualitative design was deemed most appropriate

and chosen for this research. It allows the researcher to enter the participants' life worlds (De Vos *et al* 1998:80).

The researcher employed a qualitative research method because of the following characteristics:

- it does not give step by step instructions and a fixed recipe to follow. The design is flexible and may change during the research;

- more than one method of data collection was used, including interviewing, focus groups, observation and document analysis. This was called triangulation of data source and it improved the trustworthiness of the data;

- it required data that was rich in description of people and places. The researcher used purposive sampling methods. This meant that the researcher carefully handpicked participants who would give the best information about the phenomenon under investigation;

- data collection needed to be continued until data was saturated, that is, data collection was continued until the researcher did not hear any new information;

- the researcher did not start the empirical investigation with hypothesis but with a research question;

- the researcher became immersed in the phenomenon studied and the researcher was the main data collection instrument;

- qualitative research was context bound. It was also called field research since it was conducted in the natural setting of the participants (Schulze 2002b:56-57); and

- qualitative research method was followed because data to be interpreted and analysed would reflect the experiences of the subjects in terms of the retention strategies that were implemented at Cor Jesu College.

3.2.2 Exploratory

Qualitative research can be oriented towards a discovery (Dzivhani 2000:12). Such a research was deemed exploratory as it was situated in a relatively unknown research area or an area about which little was yet known (De Vos *et al* 1998:124). It attempted to gain insight into what personnel at Cor Jesu College perceived as crucial factors that influenced their continued stay at the college. This was a relatively unexplored area of research, especially in the Philippine context. The exploratory nature of the research enabled the researcher not only to share in the understanding and perceptions of personnel as participants in the study, but explored and built knowledge on how they structured and gave meaning to this aspect in their everyday lives.

3.2.3 Descriptive

A descriptive study provided a detailed description of the phenomenon under investigation in order to answer the research question (Brink &Wood 1983:91). The researcher, after the empirical investigation, described the lived experiences of personnel (participants) as they expressed themselves on factors that influenced their retention at Cor Jesu College. The descriptions were predominantly textual and narrative. That was, a recounting of the participants' own words. Their own words explained the meaning that they ascribed to their world and

experiences in respect to the problem. As Leininger (in Mathebula 2000:25) mentions, the goal of qualitative research was to document and interpret as fully as possible the totality of whatever was being studied in particular contexts from the people's point of view or frame of reference.

3.2.4 Quantitative

In this study, a quantitative research design was deemed most suitable to investigate personnel retention strategies implemented at Cor Jesu College. A quantitative research design was decided upon mainly to involve all the 120 personnel so that standardised information would be collected from subjects under study, making generalisability possible, and to easily identify general trends concerning personnel retention strategies implemented at Cor Jesu College. These identified trends, however, were generally restricted to superficial conclusions based on highly controlled data gathering techniques. McMillan and Schumacher (2001:165), state that designing quantitative research involves choosing subjects, data collection techniques (such as questionnaires, observations or interviews), procedures for gathering data and procedures for implementing treatments.

3.3 Research Methods

The descriptive survey method was used in the present study because it was better for investigating an existing situation or current condition. The study used descriptive survey method to collect data by means of questionnaires. Despite the main disadvantage of being somewhat artificial and superficial, the survey research method had advantages in terms of the

data that could be collected, and the data could be standardised (Babbie, 1990:254-255). The hallmarks of the descriptive survey methods were its strength as a tool for inquiring the survey status quo of the phenomenon.

3.3.1 Justification for the use of qualitative and quantitative methods

This research is a quantitative and qualitative survey. This approach was the most appropriate to obtain information on the perception of personnel concerning retention strategies implemented at Cor Jesu College.

Quantitative survey approach is probably the best method available to those in social sciences which are interested in collecting original data for purposes of describing a population. Surveys are also excellent vehicles for the measurement of attitudes and orientations prevalent in a large population (Babbie 1979:316).

The researcher was motivated to use quantitative survey because of its usage of scientific tools such as questionnaires and qualitative interviews (focus group discussion) which allowed the researcher to have access to information that was not directly observable.

The quantitative research survey method was chosen for the following reasons (noted in Simon-Uguru 1991:32; Ghosh 1992:205):

- It attempts to understand the whole in the totality of the environment being investigated;

- It provides an opportunity for a researcher to develop insight into the basic aspects of human perception, behaviour and attitude;

- The "sampling unit", that is the target population to be surveyed such personnel at Cor Jesu College, can be fairly easy to define;

- Because information is often given anonymously, respondents are more likely to be truthful in their responses to the issues raised in the questionnaire;

- The researcher can use scientific research tools such as a questionnaire to collect data and analyse it by means of computer statistical programmes; and

- It gives some measure of objectivity, because the statistical and mathematical methods of analysis are free from subjective bias.

De Vos *et al* (2005:74) highlight the following characteristics of a qualitative approach:

- The researcher attempts to gain a first-hand holistic understanding of phenomena of interest by means of flexible strategy of problem formulation and data collection;

- Methods such as participant observation and unstructured interviewing are used to acquire in-depth knowledge of how the persons involved construct their social world.

- Qualitative methodology rests on the assumption that valid understanding can be gained through accumulated knowledge acquired at first hand by a single researcher.

The qualitative researcher is therefore concerned with understanding rather than explanation; naturalistic observation rather than controlled measurement; and the subjective exploration of reality from the perspective of an insider. As such, a qualitative study is concerned with non-statistical methods and small samples often purposely selected (De Vos *et al*. 2005:74).

De Vos *et al*. (2005:74) further point out that qualitative approaches are useful when the researcher intends to understand human phenomena and investigate the meaning given to events

that people experience. This is a naturalistic inquiry which aims at understanding phenomena as they naturally occur.

According to Stecher and Borko (2002:547) both qualitative and quantitative methods can be used in the same study. This is variously called multi-method, mixed methods or multiple methods research although there is a move to standardise terminology and use the label mixed methods research for studies combining qualitative and quantitative methods. The following were reasons that justified the use of mixed method in this research;

- Qualitative and quantitative approaches were used on the basis of the type of data used (textual or numeric; structured or unstructured), the logic employed (inductive or deductive), the type of investigation (exploratory or confirmatory), the method of analysis (interpretive or statistical);

- The focus was on the use of component (parallel or sequential) designs in which the different elements were kept apart or separate, thus allowing each element to be true to its own paradigmatic and design requirements;

- It was conceived using different methods to achieve the same purpose, with a view to providing corroborating evidence for the conclusions drawn such as a technique of validation;

- The two methods allowed expression of different facts of knowledge and experience (Mathison, 1988:14). For example, personnel responding to interviews (focus group discussion) or open ended questions raised quite different issues to those provided for in a structured questionnaire asking essentially the same question;

- Mixed methods in this study combined nomothetic and idiographic approaches in an attempt to serve the dual purposes of generalisation and in-depth understanding to gain an overview of social regularities from a larger sample while understanding the other through detailed study of a smaller sample; and

- In this study, mixed methods were used to enrich understanding of an experience or issue through confirmation of conclusions, extension of knowledge, or by initiating new ways of thinking about the subject of the research.

3.3.2 Research Ethics

The methodology of this research incorporated issues related to research ethics and trustworthiness, sampling, data collection and processing, and literature consulted. These are elucidated in the sections below:

Ethics refers to discussions around what was considered acceptable or justifiable behaviour in the practice of social research. It was concerned with what was considered to be fair ways for the researchers to proceed (Makhanya 2006:28). Mauther, Birch, Jessop & Miller (2002:20) pointed out that ethics was the application of general rules and principles, and the researcher's internalising of moral values.

De Vos *et al* (1998:24) define ethics as a set of moral principles which offer behavioural expectations about the most correct conduct towards participants. The researcher was aware that at every stage of this research process, he would be confronted with ethical issues to resolve. Some of these ethical issues would be straightforward while others would not. Thus, the researcher would have to be continually ethically aware, and always consider, *inter alia,* the interests of the participants (Angus 1998:111). The following ethical measures were considered throughout this research:

- the researcher asked for consent from the president of the college to conduct research at the institution;

- each participant in the study was informed of the purpose of the study and time required for participation;

- participants were assured that their views and opinions as given freely in interviews and their answering of the questionnaire would not be identified by anyone else;

- subjects were not deceived about the goal of the study;

- the researcher ensured that respondents were up to date on all information relating to this research;

- final written report was clear and accurate without plagiarism;

- participants were assured that their views, responses and opinions would be treated in the strictest confidence, which were not violated. Although these views were coded in terms of general themes and patterns, certain opinions and views were stated verbatim, the name of the participant who gave the view or opinion were not mentioned; and

- on completion of the project the researcher rectified any misunderstanding that arose in the minds of the respondents.

The researcher made sure that all the above ethical measures were taken into consideration throughout the study. This assurance naturally included a guarantee of the researcher's

competency (De Vos, Strydom, Fouche & Delport 2005:63), which naturally included a correct and professional relationship with the participants, which in turn meant gaining their informed consent and briefing if necessary (De Vos *et al* 2005:63).

3.3.3 Measures to ensure trustworthiness

The researcher had an obligation to maintain trustworthiness throughout this study. This was done by following Guba's model of trustworthiness as represented and endorsed by Schulze (2002b:79). The model was comparatively well developed conceptually (De Vos *et al* 1998:348). It has been used to validate the trustworthiness of many investigations in the past, and was considered suitable to ward-off bias in the results. The four measures adopted in this study were the following: truth-value, applicability, consistency, and neutrality (Guba & Lincoln in De Vos *et al* 1998:349-350).

3.3.3.1 Truth value ensured by the strategy of credibility

According to Schulze (2002b:79) credibility (truth-value) should be demonstrated by conducting the research so that the phenomenon at issue was accurately described. Truth value was determined if "the research had established confidence in the truth of the findings" derived from information supplied by the participants in describing their personal experiences and perceptions thereof. This guideline was followed faithfully and the researcher reported realities as clearly as possible from different perspectives. The credibility strategy was followed to this end and involved adherence to the following criteria:

➤ Prolonged engagement

In an attempt to establish positive rapport, the researcher should spend reasonable time with participants speaking the language they prefer most to solicit their free and full participation, which may even lead to the revelation of facts that could have remained undisclosed (Schulze 2002b:80). In this setting, the researcher adopted the strategy of prolonged engagement to learn the ropes (De Vos *et al* 1998:261) and become as familiar as possible with the participants and their environment. In this case, the researcher visited the college on different days where the interviews and questionnaires were conducted. The prolonged engagement gave the researcher time not only to interview the participants but also made multiple observations in order to acquire a better understanding of the interactive process that shaped the participants' behaviour (Shaffir & Stebbins in De Vos *et al* 1998:260).

➤ Reflexivity

The researcher was not separated from the study as he was part of it. In order to minimise the influence of the researcher's feelings and experiences on the research, it was necessary to promote reflexivity. In this case, reflexivity was achieved by making use of a tape recorder as well as interview notes.

➤ Authority of the researcher

The researcher, being a qualified secondary school educator, has worked for many years in various capacities with teachers from different nationalities not only in Zambia but also in countries abroad and overseas such as Kenya, Uganda, Zimbabwe, Lesotho and the Philippines respectively. In addition, the researcher has studied and taught research methodology in education. This has given him an in-depth grasp of the phenomenon under study so that he can investigate it with authority.

➢ Triangulation

The strategy of triangulation was used as a way of cross-validation of research findings. Marais and Mouton (in De Vos *et al* 1998:359) point out that triangulation refers to; *inter alia*, the use of multiple methods to collect data. In this study, triangulation was applied in two forms based on Duffy's categorisation (in De Vos *et al* 1998:359) methodologically, (that is, via the use of unstructured face-to-face in depth interviews, observation and document analysis) and theoretically, (that is, through reliance on not only the investigator's analysis of the data but also on the analysis of the same data by at least one additional coder who was familiar with the situation and with qualitative and quantitative research).

3.3.3.2 Applicability ensured by the strategy of transferability

Applicability referred to the degree to which the findings could be applied in other contexts and settings or to other groups (Schulze 2002b: 79). Qualitatively, this referred to how well threats to external validity were managed. The researcher relied on available data from this study in order

to ensure transferability. Strategies employed in the study to ensure transferability were as follows:

➢ Nominate sample

The universal sampling of respondents was used in this study. This, according to Wilkinson and Bhandarkar (2002:289-290), was the best choice of the non-probability sampling techniques since by studying everybody available, a good representation of the overall population was possible in a reasonable period of time.

➢ Dense description

Where the background information with regard to participants and the context of the research was given, it enabled others to decide how transferable the findings were to their own settings.

3.3.3.3 Consistency ensured by the strategy of dependability

The third criterion of trustworthiness considered in the research as postulated by Guba (in De Vos *et al* 1998:350) considered the consistency of the data (or its reliability). This was explained in terms of dependability of the data, that is, whether the findings would be consistent if the study were replicated with the same participants or in a similar context.

According to Schulze (2002b: 79), consistency refers to whether the findings would be consistent if the enquiry were replicated with the same participants/subjects or in a similar context. The focus here not only shifts to the research design but also to the research method already discussed.

As far as auditing was concerned, which was the situation whereby a subsequent researcher could follow the decision trail clearly as trodden by the original researcher in this study; the relevant data was kept so that an audit could be followed if necessary.

3.3.3.4 Neutrality ensured by the strategy of conformability

Neutrality in this research, as a means of ensuring trustworthiness of the research findings, concerned the freedom of the research procedures and results from biases (De Vos *et al* 1998:350). This was the degree to which the research findings were purely a function of the participants and conditions of the research and not of other influences, biases and perspectives of the researcher (Schulze 2002b:79). To ensure that the data reflected the role of educational management in dealing with personnel retention strategies that were implemented at Cor Jesu College, the researcher employed the strategies of prolonged engagement, reflexivity, a conformability, audit and applicability strategies as described by Krefting (in De Vos *et al* 1998:350).

3.3.4 Data collection

According to De Vos *et al* (2005: 335), data collection involved the gathering of information about the variables in the study. Mouton (2002:67) holds that data collection involved applying the measuring instrument to the sample or cases selected for the investigation. The researcher chose a wide range of techniques and approaches for collecting data from the subjects.

Qualitative research covers a spectrum of techniques and in this research design, the researcher used a wide range of strategies of inquiry (De Vos *et al* 2005:33). These strategies differed depending on the purposes of the study, the nature of the research question, and the skills and resources at the researcher's disposal. Thus, data collection involves applying the chosen measuring instrument/s to the sample or cases selected for the investigation (Mouton 1996:67). But, first the researcher had to make important decisions about the issue of sampling.

3.3.4.1 Sampling

Schulze (2002a: 13) defines sample as an element, that is a small group of a target population, that is selected for inclusion in a study. As noted by Booyse *et al* (2002: 53), it stands to reason that it is impracticable to mount surveys that include entire target population; hence a sample is drawn that is representative in that, those included in the sample display the same characteristics as the target population. This process is called sampling and Mouton (2002: 110) endorses the substance of Schulze's position.

For this study, the researher discussed the following under sampling:

Population

Mouton (2002: 134) points out that a population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. More specifically, it is known as a target population. A portion of the target population to which the researcher has reasonable access is known as the accessible population (Mouton 2002: 134). The target population in this study were all the employees of Cor Jesu College comprising of administrators, teaching staff, professional non-teaching staff and non-professional non-teaching staff. A total of one hundred and twenty (120) employees of the college constituted respondents of the study of which 15 came from administration, 64 teaching staff, 29 professional non-teaching staff and 12 non-professional non-teaching staff. Each was given a questionnaire and there was only one (1) focus group discussion.

Sampling method

The universal sampling technique was used by the researcher in gathering data since the size was manageable.

Research instrument

Two methods were used for data collection in this research. The first phase was a self completion type questionnaire which was administered to all the one hundred and twenty (120) full time personnel and it was composed of two parts. The first part dealt with the demographic profile. The second part consisted of five (5) retention factors; each question was followed by a number of indicators. These required respondents to select their responses from the alternatives provided by the researcher. The second phase of data collection was conducted using the focus group discussion method. This was done to validate responses that were obtained from the questionnaires.

Stratified random sampling method was used to identify 12 respondents for the focus group discussion, which according to Marshall and Rossman (1999:115) has a high apparent validity in the sense that, the researcher selected the same number of subjects to be in each stratum of the sample. Other reasons included the fact that the results were believable, and they were low in cost: one got results relatively quickly and they increased the size of a report by talking with several people at once.

3.3.4.2 The researcher as an instrument

The researcher hired a field researcher who observed everything within his field of study (De Vos *et al* 2005: 327). Furthermore, the researcher hired a fieldworker to launch the research in order to minimise biases, and value judgments. The researcher also ensured that ethical measures were maintained throughout this study as discussed in 3.4.1. Empathy, sensitivity, cordiality as

well as sincerity were maintained to ensure the participants' openness towards the researcher. Participants therefore, freely disclosed factors that influenced their stay at the institution as well as strategies that were implemented by the college towards their retention.

3.3.4.3 Data collection methods

As noted by Mouton (2002:156), data collection subsists in the use of a variety of methods and techniques of data collection in a single study. Schulze (2002b: 14) maintains that data should meet the requirements of a qualitative or quantitative research design or a design consisting of a combination of these approaches. The data collection methods in this study combined these two approaches.

In an effort to acquire different facets of the same problem (symbolic reality) of the participants (Berg 1995: 4) and obtain more valid results in the research, the following three methods were used to collect data: document analysis, questionnaires and focus-group discussion.

Document analysis

A literature study was conducted to discover the extent of other writers' coverage of the specific or related subject matter. The survey included books, dissertations, articles, newspapers and journals; all of which were related to the topic of this study. The literature data was compared with the empirical results. This is called a literature control (Schulze 2002a:21).

Questionnaires

For many good reasons, the questionnaire is the most widely used technique for obtaining information from subjects (McMillan and Schumacher 2001: 257). Furthermore, McMillan and Schumacher (2001: 257) note that a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity.

A self-administered and self-contained structured questionnaire was designed by the researcher and was used to collect relevant standardised data from all subjects in the sample. McNamara (1997:105) describes the structured or close ended item as the mainstay of survey researches. The questionnaire technique was chosen because it had several advantages. Close ended items are amenable to statistical data analysis with minimal manipulation of raw data. MacNamara (1997:105), states that questionnaires can access a large sample which place minimal demands on personnel, and can be totally anonymous. The reasons for using questionnaires in this study was that as a data gathering instrument it was cost effective, easy to complete and timeliness of responses.

The instrument's items, format and procedures was taken from Noveno (2003); however, some modifications were made by the researcher to fit to the current study. The questionnaire consisted 32 items (See Appendix A). The first part of the instrument contained a statement of purpose and directions, and was designed to collect biographical or personal data that include

gender, age, and civil status, educational attainment and years of work experience at Cor Jesu College.

The second part of the questionnaire consisted directions and 27 five point Likert-scale items for rating personnel's perceptions of factors that have influenced their stay at the college. The items asked participants to rate the extent to which they agreed or disagreed with certain aspects of their stay at the college. The rating scale had the following designations: 5=strongly agree; 4=agree; 3=undecided; 2=disagree; 1=strongly disagree. The Likert type scale was employed because it provided greater flexibility since the scale descriptions varied to fit into the nature of the question (McMillan and Schumacher, 1993:245).

In this study, all the one hundred and twenty (120) personnel of Cor Jesu College were given a questionnaire to complete prior to the onset of the focus-group discussion. The questionnaire contained close ended questions addressing various aspects of education and how improvement could be made to the present system on retention strategies implemented at the college. The questions ranged from working conditions, incentives, job satisfaction and mentoring to staff development.

Development and focus of the items in the questionnaire

The development of the items in the questionnaire was formulated from each retention variable which had their base in the literature review in chapter 2 and the items were spread out as follows:

(a)Working conditions

This variable was measured by 5 items which were related to the context or environment of the work (c.f 2.3). The items measured personnel's satisfaction with salary, fringe benefits, physical environment and administrative support.

(b) Incentives

This variable was measured by 7 items which were related to bonuses; allowances; performance loadings as well as compensation (c.f 2.4). These items measured specific benefits that were used as incentives. Items measuring non-cash incentives were developed from section 2.4.1.

(c) Job satisfaction

This variable was measured by 6 items which were related to the actual execution of the work, the job content or intrinsic aspects of the work (c.f 2.5.1). These items measured personnel satisfaction with achievement, advancement and promotion, personal and professional growth, responsibility and work itself.

(d) Mentoring

This variable was measured by 4 items which dealt with socialisation into teaching profession and into a specific teaching environment (c.f 2.6).

(e) Staff development

This variable was measured by 5 items. These items measured personnel developmental needs for in-service and continued opportunities for growth (c.f 2.7). These items were related to personal and professional growth as formulated from the related literature in section 2.7.

A panel of teachers interested in the topic under investigation were asked to review the initial draft of the questions. A modest number of suggested modifications were made and the changes were incorporated into the version of the instrument which was sent to an expert at UNISA. The expert suggested changes, adjustments and refinements to the instrument which was then pilot tested to ensure validity and reliability.

3.3.4.4 Pilot Study

The questionnaire was pilot tested in two institutions namely Ateneo de Davao University and Holy Cross of Davao College. Teachers were randomly drawn from the population considered in the study but who were not part of the sample and therefore never participated in the main study. The researcher personally administered the questionnaire to individual teachers. The teachers were informed that it was a pilot test of the instrument and that all responses were anonymous.

The respondents provided feedback to the researcher on any difficulties they had with the items. By timing each question, it was possible to identify questions which appeared inordinately

difficult and reliable estimate of the anticipated completion time was then obtained. The pilot test focused on the following failings: ambiguous or poorly worded items, sensitive items, and any item lacking discriminability was dropped and substituted by another item, while the sensitive and poorly worded items were desensitised and reworded respectively. Therefore, as a result of the feedback from the pilot study, questions were rewritten. The revised questionnaire was then sent to the expert at UNISA.

3.4 Validity

Validity is the extent to which an instrument measures what it is supposed to measure (Borg & Gall, 1998: 249-250). There are many different types of validity. The most important are content validity, criterion validity, construct validity and face validity.

3.4.1 Content validity

According to Leedy (1993:41) content validity is the accuracy with which an instrument measures the facts or situations under study. In this study, content validity was concerned with how well or accurate the questionnaire was able to cover all the variables identified and discussed in the literature review in Chapter 2. The questionnaire was given to an expert at Unisa in order to check content validity.

3.4.2 Criterion validity

Criterion validity is said to exist for the questionnaire when its results agree with the results of an already acceptable instrument which serves as a criterion (Groenwald 1986:24). Therefore, for the present investigation, the criterion validity of the questionnaire was checked by comparing findings of the new instrument with the findings from other instruments.

3.4.3 Construct Validity

A construct is any concept such as retention, which cannot be directly observed or isolated, and construct validation, is interested in the degree to which the construct itself is actually measured (Leedy, 1990:4). Good construct validity is demonstrated by placing the construct that is measured within the context of a clear and compelling theoretical framework which helps in showing how the construct is different in definition from similar construct and how specific patterns of behaviour could be expected with the construct (McMillan & Schumacher 2001:194).

Thus, for the present study, construct validation was established by identifying on the basis of theory, past research and logical deduction, all variables which were strongly related to retention strategies which the instrument is designed to measure. This was done in Chapter 2. The stronger the links between the instrument and the related theory, the higher the construct validity (Bless & Higson-Smith, 1995:135). The questionnaire was also checked for construct validity by an expert in the field.

3.4.4 Face validity

Borg and Gall (1998:256) state that face validity is concerned with the degree to which the instrument appears to measure what it purports to measure. Face validity relies upon subjective judgement of the researcher. According to Leedy (1990:41) face validity asks two questions namely:

(a) Is the instrument measuring what it is supposed to measure?

(b) Is the sample being measured adequate to be representative of the behaviour or trait being measured?

Thus, face validity is a matter of definitional or semantic judgement (Bailey 1987:68). To know whether the questionnaire in this study had face validity, the definition of the concept being measured was known. If the questionnaire had not measured any recognisable concept other than retention, then the questionnaire had face validity. The questionnaire was given to an expert in the field to check its face validity.

3.5 Reliability

McMillan and Schumacher (2001:244) refer to reliability as the accuracy or the consistency of measurement, that is, the extent to which the results remain similar over different forms of the same treatment.

Thus, reliability refers to the question whether the instrument measures consistently. In the present study, the reliability of the questionnaire was the degree to which that instrument produced equivalent results for repeated trails and the greater the consistency in the results the greater the reliability of the measuring procedure (Bless & Higson-Smith 1995:130). According to Leedy (1990:42) reliability asks one question above others:

(a) With what accuracy does the measure, (test, instrument, inventory, and questionnaire) measure what it is intended to measure?

If a measuring instrument was reliable, then the information obtained was reliable and hence similar results would be obtained if the same instrument was used more than once. In order to check the reliability of the instrument which was used in the present study, an internal consistency reliability estimate, Cronbach's alpha, was computed for all items. McMillan and Schumacher (2001:247) view the Cronbach alpha as the most appropriate type of reliability for survey research. The reliability of the questionnaire was improved by controlling the questionnaire scale-effects-by random ordering of items and by balancing of positive and negative items (Mouton & Marais, 1990:89-90).

Focus group discussion

Mouton (2002:314) defines a focus-group interview as a purposive discussion of a specific topic or a set of related topics by eight to twelve individuals with similar backgrounds and common interests. Furthermore, De Vos *et al* (2005: 300) view a focus-group interview as a carefully

planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment.

During such an interview, a small number of participants, typically six to twelve, talk about a topic of special relevance to a study under the guidance of a moderator. The informal nature of such discussions in the absence of the president of a college or other figures of authority encouraged participants to display behaviour and disclosed information in a way they would normally consider injudicious in their seniors' presence.

Focus group interviews were conducted with three respondents from each of the four departments. The group had the maximum number of twelve (12) participants required in a focus group discussion and each had an opportunity to share insights, and provide diversity of perceptions. The method was appropriate in this situation because of the members' common characteristics. For example, they were all employees of the same college and worked in the same departments. During this type of interview, the researcher played a moderator's role.

The researcher chose this methodology because the research in question had to do with personnel at Cor Jesu College. As noted by Mouton (2002: 325), the focus group interviews allow participants to react and build upon the responses of other participants. This may result in the generation of opinions and information which might have remained undiscovered in individual interviews or questionnaires.

In this study, the researcher conducted the focus-group discussion as an open conversation in which participants had an equal chance to address questions to fellow participants, and to comment on or respond to their comments as well as to the interviewer. The following steps were taken:

Step1. Preparing for the focus group discussion; there was only one (1) focus group discussion which was heterogeneous with three (3) representatives coming from each of the four (4) departments. Twelve (12) was the maximum number required for a focused group discussion per session. The researcher was the moderator of the discussion session.

Step2. Developing the discussion guide; this contained the questions which were asked to the participants during the discussion session. In this study, the researcher conducted the focus group discussion as an open conversation in which participants had an equal chance to address questions to fellow participants, and to comment on or respond to their comments as well as the interviewer. The following questions were covered during the focus group interviews:

(i)Which personnel retention strategies were implemented at the college?

(ii) Why was it that most personnel had chosen to remain at the college for a very long time?

 (iii) What were the possible barriers to personnel retention at the college?

Step3. Reserve a time and place; this was done well in advance. A meeting lounge was reserved for approximately two (2) hours. This time was used to prepare the room prior to the discussion session and cleaning up afterwards.

Step4. Equipment needed; the audio radio cassette was used to record the discussion session. This allowed the researcher to review the audio tape quickly, locate comments and record the exact information. Note taking was also done as a way of recording the information.

Step5. Selection of the focus group discussion participants; Simple random sampling was used to select 3 representatives from each of the 4 departments. The names of all the 15 administrators were assigned a numerical number and these numbers were written on small pieces of paper. The papers assigned were placed in a box, shaken and a piece of paper was drawn from it. The paper taken from the box was separated. This procedure was repeated until the required number of 3 is picked among the administrators. The same procedure was conducted for the remaining departments until the required number of twelve was reached.

 Step6. The discussion session; the discussion room was ready by the time the participants arrive. The participants and the moderator all sat around a table. The moderator drew out information by encouraging a spirit of group discussion and cooperation that may bring forth ideas beyond the questions and comments. The moderator kept the conversation on track without inhibiting the flow of ideas from participants.

Step7. After the session, the facilitator wrote a short report to summarise the group discussion.

Research Procedure

The researcher visited Cor Jesu College to seek permission from the administration to explain interviews to be conducted and on how to administer the questionnaire. The nature and purpose of the research was explained to the president of the college.

The researcher made appointments with the heads of departments to arrange dates for the administration of the questionnaire and conduct focus group interview.

On each of the four (4) visits to the college, the researcher requested the head of department to gather personnel in the staff room where they completed the questionnaire under the supervision of the researcher. The researcher informed the subjects about their right to give or withhold consent to participate in the study. Respondents' privacy was respected. Therefore, in all cases, personnel were invited to voluntarily participate in the study, and their anonymity and the confidentiality of their responses were assured.

3.6 Data processing and analysis

Data analysis is the stage in research where the researcher reduces the collected data to themes and categories by manipulating, ordering, categorising and summarising (Kerlinger in De Vos *et al* 1998: 203) it with the aid of a coding procedure, to facilitate interpretation and obtain answers to the research question (s). It commenced with data processing, which was, rewriting of the research notes and creating files, which began during data collection (Babbie & Rubin in De Vos *et al* 1998:48).

Data processing involves two kinds of operations, namely data reduction, during which the quantitative and qualitative data are summarised and data analysis which includes qualitative (thematic and content analysis) and quantitative analysis (Mouton 2002: 67). Data was coded and prepared for processing, to which end field notes were organised and synthesised and then data was summarised, manipulated and in essence reduced to enable descriptive analysis.

3.6.1 Method of data analysis

During qualitative research, data analysis was separated from data collection (Booyse *et al* 2002: 31). As data was collected from all the personnel at Cor Jesu College, a consistent review of how educational management can address effectively the factors that have influenced personnel retention at the college was done. Data analysis and data collection took place simultaneously, in such a process; the two were conducted separately. This view is supported by McMillan and Schumacher (2001: 138), who contend that, methods for data analysis range from simple vote

counting, sophisticated statistical techniques to obtaining indices of the effect size. In this case, results or the raw data of each component study were integrated.

The process of analysis proceeded as follows:

- *Qualitative data analysis*

The researcher typed transcripts of the focus-group discussion. The researcher not only read and re-read the verbatim transcripts, but also played and re-played the audio-taped focus-group discussion in order to establish themes and concepts. Close-ended questions from the questionnaire were also transcribed. Transcripts of the close-ended questions from the questionnaire and focus-group discussion were coded using the constant comparative method described by Strauss and Corbin (1990) in their grounded theory coding procedures. As typical with qualitative studies, data coding and analysis began at the onset of data collection.

- *Quantitative data analysis*

A questionnaire containing close- ended questions was given to the one hundred and twenty (120) personnel participating in the data collection sessions. This instrument composed of part I demographic profile and part II which had factors that could motivate and induce teachers to stay and work at Cor Jesu College consisted of close-ended questions.

Part II of this instrument composed of five (5) questions which was adapted from Noveno (2003:25 -26). However, there were some modifications made by the researcher to fit the current study. Each question in this form was followed by a number of responses.

All the data was coded and analysed using the Statistical Analysis Software (SAS). Descriptive statistics including frequencies, percentages, means, and standard deviations were computed and used to analyse the data in order to answer the research questions.

A number of item-analyses were done for each of the five retention construct variables to select the best items for each construct variable. Cronbach's alpha reliability coefficient was computed and used to determine the internal consistency reliability of the responses.

3.6.2 Literature consulted

The researcher placed the findings of the study in the context of what had already been discovered about the factors that influenced staff retention and implementation strategies used at Cor Jesu College in spite of low staff turn-over. This provided the basis for comparing and categorising (Schulze 2002b: 22). This was done in Chapter 2.

3.7 Summary

This chapter presented the methodology which was used in gathering data on personnel retention strategies implemented at Cor Jesu College from administrators, teaching staff, professional non teaching and non professional non teaching staff. Data collected was presented, analysed and interpreted.

This chapter further depicted the research framework used in this enquiry. The aims of this research, the research design and the research methods were given. All considerations to ensure trustworthiness of the research were explored and discussed while ethical considerations were also observed. The results of the research were discussed in chapter 4 where they were compared to what had been written about the topic in the literature review.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

In chapter three the research design, methodology and the instrument that was used to investigate the research problem were described. In this chapter, the data that was collected from the responses to the questionnaires that were administered among administrators, teaching staff, non-professionals and non-teaching staff at Cor Jesu College was presented, analysed and interpreted. The focus of this chapter was, therefore, the summarised presentation of research results.

While this research supports the need for brevity and clarity in the section on results, it was also the view of this research that the explanation of concepts and retention factors which made the results intelligible was imperative. It was essential that even when data was presented, the limitations that were observed from the returned questionnaires were outlined.

4.1 Limitations observed from the returned questionnaires

According to Bhandarkar and Wilkinson (2002:214), even under the best of circumstances, a considerate proportion of the participants do not return the questionnaire and this constitutes missing data. This problem was also encountered in the present study. A total of 120 questionnaires were distributed to administrators, teaching staff, non-professionals and non-teaching staff. All the 70 questionnaires which were returned were deemed usable. Table 1 below illustrates the return rate of usable questionnaires.

Table 4. 1

The questionnaires received usable from the random sample

Respondents	No. Distributed	No. Usable
Administrators	13	13
Teaching staff	64	40
Non-teaching staff	31	10
Non-professionals	12	07
Total	**120**	**70**

This represents a questionnaire return rate of 58.3%.

With regard to "missing data", Bhandarkar and Wilkinson (2002:215) assert that even the highly educated persons have little facility for writing and very few have the motivation and the patience to write as much as they might speak. They may be reluctant to respond to some questions which they may regard as personal and sensitive.

In this study non-teaching staff accounted for the lowest rate of usable questionnaires (about 32.2%). This was due to the fact that at the time of data collection the college was preparing itself for the 40th graduation ceremony hence the majority of these employees were involved in the preparations.

The low response rate of non-professionals (58.3%) was attributable to their reluctance or unwillingness to complete the questionnaire. Most questionnaires completed were either second or third copies distributed after much persuasion from the researcher, mostly these employees were involved in the preparation for graduation.

The above average response from teaching staff (62.5%) was attributable to the fact that this group was largely available at the time the questionnaires were given and they were less involved in the preparation for graduation.

The relatively high return rate of questionnaires from the administrators (100%) on the other hand, may be attributed to the fact that most if not all of the respondents were in direct contact with the researcher on daily basis hence it was easier to collect the questionnaires from them.

Having outlined the limitations observed from the returned questionnaires, it was imperative to give a brief description of the questionnaire which generated the data is discussed in subsequent sections.

4.2 Organisation of the questionnaire

The questionnaire elicited the following biographical details from respondents: gender, age, education attainment, and years of work experience. The view of the researcher was that these aspects could be related to, and influence respondents' perceptions on personnel retention strategies that are implemented at Cor Jesu College.

4.2.1 Biographical profile of respondents

One of the questions articulated in the questionnaire was to determine the demographic profile of the respondents; this was presented in a manner in which the percentages of males could be compared to the percentages of females. In doing so, the gender in the majority could easily be identified, as well as generally determining the sum total of the whole population. The findings are presented below from tables 4.2 to 4.5.

Table 4.2: Distribution of respondents by gender

Sex	Total Sampled	Total received	% Received
Male	54	25	46.29
Female	66	45	68.18
Total	**120**	**70**	**58.3**

Table 4.2 reflects that out of the 120 questionnaires which were distributed only 70 were received, representing the return rate of 58.3 %. The table further shows that 45 (68.1%) were females while 25 (46.2%) were males; hence the majority of respondents were females.

4.2.1.1 Distribution of respondents by age

The researcher sought to establish the ages of the respondents who participated in the study. It was assumed that the age of the respondents might have a bearing on the problem being investigated. The results on the ages of the respondents are presented in table 4.3 below.

Table 4.3: Distribution of respondents by age

AGE	MALES		FEMALES		TOTAL	
	F	%	F	%	F	%
25 and below	4	16	4	9	8	12
26-35	5	20	13	30	18	26
36-45	8	32	5	11	13	19
46 and above	8	32	22	50	30	43
Total	25	100	44	100	69	100

81

Table 4.3 indicated that 8 (12%) of the respondents were aged 25 years and below, 18 (26%) were aged between 26-35 years and 13 (19%) were between 36-45 years while the remaining 30 (43%) were aged above 46 years. This showed that the majority of respondents belonged to the range 25 and below to 45 years.

4.2.1.2 Distribution of respondents by academic qualification

Academic qualifications play an important role in the manner in which individuals play different roles they hold in society. The researcher felt that academic qualifications of the respondents were worth investigating on since such qualities had a bearing on retention of personnel in an institution.

Table 4.4: **Distribution of respondents by academic qualification**

ACADEMIC QUALIFICATION	MALES		FEMALES		TOTAL	
	F	%	F	%	F	%
High School Graduate	0	0	0	0	0	0
College graduate	11	44	24	53	35	50
College Graduate w/ Master's Units	0	0	0	0	0	0
Masters Level	14	56	19	42	33	47
Doctoral Level	0	0	2	4	2	3
Total	25	100	45	100	70	100

Table 4.4 shows that 35 (50%) of the respondents were college graduates while 33 (47%) hold masters degree. According to the finding only 2 (3%) possessed doctoral degrees. It was worth noting that no respondent was a high school graduate and no one was doing lifelong learning at masters level.

4.2.1.3 Distribution of respondents by work experience

Experience was considered to be a contributory factor in personnel retention. The researcher found it necessary to establish the respondents work experience at the college. The results of the respondents are in table 4.5 below.

Table 4.5: Distribution of respondents by work experience

WORK EXPERIENCE	MALES		FEMALES		TOTAL	
	F	%	F	%	F	%
5 and lesser	12	48	18	40.0	30	42.9
6 and 15	8	32	9	20.0	17	24.3
16-25	5	20	14	31.1	19	27.1
26-35	0	0	2	4.4	2	2.9
36 and above	0	0	1	2.2	1	1.4
No answer	0	0	1	2.2	1	1.4
Total	25	100	45	100	70	100

In terms of work experience, table 4.5 shows that the majority of the respondents 30 (42.9%) had 5 years and lesser of teaching experience, followed by those with 6-15 years 17 (24.3%) and 16-25 years 19(27.1%) respectively. Furthermore, 2(2.9%) had 26-35 years only while 1 (1.4%) had 36 and above years of work experience. This indicated that most teachers in the sample were relatively young in the teaching profession. In addition to items on biographical data, the questionnaire consisted of 27 items on the implementation of personnel retention strategies at the College. For analytical expediency, the distribution of scores on the 27 items is illustrated in table 4.6. The percentages of numbers 4 and 5 as selected by respondents are also illustrated.

Table 4.6

Distribution of responses to items in Part II of the questionnaire

Question	NUMBER OF RESPONDENTS					TOTAL	%
	SCALE						Selected response
	strongly agree			Strongly disagree			
	1	2	3	4	5		4 and 5
1.1	3	10	15	20	22	70	60
1.2	11	9	16	23	11	70	48.5
1.3	6	10	14	19	21	70	57.1
1.4	1	8	16	25	20	70	64.2
1.5	2	5	12	26	25	70	72.8
2.1	1	7	26	25	11	70	51.4
2.2	5	11	15	23	16	70	55.7
2.3	3	8	15	25	19	70	62.8
2.4	2	6	21	23	18	70	58.5
2.5	7	10	19	24	10	70	48.5
2.6	-	-	18	26	26	70	74.2
2.7	9	11	23	18	9	70	38.5
3.1	2	1	15	26	26	70	74.2

3.2	-	-	19	25	26	70	72.8
3.3	1	10	10	25	24	70	70
3.4	3	10	9	25	23	70	68.5
3.5	4	10	7	25	24	70	70
3.6	-	6	16	22	26	70	68.5
4.1	-	7	33	23	7	70	42.8
4.2	4	8	22	17	19	70	51.4
4.3	1	10	15	23	21	70	62.8
4.4	1	6	22	22	19	70	58.5
5.1	3	3	18	21	25	70	65.7
5.2	1	8	17	20	24	70	62.8
5.3	-	1	22	23	24	70	67.1
5.4	1	5	22	21	21	70	60
5.5	4	15	26	15	10	70	35.7

4.3 Quantitative Findings

The results of the close-ended survey questions are presented below. The close-ended questions related to working conditions, incentives, job satisfaction, mentoring, and staff development.

Table 4.7: Items associated with working conditions as a factor influencing retention

Respondents (N=70)	Mean	Rank Order
1.1 physical buildings	3.79	3
1.2 class size	3.31	5
1.3 materials and resources	3.64	4
1.4 support from administrators	3.80	2
1.5 school climate	4.01	1

4.3.1 Items associated with working conditions as a factor influencing retention

Information in table 4.7 shows that respondents ranked school climate (mean = 4.01) as the most important factor followed by support from administrators (mean = 3.80). Physical buildings (mean=3.79) ranked third while materials and resources (mean = 3.64) ranked fourth and class size (mean = 3.31) was ranked last. In this given scenario, it would appear that   positive school climate coupled with support from administration would be able to enhance personnel retention in any learning institution. Physical buildings and availability of materials and resources remain a challenge to the institution because they are dependent on other factors such as availability of funds and the

goodwill of the stakeholders. Class size was ranked last because there are more learners in most classes which impacts on the efficiency on lesson delivery.

Regarding administrators' roles in the educational workplace, it was reported that not only do administrators let the personnel know what is expected of them but also they do a good job in providing necessary resources for the college. Participants thought that more was needed to be done in terms of physical facilities such as one's own classroom, access to toilet facilities including teacher resources. These were found to encourage respondents to have a positive teaching experience. This is in line with the findings of Ingersoll (1999: 7) and Sclan (1993:29) that poor workplace conditions conspire against teachers' career choice, commitment and retention (c.f 2.3). Female personnel seemed to have expressed greater satisfaction with teaching and employment conditions than their male counterparts.

Table 4.8: Items associated with incentives as factors influencing retention

Respondents (N=70)	Mean	Rank Order
2.1 salary advance and emergency loan	3.57	5
2.2 educational benefit for my children	3.72	3
2.3 study leave assistance for further studies	3.78	2
2.4 financial assistance in times bereavement	3.70	4
2.5 use of college vehicles for private purposes	3.30	6
2.6 sympathetic gesture when sick	4.10	1
2.7 employees to acquire expertise, trainings	3.10	7

4.3.2 Items associated with incentives as a factor influencing retention

The respondents ranked sympathetic gesture when sick the highest (mean = 4.10). This may indicate that the college administration ranked sickness as a priority. Study leave for further studies both as an employee and other members of the family was ranked second (mean = 3.78) and third (mean = 3.72) highest respectively. This was possibly the position because this aspect is very crucial in terms of education sponsorship which is given for free to children up to college level and at half tuition for employees and their spouses. Staff would rather remain in an institution where financial education support for the family was assured.

Financial assistance in times of bereavement was ranked fourth (mean = 3.70) this could have been influenced by the fact that the low death rate and long life expectancy in the Philippines meant that not too many of the respondents may have had family bereavement in the recent past. Provision of salary advance and emergency loan was ranked fifth (mean = 3.57) since it goes hand in hand with or supports the same idea of educational benefits for children and study leave assistance for further studies. Provision of institutional vehicles for private purposes was ranked sixth (mean = 3.30) because vehicles may not be available all the time for all employees in the institution. Allowing employees to acquire expertise and training was ranked last (mean = 3.10). It would become a priority area to be attended to when the above mentioned factors have been attended to.

Table 4.9: Items associated with job satisfaction as a factor influencing retention

Respondents (N=70)	Mean	Rank Order
3.1 employed on a permanent basis	4.1	1
3.2 developed my skills and gained expertise	4.1	1
3.3 obtained higher qualification	4.1	1
3.4 option for optional retirement	3.8	3
3.5 right to join the union	3.7	4
3.6 enjoy fringe benefits	3.9	2

4.3.3 Items associated with job satisfaction as a factor influencing retention

Table 4.9 indicates that skill development, obtaining a higher qualification and being employed on permanent basis was ranked highly (mean = 4.1) by the respondents. This was followed by enjoyment of fringe benefits such as annual increase in salary (mean = 3.9). Optional retirement was ranked third (mean = 3.8) and right to join a union of their choice came in last (mean = 3.7). These findings cannot be said to be consistent or inconsistent with previous studies which

produced mixed results. Bastik (2000:347) stated that most respondents in his study chose teaching to make positive differences in the lives of children (c.f 2.5.2). This is in agreement with Connolly's (2000:56) findings that teachers entered the teaching profession because they wanted to help and serve others (c.f 2.5.2). Similarly, in his survey, Brunneti (2000:61) discovered that many teachers were contented with the service they rendered to society as they realised the impact they made in educating future citizens (c.f 2.5.1). The belief that they had a positive impact on the lives of their students generated a genuine sense of satisfaction among teachers.

The present study indicated that personnel were satisfied with the work because they perceived skill development, obtaining a higher qualification and being employed on a permanent basis as encouraging. This is consistent with Scribner's (2000:65) finding that possible explanations for the satisfaction of teachers with in-service training programmes could be that teachers are intrinsically motivated to update their skills and to grow professionally (c.f 2.7), and that in-service training could be considered an indirect incentive which can help the quality of teaching resulting in the improvement of students' achievement levels, thus leading to Job satisfaction for teachers (Abdo 2000:116-117).

Table 4.10: Items associated with mentoring as a retention factor

Respondents (N=70)	Mean	Rank Order
4.1 available support services	3.38	3
4.2 College's appraisal system	3.50	2
4.3 nurtured professionally through distance learning	3.70	1
4.4 nurtured spiritually through retreats and prayers	3.70	1

4.3.4 Items associated with mentoring as a factor influencing retention

Table 4.10 shows that lifelong learning and spiritual/moral formation of educators ranked first (mean = 3.70) in this investigation. This was followed by the college's appraisal system which ranked second (mean = 3.50) and support services were ranked third (mean = 3). The results reveal that there was need for an on going personnel assistance to both new and old teachers. This could mean that the college has to provide spiritual and moral formation programmes through support seminars, professional training and other life skills to both beginning and experienced teachers. This is supported by Darling-Hammond, (1994:2) who asserts that professional development schools are emerging everywhere as places where student teachers can be exposed to both exemplary classroom practice supported by the already committed colleagues, as a context of learning their craft (c.f 2.6).

Table 4.11: Items associated with staff development as a retention factor

Respondents (N=70)	Mean	Rank Order
5.1 higher position with commensurate amount in salary	3.80	2
5.2 enhance my leadership skills	3.70	3
5.3 acquire expertise through seminars and training	4.0	1
5.4 share expertise with colleagues in workplace	3.80	2
5.5 pursue further studies through scholarships	3.05	4

4.3.5 Items associated with staff development as a factor influencing retention

Table 4.11 shows that acquiring expertise through seminars and training was ranked first (mean = 4.0). Being professionally trained meant attaining a higher position which will be commensurate with salary and was ranked second (mean = 3.80) together with sharing the acquired knowledge with colleagues in the workplace. Enhancing leadership skills was ranked third (mean = 3.70) and pursuing further studies through scholarships was ranked second (3.05). The present study also lends support to O'Neil, (1994:30) who reported that professional development was driven by the individual, with the institution providing logistic support for the development (c.f 2.7). This study reveals that professional development was the concern of every educator.

4.4 Qualitative Findings

The qualitative analysis of the data was done according to Tech's approach (De Vos *et al* 2002:343). This revealed the following strategies being implemented that can motivate and induce personnel to stay and work at the college. Participants were asked what personnel retention strategies were implemented by the college to retain them as personnel.

4.4.1 Working conditions

The results showed that working conditions influenced teacher retention. Working conditions in this study refers to physical buildings, class size, materials and resources, support from administrators and school climate. According to Pager (1996:85), teachers indicated that an improvement in working conditions was one of the most important factors in improving the retention of teachers (c.f 2.3).

4.4.1.1 Physical buildings

The Physical buildings were perceived as being an important factor in the retention of personnel. Having one's own classroom, and having access to toilet facilities and to other teachers as resources, were specified as encouraging participants to have a positive teaching experience. The following is a comment by one participant:

We have a lack of space right now. We probably have about 15 or 20
teachers that have to float into other classrooms. Most teachers are not
allowed to stay in their rooms during planning, so we have to find other
places to do our work and preparation.

The findings that teachers were not satisfied with the physical working surroundings corroborate previous research findings of Nhundu (1994:162) who found that 65.65% of the teachers in his survey were most unhappy with the physical conditions of their accommodation (c.f 2.3).

4.4.1.2 School climate

Participants stressed the need for a relaxed atmosphere that is free of student discipline problems. They also underlined the value of enhanced harmonious relations not only with their own colleagues but also enjoying the support of the administration. In this regard, the following are some of the comments that were unearthed from interviewees.

One teacher said:

We have faculty meetings when the learners have left school…we get to
voice our opinion on different issues….we have an environment in which
the faculty is easy to get along with. Special favouritism of certain
teachers is not shown. Everybody has an equal ability to speak their mind
on certain issues.

Another teacher remarked:

One thing that keeps me at this college is that, I like going to school every

day. When I come to school, I am not pressured from administration. It's a

laid back school, the people there are nice, and I think that's a good thing.

The results (c.f table 4.7) indicate that the majority of personnel who participated in the study were happy with interpersonal relations with students, colleagues, parents as well as relations with the administrators.

These findings are consistent with findings from Cockburn (2000:223), who reported that a lack of good working relations was not particular to teaching (c.f 2.3). Kloep and Tarifa (1994:163-167) also noted that the most motivation were derived from teachers' daily interaction with learners, and majority of teachers were highly satisfied with their relationships with students (Tarr, Ciriello & Convey 1993:56) (c.f 2.5.1). Teachers in Brunetti's (2000:58) study expressed that they loved their interaction with students (c.f. 2.5.1.1).These findings lend support to Nhundu (1994:160-161) who reported that 78.6 % of the respondents in his study were satisfied with interpersonal relations, 92.5% of the respondents were satisfied with their relations with students, 96.2% of the participants were satisfied with their relationships with colleagues and 89.9% of the respondents were happy with their relationships with administrators. The present study suggests that relationships with students, colleagues and administrators were major factors as personnel retention strategies that create a positive school climate.

4.4.1.3 Materials and resources

Some participants expressed satisfaction with the availability of materials and other resources (including funds to purchase their own selections for classroom use). At the same time, however,

there were teachers who complained about lack of appropriate texts and materials for use in the classroom, few or no working computers, broken or too few copiers (or no copy paper), and lack of personal essentials, such as soap or toilet paper. In this light, the college is always wrestling with costs of professional development and curriculum materials. It is important for staff to have a place within its buildings where they can have access to professional development materials as one innovative educator stated:

I turned a small storage area into our professional resource library. I wrote letters to acquire complimentary materials from professional development organisations, book publishers and material centers to start a reference center. This resource room has really snow-balled. We have all of our staff bringing in materials and writing letters to publishers to acquire inexpensive materials. I really think that our staff is taking ownership for this project and work hard to maintain the reference material available. Now staff doesn't have to waste their time searching for reference materials, take great pride in going to the resource library and acquiring the materials that they need in an expedient manner.

In support of the educator's remarks Smith (1992:9) contends that resources should be adequate enough for the job at hand. The interviewee further pointed out, in line with Lee, Ostrosky, Bennett and Fowler (2003:281-295) that schools should strive to share resources from within and outside their establishments. The experience of staff in the department looking for resources and their willingness to share the available materials must be cultivated in schools.

4.4.1.4 Support from administrators

Participants frequently expressed the importance of having administrative, parental, and collegial support. As mentioned earlier, having consistent administrative support for discipline decisions was imperative for teachers' safety and well being. Teaching in a college where there was consistent and equitable support from the college president was of primary importance to teachers in terms of retention.

One experienced educator noted:

> *I think the administration makes a big difference at the college. At my former college, it was a circus…The college I am at now, everything is organised. The principals are always in our classrooms. They pop in for 15 minutes to watch what we are doing. They are always on the hallway. They are always in the lunch room. They make sure that we do what we are supposed to be doing. . If we have a problem, they are right there behind you taking care of it. They support you. If there is a parent (who is) not happy with something you did, the principal supported you. They do not bow down to certain parents. They expect us to be professional in the way that we dress and in our actions.*

Results show that respondents were satisfied with administrative support (c.f Table 7). Nhundu (1994:161) notes that administrative support was one of the satisfying aspects of working conditions and is in line with Kloep and Tarifa's (1994:163) finding that teachers in their study affirmed that their immediate supervisor was helpful and Cockburn's (2000:233) report that

social support from supervisors was a major source of personnel retention. It appears that personnel at Cor Jesu College entered the education system because it can provide a secure and stable job. Improving working conditions for Philippine educators may reduce or eliminate attrition of teachers and create conditions in which retention rate may be higher.

4.4.2 Incentives

Participants discussed a variety of incentives that would enhance personnel retention. They mentioned salary and benefits, professional development, involvement in decision making, bonuses, recognition and respect. Increased salary and better fringe benefits were frequently mentioned in the focus group discussion. As Henke *et al* (1997:112) point out; schools that cannot offer competitive salaries are likely to be at a serious disadvantage when it comes to retaining teachers (c.f 2.4). Participating personnel tied a competitive salary to respect afforded them by the community in general.

Participants were asked for their thoughts on what they considered the most important retention strategy in the personnel retention effort at the college. Their responses centered on comparing the way education is run to the way business is operated. The argument was that personnel should be provided with incentives and bonuses to attract them to the college and then to retain them, such as rewards for good performance. This was in line with the findings of Mona (2004:3) that the retention of the best teachers in the profession can be achieved by improving the salary and benefits (c.f 2.4).

One participant noted:

> *I think receiving bonuses would be a great idea. Staff starting out is usually struggling financially. A bonus would help them to get off to a good start instead of playing catching up the first year. I also think experienced staff should get bonuses periodically to help them to feel more appreciated.*

A newly recruited teacher noted:

> *I think bonuses for retaining teachers is an acceptable, ethical practice, if there is uniformity and the practice does not diminish the regular salary package of the future salary allotment.*

These bonuses help attract teachers, but the effect of these bonuses on the retention of teachers beyond a negotiated period would remain elusive at Cor Jesu due to its unsustainability. Similarly, Carlson and Billingsley (2001:4) are of the opinion that the use of financial incentives, such as cash bonuses or placement on a higher step of the salary scale as a retention strategy remains questionable (c.f 2.4). The aspect of bonuses came out strongly because in most cases employees relied on salary advance which meant that their salaries were not enough even to support their further education. This view is supported by Nyangua and Reece (1990a:47-48) that 53.4% of teachers in their survey were not satisfied with remuneration. This finding is supported by the present study which indicates that there was little monetary support given to employees in terms of furthering one's education. Similarly, Abdo (2002:107-122) holds that the implication of improving teachers' incentives leads to the retention of the best teachers in the profession.

4.4.3 Job satisfaction

The results show that although personnel were generally satisfied with their jobs, they were however, not satisfied with other aspects of their jobs such as poor salaries; lack of parental and community support; lack of time management or stress from time constraints; insufficient funding for resources, supplies and materials; and lack of teacher input in decision-making; and too little real-time teaching.

The study also revealed that workload/paperwork aspect, including added responsibilities and expectations (sometimes without warning), too many with interferences teaching (testing, paperwork) and excessive work, requiring several hours of work at night, on weekends and after school were a burden that would not provide quality work output from the teachers. This finding is consistent with Billingsley *et al* (1995:15) that their respondents did not have the time to complete paper work, that there was too much pressure to complete paper work and those paper work requirements were inconsistent and unnecessary.

Moreover, participating teachers expressed their belief that they were being held accountable for issues beyond their control. A major issue of concern was that teachers must 'teach students that have not mastered multiplication tables' or who have not 'mastered last year's objectives.' They 'see' students struggle in sixth grade, because they were not properly prepared in elementary school. The participants' comments also expressed their frustration in attempting to relate the curricula to unmotivated students. The students do not see the state-mandated curriculum as being "applicable to real life," which makes it difficult to gain their interest. Students were described as academically unprepared.

Another teacher suggested:

Students need to realise they are responsible for their actions. Motivation

needs to start from within the student. The student needs to value his or

her education. This, however, I do not see.

While teachers are held accountable for student performance, the participants also noted that parental involvement and accountability were missing pieces to student motivation and performance puzzle.

One participant noted that:

Teachers are held accountable for everything. We are here to teach the kids, not

to raise them. We are doing things that parents should be doing.

In taking issue with parents and the lack of parental involvement and support, teachers noted the lack of parental concern and interest and the lack of respect for schools and teachers by both the students and parents. The participants also addressed the positive aspects of the teaching at the college. The interactions with students were overwhelmingly a positive factor, this was followed by productive work environment and collegial relationships and positive administrative support were mentioned. Additional positive aspects included vacations, appreciation from students and seeing them learn, making a difference in students' lives and building futures and character/serving as a role model.

These results indicate that the students serve as a source of satisfaction and dissatisfaction for teachers in their jobs. Teachers' relationships with their principles and fellow teachers also affected their attitudes toward their jobs. Having administrative support and a teamwork atmosphere among faculty were deemed to be important aspects of their satisfaction with the teaching experience.

4.4.4 Mentoring

Participants mentioned mentoring as a needed support for the retention of new and old teachers. They felt that new teachers, in particular, would have better teaching experiences, if they felt they had available to them close supervision and guidance in handling their teaching duties. This is in line with findings in Whitaker's (2000:468) study that identification of specific aspects of effective mentoring includes selecting a special educator who works in a different school. Furthermore, Billingsley (2002a:4) notes in his findings that assistance provided to teachers in the area of emotional support and the mechanics of the job are particularly important (c.f 2.6). Following are some of the comments that participants made about mentoring:

A senior teacher also commented:

> *My first year I had a mentor, and I think that's what has made my experience so successful. I see a lot of the new teachers come in, and I try to help them as much as possible. One of the things that my mentor did ...we picked an evening to sit down and discuss different things, different tactics ...I think that by having a mentor that made a difference that's why today I can confidently say have been here for the last 37 years.*

A recently recruited teacher added:

> *When I first came, I did have a mentor. She was really helpful. We wouldn't meet that often. I would see her in the school, and she would ask me how I was doing and if I needed any help. I went to see her classroom maybe twice a month or so for the first couple of months…..*

The comments reflect the teachers' strong preference of having close supervision and guidance in handling their teaching duties and that there is a relationship between mentoring and teacher retention at the college. The findings of this study render support to Ingersoll and Kralik (2004:33) that mentoring, when well-conceived, carefully implemented, and soundly supported by the schools in which new teachers work, have been shown to positively affect the retention of these teachers (c.f 2.6) . This view is supported by Smith and Ingersoll's (2004: 570) finding that a positive relationship between mentoring and retention existed in their sample of 3,235 first year teachers, they found novices who had a mentor in their field were 30 % less likely to leave the profession in their first year. Despite these promising results, Nyangura and Reece's (2004:67) data indicate that new teachers in low-income schools are less likely to have a mentor and less likely to have a mentor who shares their subject, grade, and school than those in high-income schools. New teacher support then appears more limited than one would hope, especially at low-income schools.

4.4.5 Staff Development

The general feeling about the college's requirement of staff development was that, the process of appointing personnel to undertake various trainings was not clear and this has brought a lot of

frustrations to some. If it must be done on the individual teacher's personal time, the teacher should be compensated for it.

These findings are in line with Brownell, Smith, McNellis and Lenk (1994-1995:86) that in their interview study stayers were more likely to assume at least some responsibility for their own professional development and to continue their own learning and that only stayers discussed the importance of university training to their professional development (c.f 2.7).

One senior teacher commented:

One of the incentives that would be helpful on my part, and have been teaching 20 years, would be for my college to give support in my wanting to advance my doctoral degree and pay part of the expense…. This could be done in spite of other incentives that are in place such as the already 50 percent discount on tuition fee employees who enrol in some courses in the undergraduate programmes such as acquiring a new major or a second undergraduate degree.

Another educator explained:

I would like to say….that this college does have an awareness of the need for professional development. The awareness is there, but I cannot go along with the techniques that they have put in place, which is to use part of your planning period. I need my planning periods to grade papers, to plan for the following day. And to give up 20 minutes

of my planning period during a week's time to go to the technology

person to let them train me is something that I don't think should be put

in place. I think and believe that the desire and insight of the need is

there by administrators but how to get you trained is something they

really need to sort out.

There is reason to believe that good professional development may improve teachers' practice thus increasing the likelihood of their retention. There is an aspect of having an increase in salary apart from enhancing leadership skills through lifelong learning. It was observed by the respondents that since few people are given chance for trainings, promotion is slow and some end up leaving for greener pastures abroad was a common trend in the Philippines.

The present study also lends support to Bedassi's (1990:109) call for the provision of opportunities for advancement, promotion, and professional growth. However, Steyn (1996:144) contends that because of its long-lasting effects, promotion is regarded as a strong element in teacher retention than recognition and achievement. Promotion gives a sense of growth; and the desire for promotion originates from the need for status, respect, security in form of higher income, esteem and recognition in society. In addition, Quincho and Rios (2000:522) discuss the need for responsive professional development opportunities for teachers and suggest that they must be directed toward professional nurturing, be systematic, and change over time as professional needs change.

4.4.6 Barriers to staff retention

The concerns of the current educator workforce are substantial and require immediate attention in the retention effort. The following factors were mentioned by the respondents as barriers to staff retention at the college:

4.4.6.1 Poor work environment

Without improving the work environment of teachers (in particular, student discipline, administrative support, and parental involvement and resource availability) current educators will continue to experience frustration and burn-out, thus leading to resignation from the field. This is in line with the findings of Pager (1996:85) that the physical working environment was one of the most important factors in improving retention of teachers. This view is supported by Bedassi (1990:12) who proposed that a school head could directly retain teachers by giving special attention to the teacher's physical comfort and other related matters.

A comment from one of the teachers:

> *I think teachers want to work in an environment where student*
> *problems are less. .....I think you have to have strong, supportive*
> *administration. The rules that are set up have to be enforced all the*
> *time.*

Teachers are likely to work hardest and accomplish most in their jobs if working conditions such as student discipline, classroom space, equipment, supplies, and basic physical necessities are

modern and adequate. Physical discomfort caused by large and difficult classes, poorly constructed classrooms, heavy schedules, inadequate furniture, and lack of resources affects teacher motivation and output and may be barriers to teacher retention. Furthermore, according to Noe, Hollenbeck, Gerhart and Wright (1994:293) physical environments, particularly extreme conditions within those circumstances, are capable of affecting job attitudes and job performance.

4.4.6.2. Lack of administrative support

According to Hofymeyr (1992:92) school management has the responsibility of providing a supportive extrinsic climate within which teachers intrinsic drive can best be actualised. Support, encouragement, caring, and fairness and consistency in policy and rule enforcement can create a positive school climate (Winter & Sweeny, 1994:67-68) and thus enhance retention; lack of it will lead to attrition.

One respondent made this remark on administrative support:

When the administrator is not professional, then the kids do not respect him or her, so that kind of trickles down into the classroom….My principal came to me at the end of my first year, and it almost made me leave, because he asked me to pass two kids that had not been there enough days and had not done enough work……

Sergiovanni and Starrat (1993:66) argue that regressive school policies and practices are often put into place leading to such consequences as job dissatisfaction, lack of work motivation and even alienation among teachers. Hofmeyr (1992:78) found that the majority of the educators in his study viewed undemocratic and poor management policies and practices negatively and being demotivating and leads to attrition.

Teachers in Hofymeyr's (1992:63, 76) study reported that poor administrative support impacted negatively on their retention and motivation, and they felt such poor support an attack on their professional integrity. Thus, teacher retention levels are high when they receive support from the administration as well as getting help from college management. Furthermore, teachers interviewed in an urban secondary school in the United States by Winter and Sweeney (1994:66-68) identified five types of administrative support that affect school climate: recognising achievement, backing up teachers, caring, and administering school rules fairly. Teachers need recognition for their achievements, they need to be backed up when they are having problems with parents or students, and thus providing for Maslow's need for security and trust (Winter & Sweeney, 1994:67).

4.4.6.3. Improved fringe benefits

Respondents mentioned frequently improved fringe benefits. The following is a comment that came up:

If only fringe benefits can be improved upon so that they can compliment

our salaries nothing much is going to change. Unless you go back to school

(studies), you don't get another notch on the salary scale after 17 or 19

years …I can't remember. Then, there is nothing after 19. I have been in school getting my six-year degree. It will take me another almost 2 years of teaching just to pay myself back for what I had to spend to go to school that's not counting other logistics like driving, and food.

In the context of this study, fringe benefits refers to such benefits as annual bonuses, travelling allowances, housing allowances, holidays, vacation leave, medical schemes and retirement income. According to Herzberg *et al* (1959:113-117) fringe benefits are care factors and people are dissatisfied if they are missing and may lead to low levels of teacher retention (c.f 2.5.1).

4.4.6.4. Collegial support

Participants mentioned that having collegial support and a climate that was conducive to teamwork were also important aspects to personnel retention. New teachers found that having the support of their colleagues, especially in mentoring programmes, was an asset to their teaching experience. The Following are some of the comments:

If you have got a positive attitude in your college, and if you have got a positive support, you can do a lot of things……..previously, I was in a school with absolutely nothing, no books, no teaching and learning aids….and we really had a great situation as far as everybody helped everybody……that's exactly what's happening here there is a great deal of support. Therefore, where there is no collegial support everything collapses.

These results are in line with the findings of Steyn (1996:41) that although much of the teacher's work is carried out in self-contained classrooms that isolate them from support and interaction of their colleagues, the nature of interpersonal relations with colleagues can contribute to job satisfaction or dissatisfaction (c.f 2.3). In addition, Frase and Sorenson (1992:40-41) reported that teachers with strong desires for professional growth and achievement welcome collegial opportunities; job dissatisfaction results when teachers' needs for affiliation are not met (c.f 2.7).

If the work conditions for teachers are not improved then current educators will continue to experience frustrations which will lead to resignation from the field. Furthermore, without a high a level of job satisfaction, teachers are likely to leave teaching and are less likely to encourage others to enter the profession. If other barriers such as improved benefits or incentives are not addressed then lack of interest in a field that pays less than occupations that require similar levels of education will continue.

4.5   The implications of the research findings

From the findings of this research, certain implications have emerged. The research findings suggest several important implications for educational planners and policy makers as well as institutional leaders, school heads and managers.

4.5.1 Implications for educational planners and policy makers

The results of this study cannot be analysed in a vacuum, but only with specific reference to the Philippine educational context. While this study acknowledges the fact that the Philippine

educational system can benefit greatly from knowledge obtained from foreign sources and adapted to the local scenario, this study also indicates the need to stress more than the benefit that the local research can make to the educational context. Such empirical attempts would help educational institutions to make informed decisions on personnel retention strategies on the basis of local findings.

Although in the Philippines, teacher and personnel retention is a reality that has to be dealt with seriously, it is common that employers find it too difficult to find and retain the right people for the job, for the simple reason that the best ones are leaving for the better paying jobs abroad. Staff turnover keeps increasing in the Philippines' educational institutions; it remains low at Cor Jesu College, where conditions appear not to support staff retention. There is little evidence that educational planners and policy makers are addressing this issue.

The strategies being implemented at the college as expressed by respondents in this study and previous investigations should provide basis for action. However, a critical lesson of research on educational change, a lesson often unheeded is that no educational policy is developed or implemented in a social or normative vacuum.

The finding of the present study suggests that policy intervention should be undertaken to encourage higher levels of personnel retention strategies that are implemented in educational institutions. However, educational planners and policy makers should be aware that any changes in educational institutions cannot be mandated top-down policies but needs to be addressed by stakeholders in participative approaches. First, more attention needs to be given by educational

planners and policy makers to the strategies for the improvement of teachers' working conditions, incentives, staff development, mentoring and job satisfaction. This might necessitate the redesign of the job of teaching to enhance personnel retention strategies.

Secondly, more attention should be given to the training of institutional heads in good organisational practices. The results of this study suggest that retention may be greatly enhanced by structuring and improving the nature of the job of teaching, while attrition maybe avoided by improving the teachers' professional working conditions.

4.5.2 Implications for Institutional leaders and managers

The implications of the research findings for institutional leadership are clear. Most educational managers would prefer to retain teachers who are generally satisfied with work situation. The school heads have a significant role in eliminating or reducing dissatisfiers such as poor physical conditions of classrooms, inadequate teaching materials, high teaching loads, large classes and poor organisational practices.

The importance and value attached to administrative support as evidenced by the findings of this study suggests that administrative supervising support for educators is needed. Educational leaders must be aware of the support needs of their staff and alternative methods of providing assistance in order to enhance retention. The type of support might include assistance with instructional resources and professional development. Educators also should benefit from feedback about the progress they are making with suggestions to help them improve.

Working conditions of teachers is another area requiring school management attention. Because the teachers surveyed were fairly satisfied with working conditions, school heads might first assess changes in this area. Potential incentives and deterrents provide some indication of the working condition areas that need attention. School heads should create the right conditions so that teachers can enjoy their work. Examples include decreasing teachers workloads, providing adequate resources and ensuring that the infrastructure in the school is conducive to teaching and learning. Allocating of resources should be achieved within organisational constraints. As Rowley (1966:15) rightly observed, "communication is necessary to ensure that staff expectations change with changes in the environment."

Another area requiring management attention concerns policies, practices and procedures in relation to personnel retention. Since a number of teachers were concerned with retention strategies that are implemented at the college, institutional leadership should allow personnel input in the formulation of policies that would enhance personnel retention. The nature of teachers' working lives within the social and administrative structure of the school is leader dependent. This calls for school heads to be especially sensitive to the impact of their management styles on the retention strategies implemented in schools.

Finally, the college administration should not lose sight of the fact that different staff choose to stay at an institution for different reasons, depending on the sex, age, qualifications, aspirations and their needs. Inadequate need fulfillment could adversely retard teachers' retention levels.

4.6 Summary

This chapter looked at research results. It included presentation of research findings, discussion of results and implications of the research findings. Descriptive research techniques using the mean were employed in the analysis of data. The research findings support the researchers' assumptions that in spite of conditions not appearing to support staff retention, staff turnover remains low at Cor Jesu College.

The results showed that personnel were generally content with working conditions, job satisfaction, mentoring, staff development and incentives though there was still room for improvement. With these findings in mind, several important implications for policy and practice emerged from the findings of the study. Educational planners and policy makers and school leaders and managers should not lose sight of those factors that enhance staff retention in educational institutions.

The following chapter will provide conclusions and recommendations for policy planners, education managers and future research.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In chapter four an analysis and interpretation of the data gathered during the focus group interviews and the questionnaire with the participants from Cor Jesu College on their experiences and perceptions about personnel retention strategies implemented at the college was presented. This being the final chapter, it is necessary to firstly, recapitulate on the most important points of the current research project and secondly, present a blend of the key findings in this research and outline some recommendations that follow from the interview and questionnaire data. The following sub-headings shall guide this chapter to the logical fulfilment of its purpose:

- Summary

- Summary of the important findings

- Findings from literature

- Conclusions from the empirical investigation

- Recommendations

- Limitations of the study

- Further research

- Conclusion

5.1 Summary

The aim of this study was to determine the factors influencing retention of personnel and establishing guidelines for effective staff retention at Cor Jesu College (section 1.2). The next paragraphs provide a reflection on the content of the preceding chapters as an overview of this study.

Chapter one comprised the basis of the current study. Section 1.0 presented introduction by means of explaining the background for this study focusing on personnel retention strategies in the Philippines. The need to undertake this study was captured under the subheading, problem statement (section 1.1).

The overall aim and objectives were clarified in section 1.2 while research objectives were covered in section 1.3. The definitions attached to key concepts in the title of the present study were established in section 1.4. Section 1.5 illuminated the value of the study. Finally, sections 1.6 outlined the organisation of this dissertation in terms of chapter divisions.

Chapter two basically dealt with a review of literature and theoretical understandings related to the aim of the current study. In section 2.1 and 2.2, the researcher presented various views to further explain reasons for staff retention and retention strategies. In order for teachers to stay they need to encounter environments that provide essential professional support from school

leadership, organisational structures and workforce conditions that convey respect and value for their induction and mentoring programmes for new and experienced teachers. The account underlying the rationale for work conditions is explained in section 2.3. This was followed by a discussion of incentives in terms of salaries, bonuses and fringe benefits in section 2.4 which was further split into section 2.4.1 where intangible rewards were briefly explained. A discussion on job satisfaction was introduced in section 2.5. The researcher further split this section into section 2.5.1 which presented a brief exposition of Herzberg's two factor theory with its implications for education managers. This was followed by another section on Maslow's hierarchy of needs in 2.5.2 with its implications for education managers (c.f. 2.5.2.1). Mentoring as a retention strategy was discussed in section 2.6 while professional development as a way of improving teachers' personnel and professional growth was discussed in 2.7. Section 2.8 explored the challenges that personnel face with regard to the management of the implementation of the retention strategies. The researcher immediately outlined possible strategies to overcome a particular impediment in pursuance of empowering institutions to manage the implementation of strategies that could help retain personnel.

Chapter three considered the research design and methodology used to investigate the research question. This chapter gave an explanation on how the study was undertaken, how participants and sites were selected for the questionnaire distribution and focus group interviews, the data collection procedures and instrument, and the method of data analysis.

In chapter four, the emerging themes found in the study were captured through analysing and interpretation of data collected from the questionnaire and during interviews. Section 4.2 presented a brief overview of how data was collected. It was equally important to illustrate how the collected data was analysed in order to establish and add meaning to the findings in section 4.3. The research findings of the current study were discussed in section 4.4 and 4.5. The first theme that was discussed focused on views of the participants on strategies that were implemented at the college (c.f. 4.4). Interview data revealed that the participants possessed a fairly good knowledge of personnel retention strategies that the college was implementing.

The second theme that emerged focused on the barriers or challenges facing the college in their function of managing the implementation of retention strategies (c.f. 4.5.6). The empirical investigations confirmed that indeed the college experienced difficulties that hindered their effectiveness in respect of the effective execution of their task of managing the implementation of the retention strategies. It was also revealed during interviews that the following are some of the common and major problems that impair the college's quest for a successful management of the implementation of personnel retention strategies namely: poor work environment (c. f. 4.5.6.1), a lack of administrative support (c.f. 4.5.6.2), unreasonable fringe benefits (c.f. 4.5.6.3) and lack of collegial support (c.f. 4.5.6.4).

The following are a summary of the important findings and conclusions drawn from literature and interviews in this study.

5.2 Summary of important findings

In investigating which factors influenced retention of personnel at Cor Jesu College, the following were established:

5.2.1 Findings from literature

The following findings were drawn from the review of related literature:

5.2.1.1 Working conditions and teacher retention

The results of the present study showed that working conditions influenced retention of teachers. A number of teachers were not satisfied with several aspects of their working conditions. Bonuses, inadequate teaching materials or equipment, work boards and physical conditions of classrooms were reported as major sources of dissatisfaction. (c.f. 4.5.1.1, 4.5.1.3 and 4.5.2). Given the recent economic downturn and financial constraints now being experienced in the Philippines, its ability to enhance working conditions was severely constrained.

The results of the present study support findings from previous studies concerning working conditions (Abdo 2000:114-115; Chaplain 1995:484; Kim 2000: 41; Ruhl-Smith & Smith 1993:545; Summerhill, Matranga, Peltier & Hill 1998:232). Previous findings show that the factor which contributed most to low retention was working conditions (Nhundu 1994:192) and that lack of resources and inadequate working conditions due to institutional limitations were

factors that were likely to negatively affect teacher retention and commitment (Van Amelsvoort, Hendriks & Scheerens 2000:20). Abdo (2000:108) also observes that teaching offers poor working conditions which push teachers away from the profession.

5.2.1.2 Interpersonal relations and teacher retention

Results of the present study (c.f. table 7) indicate that participants were satisfied with the college climate. The respondents reported that most derived their satisfaction from the working relationships with students, colleagues, parents as well as administrators (c.f. 4.5.1.2) which contributed to a positive college climate. According to Herzberg's two factor theory interpersonal relations was a maintenance factor (c.f. 2.5.1.1). Positive interpersonal relations increase the opportunities for teachers to interact with learners in the isolation of the classroom thus enhancing the teacher's retention and satisfaction. Colleagues could be viewed as a source of support in times of difficulties and a source of strength when impositions were placed upon one (Cockburn 2000:227). Social support from superiors was a major source of motivation, satisfaction and retention (Cockburn 2000:223). Satisfied teachers appeared to enjoy better relationships with superiors' (Ruhl-Smith&Smith 1993:538), hence they had higher levels of retention. The present study suggested that personnel's social needs at Cor Jesu College were being met.

5.2.1.3 Job characteristics and teacher retention

The present study indicates that personnel were not satisfied with their jobs because they perceived it as lacking autonomy (lack of teacher input in decision making) and opportunity for real time teaching (c.f. 4.5.3). This finding was inconsistent with findings from (Brunetti 2001:64-65; Husband & Short 1994:60; Kloep & Tarifa 1994:167-168; Riseborough & Poppleton 1991:319). Teachers in Brunetti's (2001:64-65) study reported that they had classroom autonomy which they valued, offered a variety of ideas and different ways of teaching. Nhundu (1994:161) found that 84.8% of the teachers in his survey were satisfied with the autonomy they had.

The present study's finding that teachers do not have the freedom to decide how they do their work was, however, consistent with Cockburn's (2000:234) finding that teachers hinted at lack of autonomy. The lack of autonomy maybe attributed to the lack of resources which hinders their freedom and flexibility in selecting teaching/learning activities and delivering content.

Results of the present study also showed (c.f. table 4.9) that personnel were motivated and satisfied with other aspects of the job characteristics construct variable. Interactions with students were overwhelmingly a positive factor. This lends support to Bastick's (2000:347) finding that most of respondents in his study chose teaching to make a worthwhile contribution to the school and academic development of others; to make positive difference in the lives of children. It would appear that the teachers in the present study were motivated by the feeling that they were doing significant and important work; giving service to the country and helping the

young generation through education. The belief that they had a positive impact on the lives of their students generated a sense of satisfaction among teachers (Brunetti 2001:62).

5.2.1.4 Staff development and teacher retention

The present research revealed that the process of appointing personnel to undertake various trainings for positional advancement and participation in professional development programmes was not clear (c.f. 4.5.5). The findings that teachers were not satisfied with positional advancement or promotion lends support to Fresko, Kfir and Nasser's (1997:433) argument that advancement for teachers was generally limited, and Yong's (1999:7) finding that teachers in his study were dissatisfied with promotion prospects. It was also observed in this present study that since few people were given chance for trainings, promotion was slow and some ended up leaving for greener pastures' abroad which was a common trend in the Philippines. This was in line with Nhundu's (1994:164) finding that 81.5% of the teachers in his survey expressed dissatisfaction with prospects for promotion and 74.8% of the respondents were dissatisfied with the method used in the promotion of teachers. Nhundu's (1994:162) results support Nyagura and Reece's (1990:40-48) finding that 69.6% of their respondents were not satisfied with promotion prospects.

In this present study, respondents ranked in-service training programmes that provided expertise through seminars and trainings the highest (c.f. 4.4.5). Possible explanations for the satisfaction of teachers with in-service training programmes could be that teachers were intrinsically

motivated to update their skills and grow professionally and this enhanced retention (Scribner 2000:65), and in-service training could be considered an indirect incentive which could help the quality of teaching resulting in the improvement of students achievement levels, thus leading to retention and job satisfaction for teachers (Abdo 2000:116-117).

5.2.1.5 Incentives and teacher retention

Findings of this study suggested that personnel were not well enumerated. Increased salary and better fringe benefits were regularly mentioned as being too low (c.f. 4.5.2). This was in line with Hoy and Miskel's (1996:317) findings that teachers were motivated by the opportunity to earn more money, money matters, particularly to educators whose income falls short of meeting basic needs. A guaranteed salary meets the teachers physiological and security needs. While teachers were not necessarily motivated by money for retention purposes, they could be demotivated by a lack of money when that was viewed as not reflecting their contribution to society and affect families (NUE comment 1999:20). Fringe benefits (bonuses) helped attract teachers but the effect of these bonuses on the retention of teachers beyond a negotiated period remained elusive (c.f. 4.5.2).

Consistent with Herzberg (1959:177), educators in Hofmeyr's study (1992:91) did not see benefits such as housing subsidy as a retention factor; but, however, working hours and holidays were seen as a motivation to stay. In Herzberg's view, improving the fringe benefits was in itself not motivating but may reduce or eliminate the dissatisfaction of teachers and create conditions for retention (Owens 1995:55-56).

5.2.1.6 Mentoring and teacher retention

This research revealed that teachers had a strong preference of having close supervision and guidance in handling their duties (c.f. 4.5.4.). This was in line with the findings of Howe (2006:290) that understanding how an induction programme worked could lead to increasing capacity to improve new teacher retention and professional effectiveness. The present study further showed that there was need for on-going personnel assistance to both new and old teachers (c.f. table 4.10). These findings lend support to Howe (2006:295) who found that successful teacher induction programmes included opportunities for experts and neophytes to learn together in a supportive environment promoting time for collaboration, reflection and a gradual acculturation into the profession of teaching. The present study's findings that provision of spiritual and moral formation programmes through support seminars, professional training and other life skills to both beginning and experienced teachers should be implemented. This was supported by Howe (2006:297) who asserted that exemplary practices included comprehensive in-service training, extended internship programmes, mentoring and reduced teaching assignments for both beginning and old teachers.

The present study suggested that there was need for a mentor or a support team for the beginning teachers and if they could get through the first three years with adequate support and mentor system then they would be real teachers. This was in line with (Little 1990:523) who found that mentoring was a supportive strategy for the transition process experienced by first-year teachers

as they enter the classroom. It was a mutually empowering strategy which provided leadership opportunities for veteran teachers, and created a collegial environment as the two groups work together in a professional capacity.

5.2.1.7 Retention levels and gender

Results showed that the effect of gender on personnel retention made no significant difference in terms of retention because by having female (64.3%) respondents in the majority does not necessarily mean that they stayed longer in the institution (c.f.4.3.1). This supported the findings that sex had little or no influence on teacher retention (Low & Marican 1993:14-15).

5.2.1.8 Retention levels and age

The present study (c.f. table 4.3) showed that generally age of the respondents had no influence on the level of retention. However, the present study was in conflict with some previous studies which had produced mixed results (Mertler 2002:47; Nhundu 1994:173-177). Mertler (2002:47) reported that the age of the respondent made a significant difference in the motivation and retention of teachers. He found percentages of motivated teachers in the age range from 26-30 years (n=80 or 90%) and those in the range from 36-40 years (n=58 or 83%). Substantially greater than the overall value of 77% and those in the range of 31-35years substantially lower. Nhundu (1994:173-177) found that teachers in the range from 26-30 years were the most motivated and stayed, followed by those in the 31-35 years age group, and least motivated teachers were those in the 51 years plus age group. One interpretation of the age groups

differences in previous studies was that older teachers were probably more complacent and frustrated by limited alternative employment opportunities, while younger teachers had higher self-expectation and had opportunities for alternative employment (Nhundu 1994:190; Sim 1990: 275).

In addition to the cited studies, Chaplain (1995:484) reported that younger teachers' were generally more satisfied with their work than their older and more experienced colleagues. Contrary to cited studies, Ruhl-smith and Smith (1993:539) reported that teachers between 25 and 35 years old tended to have low levels of retention and were least motivated. Other studies reported that teachers under 30 years old were rated low on retention while older teachers were found to be more motivated and exhibited higher levels of retention and job satisfaction (Low and Marican 1993:15; Sim 1990:274).

The differences in the age categories between previous studies and the present study make comparisons difficult. However, the present study showed that personnel in the age range between 25 years and below (8-12%) and those in the age range 26-35 years (18,26%) were fewer compared to teachers in the age range 36-45 (13,19%) and those aged above 46 years (30,43%) (c.f. 4.3.1.1). Reasons to give account why the age groups from 36 years to 46 years were seemingly more could not be established.

5.2.1.9 Retention levels and academic qualifications

The results of the present study (c.f. table 4.4) showed that there was little difference between teachers with low and highest qualifications. The findings of no difference are in line with Low and Maricans (1993:15) findings that educational qualifications did not affect teacher retention.

5.2.2 Retention levels and work experience

The present study (c.f. 4.3.1.3) showed that retention does not relate to the length of work experience. This confirmed Culver, Wolfle and Cross's (1990:324) finding that length of teaching experience had little influence on levels of motivation and retention, insofar as the effect of teaching experience on retention was concerned, this was also the case on the present study.

The finding of the present study that teaching experience did not influence retention however, contradicts other previous studies (Brunetti 2001:50; Low and Marican 1993:15; Mertler 2002:47; Nhundu 1994:173). Mertler (2002:47) established that length of teaching experience made statistically significant difference in the motivation and retention of teachers. He found a direct relationship between the length of teaching experience and retention, with the most experienced teachers being the most motivated. This was in line with the finding that teachers with longer teaching experience, and who had come to terms with the profession, were more motivated than those with fewer years of teaching experience (Low and Marican 1993:5), and that experienced classroom teachers were highly motivated (Brunetti 2001:68). In contraposition

to other studies, Nhundu (1994:173) and Riseborough and Poppleton (1991:317) reported that the least satisfied group were the most experienced teachers.

The present study suggested that there was no reason why teachers with different years of teaching experience should differ in their retention levels if they were working in the same educational settings. The sources of their satisfaction or dissatisfaction were perceived to be the same. Both experienced and non-experienced teachers had to contend with the same difficult working conditions, and considered their economic status low in comparison with the status in other occupational fields that required equal level of education and experience. They were both frustrated by working conditions (c.f. 4.5.1.1) and satisfied with interpersonal relations (c.f. 4.5.1.2).

5.2.2.1 Conclusions from the empirical investigation

The major conclusions highlighting the findings of this study were presented here. The overall picture that emerged from the survey was of personnel who were not highly satisfied with several aspects of their working conditions (c.f. 4.5.1.1, 4.5.1.3 & 4.5.2). The study identified working conditions as a principal demotivating factor (c.f. 4.5.1). The demotivating aspects of working conditions emerged as the physical environment (inadequate materials and practices) and inadequate salaries. Most aspects of working conditions such as lack of materials and physical conditions of classrooms appeared as demotivators (c.f. 4.5.1.1 and 4.5.1.3). With respect to the job characteristic factor, lack of involvement in decisions that affect them, and lack

of autonomy were found to be demotivating (c.f 4.5.3). The other aspect of job satisfaction which emerged as demotivators included positional advancement or promotion and lack of opportunity for participation in professional development programmes (c.f. 4.5.5).

Although the teachers in the present study were not highly satisfied with their jobs, there were several teachers who were motivated and satisfied with certain aspects of their work. The study identified interpersonal relations a principal retention factor (c.f. 4.5.1.2). The teachers experienced very good interpersonal relations with students, colleagues, parents and administrators. Teachers appeared to enjoy the opportunity to work with children and nurture their learning and they saw colleagues as a source of friendships, a source of support in time of difficulty and source of strength when impositions were placed on one (Cockburn 2000:227,233). One retention strategy which was identified by this study which fosters personnel retention was college climate (c.f. 4.5.1.2) the study revealed that there was need for close supervision and guidance to both new and old teachers in handling their duties (c.f 4.5.4). The study further revealed that age, academic qualifications, work experience in this present study did not significantly affect personnel retention (c.f. 5.4.3). In this section, major conclusions highlighting the findings of this study were presented. In the next section major recommendations and suggestions were provided.

5.3 Recommendations

The following are the recommendations and suggestions for educational practitioners and policy makers:

5.3.1 Recommendations for educational planers and policy makers

The manner in which personnel retention strategies were being implemented had been noted to impact negatively on teacher retention. Educational policy presents college principals with challenges in trying to carry out their administrative and managerial duties. The findings from literature and interviews suggested that the college management found it difficult to manage the implementation of personnel retention strategies meaningfully because of several challenges. In the light of the revelations obtained in this study, educational planners and policy makers could positively influence teacher retention through appropriate policy changes. Educational planners and policy makers could consider the following recommendations and suggestions.

5.3.1.1 Involve educators in policy formulation

Policies that affected the teacher's professional lives should not be formulated top-bottom but need to be inclusive with active participation of teachers. Teachers should actively participate in the formulation of policies that affected them so that they experience a sense of belonging which would ultimately bring about a sense of self-esteem thus enhance their retention.

5.3.1.2 Improve the working conditions for educators

Policy should aim at improving the conditions for the professional practice of teachers. Proper working conditions must be ensured since these could serve as incentives or extensive motivators leading to better performance and retention (Abdo 2000:118). The teachers' general conditions of employment needed to be improved. Teachers should be allowed to teach rather than requiring them to use instructional time to perform non-teaching duties (Abdo 2000:119); this would help in improving teachers working conditions. Educational planners should improve facilities and provide adequate supplies and materials in educational institutions.

5.3.1.3 Recognise teacher performance

There was need for educational policy makers to institute and implement programmes that honoured excellence in teaching in the country (Bigler 2000:50). School teachers who were furthering excellence in education could be selected by an independent committee, on the basis of established criteria, for national awards. This would provide teachers with the praise and recognition they deserved thus enhancing their retention.

5.3.1.4 Provide incentives for educators

Implementations of effective incentives strategies should be considered as a priority by educational planners and policy analysts. This could be a way of improving their motivation, and accordingly improve their performance and ability to remain in the profession. Promotion for

teachers should be clearly defined and let teachers participate in setting up these criteria. The remuneration for teachers should be competitive and attractive. Teachers should be rewarded for effective performance and provided with merit pay or bonuses, based on their performance. Educational policy makers should consider implementing teacher salary structures that provided pay increase on the basis of teacher knowledge and skills, as well as offering incentives for improved performance (Odden 2000:362), and implementing school-based performance award programmes which provided all teachers with pay bonuses when a school as a whole meets or exceeds its present targets for performance improvement (Chamberlin,Wragg, Hynes and Wragg 20002:44; Odden 2002:365; Raham 2000:142; Tomlison 2000:290). Such policy innovations could have a significant positive impact on teacher retention, morale and job satisfaction as well as school performance.

5.3.1.5 Facilitate staff development programmes

Policy makers in education should strive to make professional development a legal requirement for all teachers including heads of schools. Continuous in-service training programmes should be designed and implemented for the purpose of updating and upgrading of teaching skills for teachers professional development. Programmes could help teachers and school heads actualise their personal and professional needs identified by Maslow (c.f. 2.5.2). Professional development should include ways to broaden the repertoire of teaching strategies that promoted learning as an active rather than a passive enterprise must be improved (Nyagura and Reece 1990:49). Staff development programmes must be designed to help teachers extend, build and enrich their knowledge and skills related to effective student learning (Magestro and Stanford-Blair

2000:34). Education policy should ensure that all teachers and school heads are adequately trained thus increasing teachers efficiency, improving community perceptions of teachers and enhancing teachers performance, which may in turn result in personal reward, motivation, retention and job satisfaction (Abdo 2000:109).

5.3.2 Recommendations for college management.

College management has a significant impact on improving teacher retention since they could provide teachers with the teaching environment, advancement and achievement they needed for high productivity (Gullatt and Bennett 1995:1). Evans (2001:302) argues that morale, job satisfaction and motivation are best able to be enhanced and improved at the institutional level. Results of this study suggested that action must be taken in college to address the problem of teacher retention, motivation and job satisfaction. From a management perspective, the following recommendations and suggestions represent some practical and realistic steps for administration to address the teachers concerns;

5.3.2.1 Create conducive work environment

School heads should make the teachers working conditions as tolerable as possible in order to satisfy their basic needs and by implication improve morale and teacher retention (Smith1992:9). Work place conditions that encouraged individuals and emphasised their worth contributed to retention such as:

- School climate and working conditions that included teacher decision making practices regarding both instruction;

- school governance issues;

- enforce student discipline policies;

- incorporate professional development opportunities;

- strive for teaching assignment aligned with certification and background;

- provide extra compensation for difficult and time consuming duties facilitate the sharing of knowledge and skills among new, mid-career and more experienced teachers should be encouraged (Council of Exceptional Children 2000:40); and

- The school head should meet demands for teachers by providing them with less school administrative duties, reduced number of students in class and other forms of extrusive motivators which may in turn lead to increased retention (Abdo 2000:109).

5.3.2.2 Provide resources

Create supportive environment that included tangible incentives such as adequate instructional materials and better school facilities. Although such management interventions require funding, it may be less expensive to raise motivation, job satisfaction and retention of current teachers than suffer the consequences of disillusioned, unhappy and unmotivated teachers in the classroom (Rodges-Jenkinson and Chapman 1990:312). School heads should play an active role

as resource providers and should be able to design sustainable fund raising projects with the assistance of teachers and other stakeholders of the school (Budhal 2000:109). Make sure resources are adequate for the job at hand (Smith 1992:9).

5.3.2.3 Empower teachers

Empowerment is the controlled transfer of power from management to staff; it is about putting authority, responsibility, resources and rights at the most appropriate level for each task, encouraging and allowing individuals to take personal responsibility for improving the way they do their jobs and contribute to the organisation's goals and creating the circumstances where people can use their faculties and abilities at maximum level in pursuit of common goals (Clutterbuck 1994:16). Teacher empowerment occurs when teachers take responsibility for and are involved in the decision making process, affording them the ability to use the full range of skills and knowledge which they possess (Husband and Short 1994:58). School heads should empower teachers by involving them in team work and team planning in as many broad aspects of the school as possible (Smith 1992:9) and allowing them to have professional autonomy and sincere, collegial involvement in decisions (Gullatt and Bennett 1995:3).

5.3.2.4 Foster good interpersonal relations

Teachers need environments that were emotionally safe and friendly; enhanced feelings of efficiency and immediate feedback and the reassurance that their efforts were appreciated and rewarded. The college principals should foster good interpersonal relations in the college and

create opportunities, invitations and strategies for parent involvement in the life of the college. Administration policy should allocate time and resources to the development of cordial interpersonal relations in the college. The college principals should be seen in and around the college and be able to acknowledge the teachers efforts and offer constructive advice, feedback, direct assistance and access to information.

5.3.2.5 Facilitate professional and personal growth

Teachers should be offered opportunities for professional and personal educational growth. Effective college principals should advocate for staff professional development in their colleges. They should device collegial workshops or in-service training (INSET) programmes for teachers in which peers teach specific skills, (Gullatt and Bennett 1995:3). College principals must encourage teachers to acquire new skills, support them during the inevitable frustrations and drawbacks and recognise their efforts (Dufour and Berkey 1995:5). Teachers needed professional support which could be achieved through training opportunities, instructional materials, a quality instructional programme and the focus of teacher activities in the classroom (Gullatt and Bennett 1995:3) and through fair handling of job changes and promotions; giving everyone the feeling they are needed (Smith 1992:9). School heads should provide one-on-one staff development programmes that are purposeful and research based to promote the individual teachers professional growth (Dufour and Berkey 1995:4).

5.3.2.6 Improve management style

College principals should have democratic management styles and should eliminate or drastically reduce unnecessary bureaucracy, elicit input from staff and involve teachers in decision making and policy formulation. As non-democratic and bureaucratically organised college environment deserves teacher's autonomy and control in the workplace. An effective managerial style should adapt to changing needs of students and teachers in an effort to find success for all concerned (Reiger and Stang 2000:63). A democratic management and leadership style fosters and maintains a school climate in which the majority of the staff were committed to their work. College principals should heed Cassar and Debono's (2000:187) advice that head teachers must learn to become effective and reflective thinkers rather than just traditional professional bureaucrats.

5.4 Limitations of the study

The present study had a number of limitations. The results of this study must be interpreted and applied with several considerations in mind:

- First, the results of the present investigation only drew a picture of personnel retention strategies implemented in one college at a particular point in time. It was not known whether the current perceptions may change during the course of the academic year. However, this could be addressed by way of systematic longitudinal studies.

- Second, the study was geographically restricted to one city-Digos, and because it involved only one college, the perceptions and attitudes of college faculty in other colleges would remain unknown in the Philippines.

- Third, the study was based entirely on self-report information. It was assumed that all personnel completing the questionnaire did so honestly and sincerely. The accuracy of the study was limited to the subjective perceptions and attitudes of the personnel who responded to the survey questionnaire, and was limited by the degree to which respondents expressed their true feelings. Consequently, it was assumed that the perceptions and attitudes of the respondents would closely reflect the perceptions and attitudes of those other teachers who were not involved in the study.

The preceding section presented the limitations of the empirical investigations. In the next section suggestions for further research are outlined.

5.5 Further research

The fulfilment of the aim of the current study, which was to determine the factors influencing retention of personnel and making recommendations for effective staff retention at Cor Jesu College, had unveiled new problems that may be for future study. Further research is called for to assist in answering questions which had not been fully answered in this work. Based on the literature findings and the results of this study, the following recommendations for future research were justified.

5.5.1 Investigate appropriate incentives

Future research should focus on both intrinsic and extrinsic incentives that could enhance personnel retention. By investigating appropriate incentives which may foster retention, clues may be found to assist educational policy makers and college principals in the development of programmes aimed at helping teachers be retained in their establishments. Research should explore what attracts teachers to remain in teaching despite conditions that appear not to support staff retention. An understanding of attractions might provide a picture of teacher turnover or attrition rate.

5.5.2 Examine teachers working conditions

Research was needed to examine how working conditions in different colleges affect teacher retention. If we were to address the serious problem of teacher attrition due to working conditions, we must continue to examine the working conditions of teachers in public and private colleges with the aim of designing ameliorative interventions.

5.5.3 Explore the effect of retained teachers on student retention and performance

Research should seek to understand the relationships between teacher retention and student retention, between teacher retention and student performance, and between teacher retention and

school quality. The concept of teacher retention should not be studied in isolation but in relation to other educational outcomes.

5.5.4 Determine other discriminating variables

There was need to determine through research if the way in which teachers were recruited and trained contributed to teacher retention.

This section had offered practical recommendations and suggestions for educational policy makers, college principals and educational researchers. In the next section, concluding remarks were made.

5.6 Concluding remarks

A reasonable degree of relationship was found between this study and other previous studies on personnel retention strategies in educational institutions. Several findings of previous research were confirmed by this research.

As argued in the first chapter of this report, teacher retention remains a significant problem in some educational institutions. Yet, teacher retention was a fundamental resource in improving student learning and performance. Those involved in the management of teachers should recognise that teacher retention results from implementing strategies that would keep personnel remain in their institutions. If the problem of teacher attrition in developing countries like the

Philippines was to be addressed, teacher retention should be an important concern for educational leaders and managers. As Ortigas (1997:3) observes, successful retention is best achieved by a proactive human resource department that actively seeks out what employees want most, also by discovering the reasons behind the departure of former staff the organisation had failed to keep, but wishes it had. Educational practitioners and researchers should draw their attention to factors influencing personnel retention identified in this report in an effort to seek practical solutions to the problem of staff turnover.

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APPENDIX A: QUESTIONNAIRE FOR PERSONNEL

IMPLEMENTING PERSONNEL RETENTION STRATEGIES AT COR JESU COLLEGE IN THE PHILIPPINES

PART I: DEMOGRAPHIC PROFILE

Please mark with a (✓) where applicable:

1. Sex   M (   )

             F (   )

2.   Age bracket:
       below 25 and below   (   )
       26-35   (   )
       36-45   (   )
       46 and above   (   )

3.   Highest educational attainment:
       High School Graduate (   )
       College graduate   (   )
       College Graduate w/ Master's Units ( )
       Masters   Level   (   )
       Doctoral Level   (   )

4. Years of teaching/work experience at Cor Jesu College:

       5 and lesser   (   )
       6 and15   (   )
       16-25   (   )
       26-35   (   )
       36 and above   (   )

PART II.   RETENTION FACTORS

Indicate the extent to which you agree/disagree with the following statements where

5=strongly agree   4= agree   3=undecided   2= disagree   1=strongly disagree

1. WORKING CONDITIONS

My working conditions are attractive in terms of					
1.1 physical buildings	5	4	3	2	1
1.2 class size	5	4	3	2	1
1.3 materials and resources for teaching	5	4	3	2	1
1.4 support from administrators	5	4	3	2	1
1.5 school climate	5	4	3	2	1

2. INCENTIVES

Our institution extends help to employees in terms of					
2.1 salary advance	5	4	3	2	1
2.2 educational benefit for my children	5	4	3	2	1
2.3 study leave assistance for further studies	5	4	3	2	1
2.4 support in times of family bereavement	5	4	3	2	1
2.5 private use of institutional vehicles	5	4	3	2	1
2.6 sympathetic gesture when sick through Visits	5	4	3	2	1
2.7 allowing employees to acquire expertise through seminars and trainings	5	4	3	2	1

3. JOB SATISFACTION

I feel secure with my job because I					
3.1 am employed on a permanent basis	5	4	3	2	1
3.2 have developed my skills and gained Expertise	5	4	3	2	1
3.3 have obtained higher qualification	5	4	3	2	1
3.4 have the privilege for optional retirement	5	4	3	2	1
3.5 have the right to join the union	5	4	3	2	1
3.6 am enjoying fringe benefits	5	4	3	2	1

4. MENTORING

I have personal loyalty to this institution because					
4.1 of available support services	5	4	3	2	1
4.2 of the college's appraisal system	5	4	3	2	1
4.3 am nurtured professionally through training and life long learning	5	4	3	2	1
4.4 am nurtured morally/spiritually through recollections, retreats and prayer service	5	4	3	2	1

5. STAFF DEVELOPMENT

Our institution provides opportunity to					
5.1 higher position with commensurate amount in salary	5	4	3	2	1
5.2 enhance my leadership skills	5	4	3	2	1
5.3 acquire expertise through seminars and Trainings	5	4	3	2	1
5.4 share expertise with colleagues in Workplace	5	4	3	2	1
5.5 pursue further studies through availability of Scholarships	5	4	3	2	1

APPENDIX B: INTERVIEW SCHEDULE FOR FOCUS GROUP

DISCUSSION.

1. What conditions exist in Cor Jesu College that influence your choice to stay and work as teacher, staff, etc.?

2. What personnel retention strategies, have you known, are implemented by Cor Jesu College?

3. What are your suggestions to enhance personnel retention at Cor Jesu College?

4. Of the suggestions in (3) above, which do you feel are considered most important in increasing personnel retention for Cor Jesu College to give focus and attention?

5. What do you think are the reasons why some personnel left Cor Jesu College? Do you consider their reasons as barriers to personnel retention?

APPENDIX C: FOCUS GROUP INTERVIEW: VERBATIM TRANSCRIPTION

COR JESU COLLEGE FOCUS GROUP

TIME: 14:00 HRS   DURATION: approx 2 hrs

No. of participants   12   Key: I – Interviewer   R – Respondent

I: Good afternoon and welcome to this focus group discussion (FGD). Thank you for agreeing to participate in this research project. I am interested in understanding conditions that exist in this college that have influenced your stay as well as personal retention strategies that are implemented here; and also why some personnel have left the college and finally make suggestions how personnel retention can be enhanced at this college. So tell me about this experience……………………………

R: Ok, am… as a teacher... I have been working for six years at this college...aahh there is good relationship with my co-workers in times of difficulties or not we are one… I have been with this college for a year, am new here what I see here is a family spirit, most teachers seem contended and benefits that come with working here such as children of staff access 50% tuition for their education. Aah...You know they give us salary advance or pay forward as it is popularly known. Yes I am influenced to stay because one of the reasons is that there is freedom of speech on any issue.

I: Uhmm……… and what are some of the strategies that the college implements?

R: well (clearing throat) as far as I am concerned a competitive salary and benefits such as awards and hospitality shown by college administration. Ahh… for me study leave assistance to further my education and support in times of family bereavement like when I lost my dad, the college came to my assistance and I felt supported. I feel I can continue to work here because I feel I have developed my skills and gained expertise although going for further training nowadays is a problem because all staff want to go. Perhaps in the past whereby we would be given each a turn to attend workshops and seminars but now it's not the case. It takes time. I would like to say….that this College does have an awareness of the need for professional development. The awareness is there, but I cannot go along with the techniques that they have put in place, which is to use part of your planning period. I need my planning periods to grade papers, to plan for the following day. And to give up 20 minutes of my planning period during a week's time to go to the technology person to let them train me is something that I don't think should be put in place. I think and believe that the desire and insight of the need is there by administrators but how to get you trained is something they really need to sort out.

I: Does this still make you feel valued and appreciated?

R: Yes, of course, but sometimes I don't feel like that, I also realize we are many who need training.

I: Thank you.

I: Are these the only strategies that are implemented?

R: Well, there are others like I have seen some of my colleagues gain promotion and advance in salary after completing a higher qualification and this is seen also in the manner they share their experience to others that has motivated me to read and study… ahh for me I find people in this college exercise a lot of compassion and their hospitality too. That I find very satisfying to carry on working here.

I: Uhmm... and aah… basically compassion, hospitality depends more on the work environment and that brings us to the conditions for your continued stay at this college. Can you say something on that?

R: Yah... in some ways; but the one thing which I have realized is that aah... we have faculty meetings for instance when learners have left school. We have an environment in which the faculty is easy to get along with… I think teachers want to work in an environment where student problems are less... I think I have the support of the administration. This is really interesting (smiling); one thing that keeps me at this college is that, I like going to school everyday. When I walk in into a classroom I am not pressured from administration. It's a laid back college, the people here are nice and I think that's a good thing... this is typical of Filipino culture of hospitality.

I: So encouraging how does it make you feel with all this trust from administration?

R: Yah... this trust has resulted into some of the educators to be more creative to mitigate shortfalls at the college like resource materials.. I, for one, turned a small storage area into our professional resource library. I wrote letters to acquire complimentary materials from professional development organizations, book publishers and material centers to start a reference

centre. This resource room now has snow-balled. We have all of our staff in the department bringing in materials and writing letters to publishers to acquire inexpensive materials. I really think staff is taking ownership for the project and work hard to maintain the reference material available……………………. I think also that the administration makes a big difference at the college. At my former college, it was a circus…The College I am at now, everything is organised. The principals are always in our classrooms. They pop in for 15 minutes to watch what we are doing. They are always on the hallway. They are always in the lunch room. They make sure that we do what we are supposed to be doing. . If we have a problem, they are right there behind you taking care of it. They support you. If there is a parent (who is) not happy with something you did, the principal supported you. They do not bow down to certain parents. They expect us to be professional in the way that we dress and in our actions.

I: You mentioned the manner your colleagues shared their experience with you. What do you attribute that to?

R: Yes, this is partly due to the existing school climate where everyone is open to learn new things and also these people they end up performing the role of mentors especially to younger teachers. We have faculty meetings when the learners have left school…we get to voice our opinion on different issues….we have an environment in which the faculty is easy to get along with. Special favoritism of certain teachers is not shown. Everybody has an equal ability to speak their mind on certain issues. Aah… I have come to appreciate the role that mentors also play in this college with training; I was personally guided in my first year. For me.. I would think that the beginning teacher needs a lot of support. There needs to be a mentor person or support team

for the teacher. A lot of times we have beginning teachers that if they can get through the first three years with adequate support and mentor system they would be real teachers. But somehow during that process they are lost.

I: Which other experiences of your early years in teaching and your mentors?

R: Yah... in my first year I had a mentor and I think that's what made my experience successful. One of the things that my mentor did... we picked an evening to sit down and discuss different things… I think that by having a mentor that made a difference that's why today I can confidently say have been for the last 37years… my first year… yes first year was awful because I was put into a classroom and the learners game the worst behavior. I did not have the supplies I needed... its good that we have mentors... but you have to have people that are willing to bend and flex and work with new teachers that are coming in. Ahh when it comes to members… how can I say that…to encourage us to understand the good side of whatever that you are expected to do – to be good teachers... so when I first came, I did have a mentor. She was really helpful we would not meet that often. I would see her in the school and she would ask me how I was doing and if I needed any help. I went to her classroom maybe twice a month or so for the first couple of months.

I: Why do you think staff development or training is important in this institution?

R: Definitely yes, as mentioned earlier getting a higher qualification means better salary for that individual and possibly a higher position… ahh here in the Philippines people continue studying because chances are that there is an improvement in the salary… yes, staff development is necessary but not only with salary, there is a chance of getting better skills by attending

seminars, workshops and trainings. As for me, the problem is that (sigh) some of us are not regularly picked for these things and we end up with low salaries... this has to be addressed. One of the incentives that would be helpful on my part, and have been teaching 20 years, would be for my college to give support in my wanting to advance my doctoral degree and pay part of the expense….The board could come up with a way where they could support you on advancing your degree by paying half the tuition, if you wanted to go back and get a 6-year doctorate. This could be done in spite of other incentives that are in place such as the already 50 percent discount on tuition fee employees who enroll in some courses in the undergraduate programmes such as acquiring a new major or a second undergraduate degree

I: You mean to say administration is not fair to everyone?

R: Not exactly but sometimes some people are favored than others.

I: Thank you.

I: What do you think should be done for the employee to stay at the college?

R: Err... I think an improvement in incentives such as salary, involvement in decision making as well as recognition and respect would encourage employees to stay.

I: Why do you think so?

R: Well incentives does not only mean money but also how one feels about the place especially with the nature of work itself, the people and also the respect accorded, this also include the way we are looked after when we are sick or a member of our family is unwell…..the administration really takes good care of us….we feel valued as employees.

I: What else would make one stay at this college?

R: The other thing... as a new teacher here I think receiving bonuses would be a great idea because new teachers usually have to struggle financially at the beginning of their careers and am speaking from experience. A bonus would help us get to a good start instead of playing catching up the first year. This should be extended to experienced staff so that they feel more appreciated as well… ahh yes, bonuses would be great for example other places of employment get bonuses. Here the difficulty is that it is every five years that is when an award is given. But between those years staff (teachers) deserves something for their hard work especially if they go over the call of duty. There should be a way to measure and reward teachers that are exceptional, for instance going to Samal   islands to train pupil leaders for over a week every semester without recognition is really not exciting.. as for me I think bonuses for retaining teachers is an acceptable, ethical practice, if there is uniformity and the practice does not diminish the regular salary package of future salary allotment ….I would like to contradict the earlier statement about bonuses and new teachers.. I feel it is unfair for new teachers to get bonuses. Bonuses should be given to teachers based on performance in their classrooms, other duties and regular attendance,

I: Uhmmm… I am first going to repeat some of the words your saying, you're saying bonuses should be given only to deserving teachers and apart from salary, which other incentives do you have in mind?

R: Yes, this college takes care of our hospitalization and education. For example, it offers 50% tuition fees from grade 1 to university for family members, use of institutional vehicles during weddings, funerals and personal use… as for me every time I ask for salary advance am given

although this is an indication that salaries alone are not enough that's why most of us go for loans. We are also allowed to acquire more knowledge in our area of specialization... for me this is really helpful.

I: Thank you

I: What are the positive and negative aspects of your work? Start with the positive ones.

R: Sir, one thing I like about my work is that the benefits that are there really do help. For example health matters like hospitalization and education of our children, the fact that am employed means that the college chips in to help with these situations... yes am happy about that….ahh as for me I have enjoyed the freedom that we are given in carrying out our duties. Besides…….. If you have got a positive attitude in your College, and if you have got a positive support, you can do a lot of things……..previously, I was in a school with absolutely nothing, no books, no teaching and learning aids….and we really had a great situation as far as everybody helped everybody……that's exactly what's happening here there is a great deal of support. Therefore, where there is no collegial support everything collapses.

I: What do you mean by freedom in this regard?

R:…Ok, that is having to deal with learners and educating them without really putting too much pressure on you. In that sense, I feel more accountable in what i am doing. Er... regarding positive aspect of the work, I feel proud that am imparting knowledge skills and attitudes to these kids and when they mature into adults I feel very happy about it.. In short I love teaching... Am in touch with the kids besides I like reading and as they say it keeps me young (laughter).

I: Ok, last comment on this positive aspect

R: Er, my experience at this college is that there is a productive work environment with teachers and learners trying to achieve the one goal of effective teaching and learning. The other thing is that there is collegial relationships and positive administrative support. For instance… the compassion that is expressed and given when one is bereaved is really overwhelming and this kind of thing in turn makes us to be more loyal to the institution. Personally, I have developed my skills and gained expertise in my area of specialization besides am enjoying fringe benefits such as having access to soft loans, housing allowance, education tuition at 50% and salary advance.. These are really positive aspects… I must mention that vacations and appreciation from students are other factors that are very positive as well. Besides, interaction with students is a very positive factor including positive administrative support as well as a productive work environment and good collegial relationships….as mentioned earlier…..vacations, appreciation from students and their parents especially seeing them learn and grow thus making a difference in students' lives makes me feel proud as an educator.

I: I thank you... all for contributions to the question on what are the positive aspects of your job which we are going to re-orient our minds to think about the negative or unpleasant aspects of your job. However if a positive thought, or a thought of something positive crops up in your mind make a note of it and then we can still revisit the topic. Ok I throw open the question to everybody…

R: I think we should have uhmm…. A way of addressing some of these issues that appear to be negative in terms of work experience. For example, sometimes I feel bored to teach because of the work loads which are added apart from that more things to do from the top and leads to

confusion at times…well, (clearing throat), as far as I am concerned its just to add to what has been said, really looking at it from another point of view, administration asks too much and because of age, I find it difficult in handling pressure that was never there before. The paper work aspect of it is that this is seen as an added responsibility which I feel is unnecessary sometimes…………

I: Why do you have to work under pressure?

R: Yeah, I would like to add on... what the previous speaker has said….. I think is negative in the sense that err…we do so much work on behalf of administration and appreciation is hard to come by besides there is this threat of being retrenched… the other thing is that non-teaching duties consume a lot of hours aspects such as paperwork which results in lack of preparation because it requires several hours of work at night, over the weekends and even after school…..this is seen as a burden that would not provide good quality work output.

I: More draw backs?

R: and then... (Unclear)... the main problem………………..

I: Speak louder sir please

R: The main problem or negative aspect of my job is that salaries still remain poor as compared to other departments (ministries), parents and community support sometimes is lacking for example, their participation in college activities such as fundraising is hardly noticeable. There is also insufficient funding for resources...perhaps in the past whereby we would just receive funding from the owners of the institution now these funds are difficult to come by. In that case, supplies and materials are not adequate….although individual educators have been trying to be

creative in coming up with some form of resource materials. So you see as an educator... on a regular basis these issues come up and this may lead to teachers being demotivated.. I was just going to focus my mind on lack of teachers in put in decision making that has resulted in lapses in the way decisions are passed and even formulated.

I: Can you give an example on lack of input in decision making?

R: Yeah, what I mean to say is that, it all starts with having too many extra responsibilities and expectations on the part of administration. This is done without consultation because everyone treats this as part of the work culture. Now this excess workload as said earlier, require a lot of hours at night over the weekends and after school. This results into teachers having very little time for actual or real time teaching.

I: So if this is cut down there can be more efficiency?

R: Absolutely, the other point to note is that the syllabus should be revised because it is widely believed that teachers were being held accountable for issues beyond their control.

I: What has this got to do with revising the syllabus?

R: A major issue of concern is that teachers must teach students that have not mastered multiplication tables or who have not mastered the previous years objectives.. we see students struggle in sixth grade because they would not have been properly prepared in elementary school.

I: Mmmmmm OK…….

R: While teachers are held accountable for student performance, parental involvement and accountability were missing pieces to student motivation and performance puzzle. Teachers are held accountable for everything. We are here to teach the kids, not to raise them.

I: Do you feel supported by parents in respect to your work?

R: Like I said……. we are doing things that parents should be doing..there is a general lack of parental concern and interest and this naturally results in the lack of respect for the college and teachers. In short, parents are just not as accountable as they should be. They are so quick to lay the blame on the teachers than keeping up with the Childs progress.

I: Thank you….what are your views on staff development at the college?

R: I would like to state that there is an awareness of the need for professional development. The awareness is there, but I cannot go along with the techniques that they have put place, which is to use part of your planning period. I need my planning periods to grade papers, to plan for the following day. And to give up 20 minutes of my planning period during a weeks time to o to the technology person to let them train me in something that I do not think should be put in place. I think and believe that the desire and insight of the need is there by administrators but how to get you trained is something they really have to sort out. Er I think its – its very much useful cause you know once trained you can share expertise with colleagues in the workplace like happens often when some of these who have completed their programmes share with us their experiences.

I: Is there possibility of further studies through scholarships?

R: Possibilities are there for further studies but more needs to be done, one of the incentives that would be helpful on my part with my 20 years experience, would be for my college to give

support in my wanting to advance my doctoral degree and pay part of the expense… the board could come up with a way where they could support you on advancing year degree by paying half the tuition as it already happening to the spouses and children of employees who are doing undergraduate studies. That can be extended to doctrinal candidates as well. As you know the more qualified, the higher the position and the more the salary.

I: Thank you.

I: What incentives could be offered by the College to retain employees?

R: As mentioned earlier…eh...every employee wants to feel that one is being paid appropriately and fairly for the work done…salary increase is a serious factor. Although other factors such as interesting work and good working relationships with colleagues are equally important…another aspect is for diem uniform of transport allowance will be helpful… the other thing is study leave assistance educational benefits for our children and financial assistance in times of problems and bereavement… these are situations which a good number of staff have experienced and have been helped.. These soft loans have helped a lot because it is an obvious thing that current salaries   can not carter for urgent basic family needs let alone emergency cases such as bereavement and educational needs of the family. If only fringe benefits can be improved upon so that they can compliment our salaries nothing much is going to change. Unless you go back to school (studies), you don't get another notch on the salary scale after 17 or 19 years …I can't remember. Then, there is nothing after 19. I have been in school getting my six-year degree. It will take me another almost 2 years of teaching just to pay myself back for what I had to spend to go to school that's not counting other logistics like driving, and food.

I: Thank you

I: In spite of all these incentives you still have some staff/employees that have left Cor Jesu College. Any reasons for that?

R: Yes, it is natural for staff to leave an institution for greener pastures, which means that monetary offers are likely to be higher than what they receive at the college. If the salary was competitive that would make them stay besides an annual revision of salary.

I: So the salary and other reward-related issues are the most significant aspects why personnel leave?

R: Let me add something as well…eh.., ok sometimes respect for us has been lost, heads of departments at times forget that we have feelings and emotions…….for example, when the administrator is not professional, then the kids do not respect him or her, so that kind of trickles down into the classroom….My principal came to me at the end of my first year, and it almost made me leave, because he asked me to pass two kids that had not been there enough days and had not done enough work…… therefore, recognizing and rewarding good performance and giving personnel more opportunities to take charge, gain authority and to make decision in the workplace which most of the times is left to the administration and when certain decisions are made no consultation is done and this leaves some staff frustrated. There are so many works that are given in return no feed back is expected from us…ah besides staff development is another issue altogether the criteria used for this is sometimes questionable that is supposed to widen our career options including promotions but because few people are given chance for such trainings

promotion is slow and some end up leaving for greener pastures….in addition appointing personnel in areas where they have achieved additional qualifications to enhance efficiency is rarely done and this also leads to frustration.

I: What are the other barriers to staff retention?

R: If you look at this college the physical infrastructure needs repairing at the moment I can say that in terms of space there is lack of it. About 15-20 teachers have to float into other classrooms…most teachers are not allowed to stay in their rooms during planning, so, we have to find other places to do our work and preparation. Every time the class changes, we are just flooded with kids through the halls…I think I have more disciplinary problems due to that… I think teachers want to work in an environment where student problems are less. …..I think you have to have strong, supportive administration. The rules that are set up have to be enforced all the time…..just like what my colleague has said..eh…ok I think teaching more than 40 kids in one class is really not helpful because disciplinary problems will arise and its not easy to give individual attention….yes, a small class size with less discipline problems will be quiet helpful otherwise it will be demotivating to the teacher. I……will add one more thing the nature of the job itself…if the working conditions are not good like as mentioned before salary, interpersonal relations and job security then employees are tempted to look elsewhere where these issues can be positively addressed…………..

I. ok...people, I want to say thank you very much. Uhm…let's let's not-can I ask that if you er you…I want to repeat that you are anonymous and I want to respect that whatever you are saying is confidential. So you need to respect that also in your discussion that proceed when you leave

from here. Er….very important for us not to go out and say did you hear what Mr……said in the

discussion? Alright uhm it was a very lively discussion and you all contributed a great deal.