

Assessing the Effectiveness of the Remoteness and Hardship Allowance on Teacher Retention in Oshana Region in Namibia Rural Schools: Teachers Views

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Abstract

This qualitative study aims to analyze the impact of the remoteness and hardship allowance on teacher retention in the rural schools located within the Oshana Region, based on the perceptions of eight teachers who were purposely picked from two different schools. In-depth, face-to-face interviews were used to collect data, and then the data were analysed using a thematic approach so that we could discover and examine emergent themes. The results of the study uncovered numerous important issues, which shed light on the efficiency of the remoteness and hardship allowance as well as its influence on the rate at which teachers remain employed in rural schools. Among the recommendations are the strengthening of existing infrastructure, the enhancement of working conditions, the provision of comprehensive assistance, the promotion of chances for professional growth, the resolving of concerns regarding fairness and adequateness, and the establishment of efficient monitoring and evaluation mechanisms. It is possible for educational authorities and school management to establish an atmosphere in rural schools that encourages the retention of teachers, increases well-being, and raises the overall quality of education by putting these recommendations into practise.

Keywords

Quality Education, Distance, Hardship Allowance, Retaining, Cost-Effective

1. Introduction

The Namibian Education Act 16 of 2001 and other policy documents say that all Namibian students should have equal access to high-quality education and facilities. However, rural schools have fewer trained teachers, lowering education quality.

Chirimbana (2022) says that "... before Namibia got its independence, the Namibian education system was mainly characterized by inequalities brought about by the South African apartheid system." (p. 69). Black, White, and Colored schools existed in Namibia (Chirimbana, 2022). The Namibian education system was reformed after freedom to emphasize accessibility, equity, quality, and democracy (Ministry of Education (MoE), 2020). If Namibian teachers were well-trained, the four goals could be attained. Qualified teachers avoid rural schools. According to Cranny, Smith, and Stone (2018), teachers who stay at a school longer produce more than those who move on. Since most moves are between rural and urban schools, most Namibian rural schoolchildren are taught by unqualified or underqualified teachers.

The Republic of Namibia instituted "bush allowance" (now "remoteness and hardship allowance") to ensure that all learners in Namibia receive quality education regardless of their location (Kavishe, 2020). This allowance retains competent teachers in remote areas. Rural Namibia lacks power, sanitation, clean water, and housing. Remoteness incentives may encourage competent teachers to work in poor conditions. Urban areas have better living standards and access to most basic services than rural areas. Qualified rural teachers like these urban situations.

A high proportion of qualified teachers working in urban schools rather than rural schools can hurt rural education. High rural school teacher attrition contributed to poor rural student achievement, according to (Nambundunga & Shoopala, 2020). The remoteness and hardship stipend attracts and retains full-time public school teachers in rural, under-resourced, under-serviced, and marginalized areas. Thus, asking recipients directly about the allowance's impacts is crucial.

2. Literature Review

2.1. Theoretical Framework

Maslow's Hierarchy of Needs and the Life Factor Theory guided this study. Maslow proposed a hierarchy of wants in 1943. The order includes physiological, safety, social, self-esteem, and self-actualization. This theory states that after meeting a need, we move up the hierarchy to meet the next best need. Maslow's hierarchy of needs shows that factors like lack of administration support, dissatisfaction with salary and benefits, job responsibilities, heavy workloads, frustration due to poor results, and problematic client behavior can affect staff retention and development. Thus, this study examined how remoteness and hardship allowances affect rural teacher retention in Namibia's Oshana region.

2.2. Staff Retention Life Cycle Theory

The Cranny et al. (2018) life cycle factor theory also informed this study. These writers say life cycle changes affect staff retention and development (Bates, 2019). These writers stated that family status and residence influence the initial job acceptance decision. If either changed, people would reconsider their choices. The researcher agrees with the theorists that teachers may teach in remote schools due to their present needs. Some unqualified teachers take jobs in rural or underfunded schools. After advancing academically and obtaining higher qualifications, these teachers may feel they earn better working conditions.

2.3. The Concept of Employee Retention and Motivation

Bass and Riggio (1996) define labor or employee retention as an organization's ability to keep its workers. Organizations thrive on human capital (Cranny et al., 2018). Therefore, to succeed, a company must do everything possible to keep this valuable asset. Employee retention and development are often named as the main cause of company failure and productivity (Bass & Riggio, 1996; Aguinis, 2020).

2.4. School Staff Change Causes

How school management handles teachers' personal issues affects output and retention (Ministry of Education, Arts and Culture (MoE), 2002; Blanchard, 2020). Teachers with unresolved personal issues are prone to perform poorly. Such teachers may fail and be dissatisfied with their job (Eric, 2020). This may cause them to move to a safer school or area. To avoid social issues, schools and regions must handle teachers' social issues. It will help them stay in school (Ministry of Education Oshana Education Directorate, 2015).

Some school administrators may use tactics that deter teachers. School leadership types predict employee retention and development. Autocratic or "let's see what happens" schools are less likely to retain teachers than "transformational" or "democratic" schools (De Beer, 2018). King (2019) recommends transformational and democracy school management and supervision to boost productivity. Georgopoulos and Tannenbaum (2020) added that school or corporate leadership styles lubricate employee performance.

Management includes planning, organizing, directing, and leading. When management fails to plan, organize, lead, and guide, productivity suffers (Dierks, 2019). Poor management causes schools to underperform. Managers and bosses motivate, inspire, and excite their employees (Collins & Hussey, 2020). Employees say poor management and supervision contribute to low teacher retention and output. Some directors criticize teachers. Teachers may quit such schools for others with supportive principals. A good working atmosphere created by supportive and caring management is likely to keep teachers in their schools, but money alone cannot.

To give good feedback, school management must communicate with teachers on aims, plans, and objectives (Bates, 2019). Without good dialogue between teachers and school management or between teachers, teachers will become uncaring (Bates, 2019). School management not including teachers in school plans and goals causes the non-caring mindset. Teachers need memos and texts to understand school duties (Becker, 2020). To get teacher buy-in, school management must constantly sell their ideas (Blanchard, 2020). Teachers need clear information from managers. Poor communication can hurt output. Most companies should evaluate their communication methods. Grapevines should not inform teachers (Warren, 2016). School policies and culture affect a person's choice to stay or leave (Jong, 2021). Some say offering promotions and career chances can keep employees (Bass & Riggio, 1996; Blanchard, 2020). Some say training and development can hurt retention by giving outsiders chances (Bass & Riggio, 1996; Becker, 2020).

Good selection and promotion choices create transparency. If an employee doesn't get a rise, they'll quit (De Beer, 2018). The right person in the right job at the right time makes a nice match Cascio (2021) says that selection and promotion processes must match people's abilities to their jobs. Promotions boost job happiness. Teachers may quit if leaders don't keep their word. When recruitment managers, principals, or human resource officers overstate the job in an announcement and fail to deliver, scenarios like the above occur (Price, 2021). They set expectations of job development, tailored training, and interesting work that won't be met. If these qualities are not met, dissatisfaction and resignation may result. To avoid frustrating teachers, principals should sell their schools using their amenities. They must also list the perks teachers will receive if hired (Aguinis, 2020).

Organizations need training to foster employee control. If properly taught or feeling pressured, people can be expected to meet operational and personal goals (Cascio, 2021). Organizational training and development can keep workers. Many firms worry about investing in people only to have them leave for another company (Cranny et al., 2018). Training helps employees develop new skills and enhance existing ones (Dierks, 2019). Individuals and organizations benefit from growth and job satisfaction. As they become more useful to the company, training employees boosts their self-esteem (Collins & Hussey, 2020). Training and developing teachers will also help the school, including increased productivity, lower employee turnover, and less supervision.

2.5. Remote Rural Schools' Low Teacher Rewards

Scholars have shown that money doesn't always motivate. Financial incentives may cause unethical conduct, turnover, resentment, and dissatisfaction, according to. He adds that employers should focus more on intrinsic drive. A 2021 study found that money doesn't always motivate workers. According to the study, pay, perks, and working conditions were not important job factors. Em-

employees want security, advancement, a defined job, and company pride.

Money-motivated teachers face many obstacles. Learner success is a problem (Bass & Riggio, 1996). This poor performance is due to the students being left without a teacher for several days while the school searches for a substitute for the teacher who left after failing to be motivated by the remoteness and hardship allowance. Teacher turnover destroys a school's historical memory (Cranny et al., 2018). Long-term image is institutional memory (Bass & Riggio, 1996). Staying at the same job builds this image. This builds organization culture over time. High staff change prevents the school from establishing a legacy (Marr, 2015).

2.6. Improve Team Retention and Development

Top business skill is in demand. Another school may hire dissatisfied teachers (Cranny et al., 2018). Warren (2016) offers ten tips to help companies retain workers. Create an environment that draws teachers who will bond with the school. The school's culture should fit the teachers it hires, whether it's strict and formal or relaxed and casual (Chimanyiwa, Ndemulunde, & Shikongo, 2018). Oshana schools lack amenities that draw qualified teachers. Teachers require power, housing, and piped water.

Schools require qualified teachers. Too few are ready to help them maintain those credentials (Bates, 2019). When schools take their employees' education seriously, they see it as an investment in their future (Hatcher, 1994). Staff development should help teachers bond with the school. Successful schools invest in their teachers (Cranny et al., 2018; Collins & Hussey, 2020). First, the school needs a job plan and routine teacher evaluations. If a teacher is confused about his role in the group, he may become disgruntled and look for another job (Harry, 2022). To assist new hires, principals should have integration programs.

When budgets are tight, it's hard to pay competitive salaries, but the school should calculate the cost of replacing workers (Dierks, 2019). Replacing an entry-level employee costs 30% - 50% of their annual pay. Employees often want to change jobs because switching companies can boost their pay by 10% - 20% (De Beer, 2018). Principals focus on struggling teachers, neglecting gifted ones (Warren, 2016). Star workers may resent being ignored and unsupported. Principals should acknowledge top achievers' efforts (Hatcher, 1994). Hardworking workers should be honored.

Most teachers favor flexibility over rigidity. If the school wants the best employee to answer the phone when a parent calls at 7 p.m. on Friday, it should also understand if that employee arrives late or leaves early. If school rules are too strict, teachers may leave for more open schools (Cranny et al., 2018). Principals must realize that teachers are on call every day because parents can ask about their child's performance in the shop. Therefore, when teachers have to take their calls, schools should recognize their extra effort to help the school succeed.

Small schools can't match bigger schools' teacher benefits (Hatcher, 1994).

Private schools may give better salaries, benefits, and medical care than public schools. Due to a lack of these things, teachers may choose to move to a place where the school will take care of their health rather than a place where they won't get the right medical care if they get sick due to a lack of medical aid. Holidays, worthwhile vacations, and performance bonuses for teachers are important, especially at the end of the year when they are exhausted.

Schools can also compete by offering unique perks. Free meals and nap pods are common at some schools, but creative teacher perks can boost retention. Schools should help teachers get VIP tickets to special events and discounts at local stores. This helps keep them in school. As much as principals try to attract talented people, many schools have found that supervisors may be driving workers away (Marr, 2015). Teachers quit bosses, not schools, according to study (Cranney et al., 2018). Schools that create an atmosphere where teachers feel appreciated will be ahead of many other bosses (Dierks, 2019). Improve attrition rates easily. Being a role model and connecting with your employees will help you understand what they need to keep your company or school thriving. If all of the above motivational rewards are added to remoteness allowances, rural school teachers in Oshana may stay.

3. Methodology

This poll is qualitative. It used qualitative study to assess the remoteness and hardship allowance paid to qualified teachers to keep them in rural schools. Teachers in rural Oshana schools and those who transferred from rural to urban schools were the study group. The researcher selected three rural and three urban teachers using purposive sampling. Human resource data at the regional office were used to identify the three rural schools. Three rural schools and three urban schools were randomly chosen by the scholar. Three teachers who still teach at rural schools and receive the stipend and three teachers who moved from rural schools and received the allowance were selected per school using purposive random sampling. Because there were many teachers with the desired traits, random purposive sampling was better than identifying specific teachers. Six teachers comprised this study's group. The interview guide collected individual data. Data was organized by topics and patterns (Cook & Campbell, 2010). Data was interpreted to make proof, arguments, and meanings and conclusions.

4. Results

4.1. Establishing the Background of the Participants

Six participants namely, three males and three females participated in the study.

4.2. Presentation of Data

Theme 1: Factors influencing teachers to move from rural schools in Oshana Region (Table 1).

Table 1. Table of themes.

Theme 1: Factors influencing teachers to move from rural schools in Oshana Region	Subtheme 1.1: Limited access to amenities
	Subtheme 1.2: inadequate infrastructure
	Subtheme 1.3: Isolation, and lower living standards
	Subtheme 1.4: Working conditions
	Subtheme 1.5: Professional development opportunities
	Subtheme 1.6: Fairness and adequacy of the allowance
	Subtheme 1.7: Adequate monitoring and evaluation

One of the challenges faced by teachers working in rural areas, including those in Oshana Region, Namibia, is the limited access to amenities. The remoteness of these locations often means that teachers have restricted access to essential services and resources that are readily available in urban areas. This subtheme aims to explore the ineffectiveness of the remote allowance for teachers when they encounter limited access to amenities, and how it impacts their retention in rural schools. On this aspect Teacher 3 had this to say, “*Limited access to amenities affects our daily lives in significant ways. For example, the nearest grocery store is several hours away, and public transportation options are scarce. This makes it challenging to obtain basic necessities and forces us to travel long distances just to fulfill our daily needs. The remote allowance helps to some extent, but it doesn’t fully compensate for the inconvenience and added expenses we incur.*” This was supported by the voice for teacher 2 who also said that, “*Access to healthcare is a major concern. We often have to travel long distances to reach a medical facility, which can be time-consuming and expensive. In case of emergencies, the lack of nearby healthcare services puts us at a disadvantage. Although the remote allowance acknowledges the hardship, it doesn’t address the underlying issue of inadequate healthcare access in rural areas.*”

The voices of Teacher 2 and Teacher 3 highlight the challenges that arise due to limited access to amenities in rural areas. Despite the existence of the remote allowance, teachers still face significant difficulties in obtaining basic necessities and accessing essential services such as healthcare. The findings suggest that while the allowance acknowledges the hardships faced by teachers, it may not effectively mitigate the impact of limited amenities on teacher retention in rural schools.

Subtheme 1.2: Inadequate infrastructure

Insufficient or substandard infrastructure can have a detrimental impact on the teaching and learning environment, as well as the overall well-being of teachers. This subtheme aims to explore the ineffectiveness of the remote allowance

for teachers when they encounter inadequate infrastructure and how it affects their retention in rural schools. On this issue, teacher 6 had this to say, *“Our school lacks basic facilities like proper classrooms, libraries, and science laboratories. Teaching in such conditions is incredibly challenging, and it hampers the quality of education we can provide to our students. The remote allowance acknowledges the hardships we face, but it doesn’t address the fundamental issue of inadequate infrastructure that affects our job satisfaction and motivation to stay.”* This was supported by teacher 8 when she said that, *“The lack of reliable electricity and internet connectivity is a major hindrance. It limits our ability to use technology in the classroom, access online resources, and communicate effectively with other educators. While the remote allowance acknowledges the remote nature of our schools, it doesn’t address the urgent need for improved infrastructure that can support effective teaching and learning.”*

The voices of Teacher 6 and Teacher 8 highlight the challenges arising from inadequate infrastructure in rural schools. The lack of essential facilities and resources, such as classrooms, libraries, laboratories, electricity, and internet connectivity, significantly impacts the quality of education and the working conditions for teachers. Although the remote allowance recognizes the remoteness of these schools, it falls short in addressing the core issue of inadequate infrastructure that affects teacher retention.

Subtheme 1.3: Isolation, and lower living standards

The remoteness of these locations often results in limited social interactions, reduced access to amenities, and lower living standards compared to urban areas. This subtheme aims to explore the ineffectiveness of the remote allowance for teachers when they face isolation and lower living standards, and how it impacts their retention in rural schools. On this aspect, Teacher 1 had this to say, *“Living in a remote area means limited opportunities for social interactions and professional networking. We often feel isolated, which can affect our motivation and job satisfaction. The remote allowance helps financially, but it doesn’t address the emotional toll of living in isolation or the need for professional development and collaboration with colleagues.”* It was also supported by the sentiments for Teacher 7 who also said that, *“The cost of living in rural areas is generally higher due to limited access to affordable goods and services. While the remote allowance acknowledges the financial challenges, it doesn’t fully compensate for the higher living expenses. This can create additional stress and strain on our personal lives, making it difficult to sustain our teaching careers in rural schools.”*

The voices of Teacher 1 and Teacher 7 highlight the challenges stemming from isolation and lower living standards in rural areas. The limited opportunities for social interactions, professional networking, and development can negatively impact teachers’ well-being and job satisfaction. Additionally, the higher cost of living without proportional compensation through the remote allowance can create financial strain, further impacting teacher retention.

Subtheme 1.4: Working conditions

Working conditions play a crucial role in the overall job satisfaction and retention of teachers, particularly those working in rural areas like Oshana Region, Namibia. The challenges related to working conditions in remote schools can include larger class sizes, limited resources, administrative support, and inadequate infrastructure. This subtheme aims to explore the ineffectiveness of the remote allowance for teachers when they face challenging working conditions and how it impacts their retention in rural schools.

On this issue, teacher 4 had this to say, *“The large class sizes make it extremely difficult to provide individualized attention to students. Limited resources, such as textbooks, teaching materials, and technology, further hinder the quality of education we can deliver. The remote allowance acknowledges the challenges, but it doesn’t directly address the need for smaller class sizes or increased access to resources.”* Teacher 5 also added by saying that, *“Administrative support is lacking in rural schools. We often face difficulties in obtaining necessary supplies, managing administrative tasks, and receiving timely guidance. While the remote allowance recognizes the remote nature of our schools, it doesn’t sufficiently address the need for improved administrative support that can positively impact our working conditions and job satisfaction.”*

Teachers 4 and 5 shed light on the challenges arising from working conditions in rural schools. The large class sizes, limited resources, and insufficient administrative support significantly impact the teaching and learning experience. While the remote allowance acknowledges the challenges faced by teachers, it falls short in directly addressing the core issues related to working conditions that influence teacher retention.

Subtheme 1.5: Professional development opportunities

Professional development opportunities are crucial for the growth, skill enhancement, and career advancement of teachers. However, teachers working in remote areas, such as Oshana Region, Namibia, often face challenges in accessing relevant and quality professional development opportunities. This subtheme aims to explore the ineffectiveness of the remote allowance for teachers when they lack adequate professional development opportunities and how it impacts their retention in rural schools. On this aspect, teacher 1 had this to say, *“Limited access to professional development opportunities prevents us from staying updated with the latest teaching methodologies, curriculum changes, and educational research. The remote allowance acknowledges the remoteness of our schools, but it doesn’t directly address the need for equitable access to quality professional development programs that can enhance our skills and professional growth.”* She was supported by teacher 8 who also said that, *“We often miss out on collaborative learning experiences and networking opportunities available in urban areas. The isolation and limited resources make it difficult to engage in meaningful professional discussions and share best practices. While the remote allowance recognizes the challenges, it doesn’t adequately address the need for*

fostering a supportive professional learning community in rural schools.”

Limited access to relevant and quality training, workshops, and collaboration opportunities hampers their professional growth and limits their ability to stay updated with educational advancements. While the remote allowance acknowledges the remote nature of their schools, it falls short in directly addressing the need for equitable and accessible professional development opportunities.

Subtheme 1.6: Fairness and adequacy of the allowance

The fairness and adequacy of the remote allowance can significantly influence its effectiveness in supporting teacher retention in rural schools. Teachers working in remote areas, such as Oshana Region, Namibia, may have varying perceptions regarding the extent to which the allowance addresses their unique challenges and compensates for the additional hardships they face. This subtheme aims to explore the ineffectiveness of the remote allowance when teachers perceive it as unfair or inadequate, and how it impacts their retention in rural schools. On this aspect Teacher 2 had had this to say, *“The remote allowance provided to us is not sufficient to cover the additional expenses we incur due to the remoteness and limited access to amenities. The cost of living in rural areas is often higher, and the allowance doesn’t adequately address this discrepancy. It can lead to financial strain and affect our decision to continue teaching in rural schools.”* Teacher 7 also supported by saying, *“There seems to be a lack of transparency and consistency in how the remote allowance is determined and distributed. Some teachers receive higher allowances than others without clear justification. This perceived unfairness creates dissatisfaction and undermines the effectiveness of the allowance in retaining teachers in rural schools.”*

The voices of Teacher 2 and Teacher 7 shed light on the perceptions of teachers regarding the fairness and adequacy of the remote allowance. Teachers may perceive the allowance as inadequate to cover the higher cost of living in rural areas or feel that the distribution of the allowance lacks transparency and consistency, leading to dissatisfaction.

Subtheme 1.7: Adequate monitoring and evaluation

Adequate monitoring and evaluation play a crucial role in assessing the effectiveness of the remote allowance in supporting teacher retention in rural schools. Teachers working in remote areas, like Oshana Region, Namibia, may have concerns regarding the lack of systematic monitoring and evaluation processes for the allowance. This subtheme aims to explore the ineffectiveness of the remote allowance when teachers perceive a lack of adequate monitoring and evaluation, and how it impacts their retention in rural schools. Teacher 3 said that, *“There is a lack of clear monitoring and evaluation mechanisms to assess the impact of the remote allowance on teacher retention. Without proper evaluation, it becomes challenging to determine the effectiveness of the allowance in addressing the challenges faced by teachers in remote areas. This lack of accountability undermines its potential impact and hampers its effectiveness.”*

This was supported by teacher 6 who also said that, *“The remote allowance*

needs to be regularly evaluated and adjusted to align with the changing needs and circumstances of teachers in rural schools. Without proper monitoring, it is difficult to ensure that the allowance remains relevant and meets the evolving challenges faced by teachers. Adequate monitoring and evaluation processes would help identify areas for improvement and make necessary adjustments to enhance the effectiveness of the allowance.”

The voices of Teacher 3 and Teacher 6 highlight the concerns regarding the lack of adequate monitoring and evaluation for the remote allowance. Teachers express the need for clear mechanisms to assess the impact of the allowance on teacher retention in remote areas. The absence of proper evaluation processes may hinder the effectiveness of the allowance and limit its ability to address the challenges faced by teachers.

5. Discussion of Findings

The findings of the study, in line with Maslow’s Hierarchy of Needs, underscore the importance of addressing the basic physiological and safety needs of teachers in rural schools (Maslow, 1943). Enhancing infrastructure and amenities, such as transportation networks, local markets, and healthcare facilities, directly address the physiological needs, while creating a safe and conducive learning environment contributes to the safety needs of teachers (UNESCO, 2017; World Bank, 2014). By fulfilling these foundational needs, teachers can feel more secure and motivated to stay in their positions.

Moreover, the staff retention Life Cycle theory provides insights into the different stages of teacher career development and the factors that influence their retention (Bates, 2019). The findings emphasize the importance of comprehensive support beyond financial compensation throughout the various stages of a teacher’s career. Providing opportunities for collaboration, professional development, and fostering a sense of community addresses the needs for belongingness and esteem, promoting teacher satisfaction and engagement (Ingersoll & Strong, 2018). Additionally, considering the specific living costs and enhancing the living standards of teachers aligns with the later stages of the life cycle theory, where teachers seek stability and fulfillment (Bates, 2019).

By incorporating Maslow’s Hierarchy of Needs and the staff retention Life Cycle theory, the study’s findings highlight the multifaceted nature of teacher retention and the importance of addressing the diverse needs of teachers in rural schools. The provision of a remote allowance alone may not be sufficient to overcome the challenges faced by teachers. A comprehensive approach that encompasses infrastructure development, supportive working conditions, professional development opportunities, fairness and adequacy of allowances, and robust monitoring and evaluation systems is essential to create an environment conducive to teacher retention and well-being.

Implementing these recommendations aligned with the theoretical frameworks of Maslow’s Hierarchy of Needs and the staff retention Life Cycle theory can contribute to a more holistic and effective approach in addressing teacher

retention in Oshana Region's rural schools. By recognizing and meeting the diverse needs of teachers throughout their career stages, educational authorities can foster an environment that promotes teacher satisfaction, engagement, and ultimately improves the quality of education for students in rural areas.

Furthermore, Maslow's Hierarchy of Needs suggests that individuals strive to fulfill higher-level needs, such as social belongingness, esteem, and self-actualization, once their basic physiological and safety needs are met (Maslow, 1943). The findings of the study align with this framework, as they emphasize the importance of addressing the social and emotional well-being of teachers in remote areas. Creating opportunities for collaboration, professional development, and fostering a sense of community can help fulfill the social needs of teachers and provide a supportive network (Ingersoll & Strong, 2018). By promoting a positive work environment that values teachers' contributions and supports their professional growth, their esteem needs can be met, leading to increased job satisfaction and motivation.

The staff retention Life Cycle theory adds another dimension to the discussion by highlighting the different stages of a teacher's career and the factors that influence their retention (Bates, 2019). The findings of the study align with this theory, as they emphasize the need for ongoing professional development opportunities throughout a teacher's career. By providing relevant training, mentoring, and networking opportunities, teachers can continue to grow and develop their skills, thereby meeting their evolving needs at different career stages (OECD, 2018). Moreover, addressing the fairness and adequacy concerns related to the remote allowance aligns with the later stages of the life cycle theory, where teachers seek stability, recognition, and fulfillment in their careers (Bates, 2019; Knight, 2022). Ensuring transparency and regular evaluation of the allowance can contribute to a sense of fairness and increase teachers' trust in the system.

By incorporating Maslow's Hierarchy of Needs and the staff retention Life Cycle theory, the study's findings underscore the importance of a comprehensive approach to address the diverse needs of teachers in rural schools. Beyond the provision of a remote allowance, it is crucial to prioritize infrastructure development, improve working conditions, provide professional development opportunities, address fairness and adequacy concerns, and establish robust monitoring and evaluation systems. By addressing these multifaceted aspects, educational authorities can create an environment that supports teacher retention, satisfaction, and well-being, ultimately leading to improved educational outcomes for students in rural areas.

6. Recommendations for Improvements

Recommendations for School Management in Oshana Region Schools:

- Allocate resources to improve school infrastructure, including classrooms, facilities, and reliable electricity and internet connectivity. This will create a conducive learning environment for teachers and students.
- Reduce class sizes to facilitate personalized instruction, ensure the availability

of adequate resources, and provide strong administrative support to address the challenges faced by teachers in their daily work.

- Provide opportunities for professional growth and development through workshops, training programs, and collaborations with other schools or educational institutions. Encourage teachers to expand their skills and knowledge to enhance their effectiveness in the classroom.
- Establish support systems that prioritize the social and emotional well-being of teachers. Foster a sense of community by organizing regular staff meetings, team-building activities, and mentorship programs.
- Promote collaboration among teachers within and across schools. Create platforms for sharing best practices, ideas, and resources to foster a supportive professional learning community.

Recommendations for the Ministry of Education:

- Allocate adequate resources to rural schools, particularly in terms of infrastructure development, access to amenities, and professional development opportunities. Address the disparities between rural and urban schools to provide equal opportunities for teachers.
- Develop clear guidelines and policies regarding the determination and distribution of the remote allowance. Ensure transparency and fairness in the allocation process to build trust and confidence among teachers.
- Establish a robust monitoring and evaluation system to assess the impact of the remote allowance on teacher retention. Regularly evaluate the effectiveness of the allowance and make necessary adjustments based on the feedback received.
- Foster collaboration with school management, teacher associations, and other relevant stakeholders to develop comprehensive strategies for improving teacher retention in rural schools. Seek input and feedback from teachers and schools to inform decision-making processes.
- Advocate for increased investment in rural education at the national level. Highlight the unique challenges faced by teachers in rural areas and the importance of providing adequate support to enhance teacher retention and improve educational outcomes.

Recommendations for further research:

This study was done in two selected schools in the Oshana education Region; therefore, studies need to be done in other regions in Namibian towns/villages to compare the findings so as to have a better understanding of the effects of the remoteness and hardship allowance in retaining teachers in rural schools in Namibia. The sample size of this study only consisted of eight participants since it was qualitative in nature, therefore, it would be beneficial to the education sector if the sample size could be increased in order to allow for the generalization of the findings.

7. Conclusion

The findings from the study clearly reveal that teachers are still from rural to

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

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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