STAFFING RURAL AND REMOTE AREAS:

A STUDY OF ATTRACTING, SATISFYING AND RETAINING SECONDARY TEACHERS IN ALICE SPRINGS

Submitted by Anne Marshall


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Statement of original Authorship

This thesis contains no material that has been accepted for any other degree in any university. To the best of my knowledge and belief this thesis contains no material previously published or written by any other person, except where due reference is given in the text.

Signature: [Signature]

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Abstract

Schools, businesses and medical services in Alice Springs struggle to find good staff to replace those who leave after a year or two, and struggle to carry the financial and organisational burden of staff turnover. Is this an indication of "Rural Decline" that has been prominent in the media for the last few years? Does this isolated but dynamic regional centre reveal any ideas on attracting and keeping staff that may be useful in other non-urban locations?

To investigate staff attraction, satisfaction and retention in Alice Springs, the teachers at four secondary schools participated in a mixed method inductive research project during 1999. Semi-structured fifteen minute interviews were run with fifty five teachers, while another twenty six completed open-ended multiple choice questionnaires based on the responses to questions in the interviews. Permission was gained from the principals, but they were not interviewed; the responses were staff-based. Longer interviews were conducted with an assistant principal, two research scientists and the Director of Nursing at the Remote Area Health Services. Comment was also sought from the school principals and other stakeholders.

The interviews were analysed to discover common themes, and the responses of all participants presented as tables giving a picture of the strength of each response. These were then reordered to show the strongest responses given by these secondary teachers to questions such as "what do you find most satisfying about your job?". These prioritised responses were compared to research findings and theories on attraction, job satisfaction and retention.

This literature revealed the interconnectedness of staff attraction, orientation, induction, satisfaction and retention and suggested ways that the expressed dissatisfactions of the Alice Springs secondary teachers might be addressed for the benefit of staff, schools, and community.

The literature also showed that the dissatisfactions and satisfactions of the teachers in Alice Springs were not peculiar to their situation, but much more universal. The attraction, satisfaction and retention of staff in Alice Springs has much to do with simply providing good, or very good jobs, as well as providing the means of overcoming the fact of isolation.

Anne Marshall, Alice Springs, 1999
CHAPTER 1

INTRODUCTION

"The vastness of the region is one of its attractions to tourists, but it also offers distinct challenges. Remoteness impacts on a number of areas including the cost of transportation, the cost of infrastructure and services and the ability to recruit, develop and retain staff."

(NT government, Public discussion paper, "Alice in Ten")

SUMMARY

This chapter outlines the aim of the research, the problem to be addressed and the questions posed. It outlines the background in the history of research into motivation and job satisfaction, and gives examples of relevant recent media reports on the problem and some models for possible solutions. The geographical and social context of the study is described.

AIM

This research aims to identify the factors that help attract, satisfy and retain suitable staff in the teaching profession in secondary schools in a non-urban community, namely Alice Springs. It is anticipated that this knowledge may provide suggestions for administrators
and leaders that will assist them in facilitating the attraction, satisfaction and retention of teachers. These findings may also provide guidelines for administrators in other rural, isolated and remote areas who face similar issues.

THE PROBLEM

Schools and other institutions employing professional staff in non-urban areas incur heavy expenses in wide-ranging recruitment, often with few suitable responses. Attracting and keeping the right people is of interest to any organisation but its importance is compounded for rural and remote areas which must attract people from elsewhere and keep them long enough to justify the recruitment expenses. Maintaining staff motivation, satisfaction and productivity is a priority for all organisations, but is more acute for people-serving organisations employing teachers, nurses, doctors and lawyers whose product is the skills, knowledge and commitment of their employees. It is also essential in rural or isolated communities that local professional people find the satisfaction in their work that enables them to remain in that area.

QUESTIONS

What can be done to attract, satisfy and retain staff in Alice Springs Secondary Schools?

• What attracts secondary teachers to work in schools in Alice Springs?

• How can secondary teachers in Alice Springs be kept satisfied?
  - What is satisfying about the job?
  - What is dissatisfying about the job?
  - What is satisfying about living here?
- What is dissatisfying about living here?

- How can secondary teachers in Alice Springs be retained in employment?
  - Why would you leave?
  - Why would you stay?
  - What could your employer do to retain staff?
  - What could governments do to retain staff?

(see appendix B for questions asked of the teachers in interviews and questionnaires)

BACKGROUND

When labour was relatively cheap in the early 1900's, managers and researchers were interested in trying to discover how to motivate workers to be more productive. The early mechanistic theories of motivation published at that time did not seem to give employers the simple key they required to control the behaviour of employees; people proved to be more complex than the theories explained. The search continued through a range of theories including behaviourist theories, needs theories, theories that looked at the characteristics of the work, and theories of personality that tried to find effective ways of managing workers so that they would put their energies into pursuing the goals of their employers for greater productivity, efficiency, safety, punctuality, loyalty and so on. The search for the essential theory of motivation still continues, but it has now been realised that motivation is internal and difficult to observe directly. Job satisfaction can be more easily observed, because its absence is obvious in absenteeism, accidents, low productivity, loose ethics, disloyalty and union activity.
As jobs become more skilled, the productivity of an organisation depends more on attracting, recruiting and retaining the best workers. Organisations must now compete for these employees, and this need has driven research into how to meet employees' needs and to lead organisations so that the individual needs and goals of the employees are congruent to the goals and vision of the organisation.

In recent years, it has become apparent that there is a shortage in the supply of teachers, which will probably worsen (Quong, 1999; Finnane, 8.12.99; Richardson, 14.8.99). Commentators and researchers in North America (Streisand and Toch, 1998), Britain (Hodge, 1998), and Australia (Dinham and Scott, 1996; Senate Paper, 1998), have been connecting theories of motivation and job satisfaction to this problem in the search for solutions, and results point to a crisis in the career structure of teaching in these countries.

**RELEVANCE AND IMPORTANCE**

There are two relevant and important aspects of this research: firstly, it can be seen that staff attraction, satisfaction and retention, particularly of teachers, has received continuous attention of researchers in many countries for some years, and secondly, the theme of Rural Decline and the difficulty of attracting teachers, nurses and doctors to country areas has been appearing frequently in National and local newspapers.

**Rural Decline**

Rural decline has been a recurring topic in the media over the last few years. Its political importance being demonstrated by the emergence of the One Nation Party, founded
partly on the dissatisfaction of country people with a range of increasingly metro-centric policies effecting many areas of their lives.

The land was once a valuable resource, not only producing reliably high profits for the country but also representing the nation's culture of reward for honest, hard work. Now, growth and cultural focus is confined to the cities, where business and the cosmopolitan lifestyle have rapidly matured.

(Payten, 20.11.99 *Once were Farmers*, p.1 "Orbit" insert, *Weekend Australian*)

Christopher Dore in the *Weekend Australian* (1.11.98) reports on the first trip to rural areas by John Anderson, new Minister of Transport and Regional Services. This is a new portfolio created to address issues raised by rise of One Nation in Queensland, indicating that the governments are beginning to take note of rural problems, but the "Rural Crisis" is wide-ranging and has many aspects. It appears to be the start of something akin to the Industrial Revolution, as R. Wilson (1.9.98) writes, rural Australians are fighting to keep up in the race for new technology. New international niche markets are opening up, but only to those with access to communications technology such as mobile phone, email and internet. Telstra is taking steps to ensure that rural people have this access, which may mean the opening up of new job opportunities to those who can afford and are at ease with computers, but may destroy the opportunities of others not able to access this technology.
These failing fortunes and the struggle of rural people are described in articles by Philip Adams (17.5.98), in a satirical vein, and by Wahlquist (27.9.98), in the Weekend Australian:

If you live in the bush, you are more likely than other Australians to be sick, unemployed and poorly educated. You are more likely to die young, but less likely to have access to a GP, the internet or a bank (Wahlquist, 1998, p.23).

The crisis is not just about farming, it is political, economic, technological, social, educational and medical, and has touched most areas beyond the coastal fringe, which is most of the map. It centres on the shift of Australia's economic base from country to city, and with it, the withdrawal of government and private funding from areas already disadvantaged by distance and isolation.

In Alice Springs, as in other isolated towns, its effects are specific, as revealed in a sample of local media stories:

Centralian Advocate, (21.5.99) p.2  *NT shoppers $52 more*,  Donna Kelly

Territory Health Services Food and Nutrition unit told the NT Government Select Committee on food prices that compared to city prices, town-based Territorians paid up to 24% more for fruit and vegetables, and remote communities paid up to 64%.

Centralian Advocate, (18.6.99) p.37  *Battle to beat Nursing Shortage*,  Shandley
Northern Territory University (NTU) Associate Dean of Health Sciences, Janine Mason, said it was still hard to get nursing staff for Alice Springs and Darwin. NTU is running courses for enrolled nurses, and the demand is so great that employment is guaranteed.


There is a need for broader access to secondary schooling for remote communities. Young people do not learn the literacy and numeracy skills to take tertiary education, eg at Batchelor college. Changes to Austudy reflect Federal Government insensitivity to the needs of indigenous people. Mr. Ingram (retiring head of Batchelor College) says a crucial aspect is the kind of teachers the N.T. is able to recruit: "The induction, training and professional development of teachers to work in Aboriginal communities needs to be very well done. I don't believe there is a very good correlation between income and commitment. Pay is not the issue. It's the kind of people who we are recruiting".

*Centralian Advocate, (29.5.98) p.6 CES closure causing business problems.* Kuiboer

Remote areas have problems with closure of CES due to fees charged to employers and because people don't know now where to go for a job.

*Centralian Advocate, (13.11.98) p.5 Alice Young face Crisis, doctors told.* Kuiboer

There are problems such as lack of recreational facilities and funding for youth workers in remote areas, and lack of access to secondary schooling.
Summary

Some of the problems common to isolated communities and evident in Alice Springs are the high cost of living, the difficulty of recruiting and retaining staff, access to culturally appropriate primary education and secondary and tertiary education, and lack of employment and recreational opportunities for young people.

Media Sources suggesting possible Solutions to Rural Decline

Isolated and rural communities need support in terms of government funding, but are resourceful and committed to their region. Some exciting initiatives and opportunities are emerging. James Richardson, in the Weekend Australian, (15.8, 99) says that the worsening shortage of teachers, especially in the US, opens jobs for Australian teachers overseas. He notes that the salary is better than in Australia, and schools pay fares, return fares home each year, and medical insurance. In many cases a car is provided for lease, there is access to further study, and tax can be only 20% or less. This scheme is called the Visiting International Faculty Program, and allows teachers to stay for three years, but US experience opens doors to international schools. Australian teachers are seen as flexible and able. They are placed where there is a mentoring scheme in place, and they have a one week orientation. This provides a model for what could be tried to attract teachers from Australia or overseas to teach in the bush.

Another possible model is provided by "The Phoenix Phenomenon", (Leatherman, 1998). Online part-time education is provided by the University of Phoenix (Arizona). It
is questioned by academics because non-academic "practitioner teachers" are employed, but despite this, the program appears to be very successful.

Shandley (22.1.99) reports that Flinders University has set up a Clinical School at Alice Springs hospital to provide rural experience and the opportunity to work with aboriginal patients, and Elliott, (22.5.99) in the Weekend Australian describes how the new head of Telstra investigated the needs of rural Australia. Payten, (20.11.99) writes about graduate "farmer offspring" returning to the land to manage it with business and new communication skills, and Nicolas Rothwell, (28.8. 99) describes innovative techniques being used in the Mildura district to conquer rural malaise. Rothwell explains how this has become a growth region which lures back young people and attracts sophisticated professionals, and he notes how this helps the art scene, restaurants and University campus to be healthy and expand.

What is being created is that rarest of things in contemporary Australia: a fresh, viable regional culture with a distinct flavour, a sense of its own place and permanence (Nicolas Rothwell, Riverland renaissance, p.25, Weekend Australian, 28.8.99).

There are signs that the needs of rural areas for communications, transport and services are beginning to attract the necessary resources: ideas on how to attract health workers to the bush are being sought by the Federal government. For example, Senator Judith Troeth (Centra/ian Advocate, 6.8.99, page 2) says that funding is available for projects to improve the health of rural, regional and remote Australians.
Summary

This section has outlined some ideas for solutions to the problem of rural isolation and decline. They include:

* attract professional people with packages including good salary and benefits, orientation and support for a contracted period;

* make use of or develop on-line education and commerce;

* develop connections with Universities for rural or cross-cultural training experiences;

* send young people away to be trained in new skills and expertise that can be returned to the community; and

* develop a unique regional culture and economy.

CONTEXT OF STUDY

The Town

Alice Springs is isolated, but no longer “rural”. The economy has diversified from its original rural base, but the town is still dependent on importing food, fuel and manufactured goods, which creates a high cost of living. The cost of travel and communication is also high. These features are common with other isolated, rural or remote communities, but in other respects it provides a special case for study, as the town offers many advantages that other communities cannot offer as inducements to teachers or other professional people.

Alice Springs is one of the most remote sizeable towns in the world: the closest place of equal or greater size is 1180 kilometres away. It is the regional and service centre for a
vast area of inland Australia. There are many public and business services needing professional people— a large regional hospital, health services, law, accounting and taxation advisers, a TAFE College and law courts. Also, it is the location of several organisations serving Aboriginal communities in the Northern Territory, South Australia and Western Australia, such as the Central Land Council, Aboriginal Legal Aid, Native Title Unit, and co-operative organisations set up by Aboriginal groups, running health services, Airlines and Land Management Units. The Centre for Appropriate Technology, the Desert Park, the CSIRO, mining and oil and gas production, a busy airport and National Parks all employ professional people. There is also a joint United States-Australian Defence Facility employing one in ten of the town's 27,000 people. About nine hundred Americans live in the town, and they are a critical economic and cultural component of the community.

Commonwealth programs such as social services provide strong economic activity, with Aboriginal welfare contributing a very substantial component of the overall regional economic activity ("Alice in Ten", 1999).

Alice Springs has a reputation as a "frontier outback town" dependent on tourism, which at present is its major industry. It has a declining beef-based rural economy and a thriving Aboriginal Art industry that makes direct contact with overseas customers. It is strategically located in the arid zone and has begun to export its arid zone technology and expertise. The "locals" like to say that you can take your pick of any beach in Australia from here; it is not a typical country town.
The vastness of the region is one of its attractions to tourists, but it also offers distinct challenges. Remoteness impacts on a number of areas including the cost of transportation, the cost of infrastructure and services and the ability to recruit, develop and retain staff. (page 12)...

There are challenges faced by Alice Springs which are common to many regional towns; if these can be addressed, business will find it easier to recruit and retain employees as more people come to view Alice Springs as a place to settle, work and retire. (page 13)...

Alice Springs has a long direct association with communication with the town growing as a centre for the overland telegraph link from Adelaide to Darwin, where it joined with London. Traeger's pedal wireless, the Flying Doctor, School of the Air and extensive use of satellite technology are examples of innovation in response to distance and isolation. (page 35)

(NT government, Public discussion paper, "Alice in Ten")

Alice Springs provides a "special case" for studying the question, "What can be done to attract, satisfy and retain professional staff in rural and remote areas?" It shares this problem with the rest of the Australian heartland remote from the industrialised, populated and powerful rim of the continent, but is an atypical regional centre.
The Schools

Four out of the six secondary schools participated in this research. These schools include government and private, Catholic and Protestant schools ranging in size from about 200 to 500 students. One school is exclusively Aboriginal, but the others have a very varied student body reflecting the population, which is more cosmopolitan than most country towns.

CONCLUSION

This study aims to find useful answers to important and relevant questions on the problem of attracting and keeping professional people in disadvantaged non-urban areas. There is a strong research background in theories of motivation, job satisfaction, recruitment and retention and on the "Crisis in Teacher Supply" which can be applied to the specific context of the study. Media reports establish the continuing current relevance of the research to the community and suggest some solutions.

The second chapter provides a survey of the literature related to the aspects of attracting, satisfying and retaining staff in general, and in remote or rural locations. Chapter three examines motivation and job satisfaction from "classic" theories to recent ideas. The research design and methods are described in chapter four, and the results of the research are presented in chapter five. A discussion follows in chapter six, where the literature, theories and results of this research are compared, drawing to a conclusion and recommendations.
CHAPTER 2

REVIEW OF LITERATURE

Attraction, Satisfaction, Retention and Remote Areas

INTRODUCTION

"The way the recruitment process is handled affects the organisation's image as an employer and in turn its ability to attract qualified people", claims Raymond Stone in his text *Human Resource Management* (1991). The organisation needs to have a reputation for looking after its people and to present positive inducements, but "it is no good creating the right impression and attaining the right people if you cannot keep them." Bad choices in employee selection cost money, as replacement costs are likely to be two or three times the monthly salary. The attraction and selection process must be in harmony with the organisational objectives, and "avoidable turnover" is the area that needs to be addressed by recruitment, selection, orientation, training, conditions, benefits and career development.

If the future is in customer service, schools need to attract and retain staff who are competent, popular with students and trusted by parents. The competitive edge that is most difficult to copy is a successful organisation's people. There needs to be congruence between recruitment, selection, induction, training, appraisal and rewards that shape
behaviour towards the organisational strategy. Stone suggests performance appraisal and attention to motivation may play a part in retaining the best staff.

“In a survey conducted by the American Productivity and Quality Centre, 90% of employees said that recognition for good performance is a top priority in job satisfaction, yet only 55% said they actually get such recognition” (Stone, 1991a p.151).

One way to provide both performance appraisal and the recognition that produces motivation is “360 degree feedback” between staff and leadership.

Systematic formal induction has been found to be a very cost-effective means of retaining staff, according to Stone. It needs to be recognised that moving to a remote area can be like living in another culture: Stone reports that 80% of losses of expatriate staff are due to lack of personal adjustment, especially by the partner and family, so orientation and mentoring are essential. It is also necessary to provide incentives, to maintain people’s standard of living, help them keep up with the latest developments in their profession, and facilitate maintenance of relationships by phone, help with fares and other forms of communication.

High turnover can be predicted in organisations whose employees show signs of job dissatisfaction such as apathy, loose ethics, desire to move on, burnout and stress, and who have restricted opportunities for advancement.

James Sarros, in *Management through Career Stages* (1989), points out that restlessness and desire for change may be useful for recruitment. The Male Life Stage Model
(Erikson 1963, Levison et al 1978, in Stone) suggests that groups to aim for in Territory recruitment would be young adults (a time of vitality and idealistic exploration) and the early forties, (seeking new goals).

ATTRACTION: RECRUITMENT, ORIENTATION AND INDUCTION

Attraction

The recruitment process, in its formality or informality, its timing, the tone of advertisements and the inducements they offer, the representatives of the organisation the applicant deals with, all have a large part to play in retention. Advertising needs to be creative and to reflect the culture of the employer, to provide incentives but to be honest. When coming to a remote area, people want to know that they can maintain their standard of living, their contact with family and friends, and their professional network. Advantages such as climate, lifestyle, class sizes and qualities of the community or culture, access to tertiary institutions and jobs for partners need to be pointed out. It is important for employers to know what an organisation has to offer, and to aim for the type of candidates needed to “fit in”. Barriers such as relocation costs and problems finding accommodation need to be removed. Salary and working conditions must be competitive.

Some ways to attract teachers are suggested by Wise and others in a 1987 report for the Rand Corporation (USA). These include compensation and relocation packages, timing of advertising, transfer of benefits, and good working conditions. Salaries need to be competitive, and there needs to be a close link between the recruitment and hiring process, with applicants kept informed of their progress. Incentives should be offered to
keep experienced teachers in difficult schools or classes, and novice teachers not assigned
to classes other teachers do not want, but to where they can be supported.

Geographic and social conditions of a district can also influence attraction (Wise, 1987).
Schools may be close to colleges and industry for study and jobs for partners. The culture
of the region may attract, or its reputation for stable leadership and community support.
Mesa, in Arizona, is well known for its lifestyle, good economic growth, high incomes
and low-cost housing. Schools in this district do not pay moving costs or match salaries,
but have no trouble attracting teachers. East Williston, N.Y. uses early retirement
incentives to prevent a "grey" teaching force. Teachers here have interesting multiple
roles such as inducting new staff, curriculum development and hiring other teachers and
administrators, which they do in work teams. They advertise only in prestigious papers,
and the recruitment process is intense and formal, which makes teachers feel they are
valued professionals. When considering retention, this report says the hiring process
must be looked at from the applicant's point of view, as this influences their view of
teaching and themselves. Both formality and informality have a place in this process of
induction, and it is crucial to make use of experienced staff members, as involvement in
the selection process causes teachers to reflect on their roles and practice, involving them
in wider issues and breaking down the labour/management divide.

The Rand Report (Wise, 1987) concludes that to attract staff:

- you need something to sell
- you need to sell to the right candidates
- barriers to mobility must be reduced
• competitive money and working conditions must be created
• moving expenses, superannuation etc. must be provided
• recruitment, hiring and induction need to be tightly linked.

Tack and Patitu (1998) and Bland and Berquist (1998) suggest that schools can take advantage of dissatisfaction elsewhere to attract experienced staff by offering opportunities for achievement and recognition, social and collegiate relationships, childcare, flextime and job sharing. Brown (1998), in *Career Mobility: A Choice or Necessity*, suggests that areas with excess teachers be targeted, and that lifestyle benefits of a location be emphasised. Hodge (1997) suggests that a good benefits package attracts staff, and that employees appreciate having a say in how this is organised. If staff are not aware of what their benefits are, it ceases to be an incentive and is seen as an entitlement. Organisations which demonstrate a willingness to invest in the individual will attract the best.

**Recruitment**

Recruiting staff is expensive, especially for remote areas, and attracting the “right” people with the skills, personality and attitudes needed is crucial to the competitive edge of people serving organisations such as schools. Good staff will expect competitive salaries and benefits and to be treated with respect as valued professionals. Retention of staff will be strengthened by careful and effective recruitment procedures, for example, informality or surprises such as a sudden change in interview venue in an otherwise formal process can reveal the resources of the personality. Involvement of colleagues in
the process increases their job satisfaction and ensures that the new recruit will be cared for by the group. Methods of recruitment need to be objective and consistent to be most valid and reliable, which is most important for professional positions in remote or rural areas, where the job may entail a high degree of autonomy, flexibility and challenge. Recruitment may be more successful if aimed at people in particular stages of their life and career, but needs to be backed by a clear retention policy which takes into account the intrinsic and extrinsic attractions of the job, and offers people professional development and a career ladder (Stone, 1991, a and b).

Most states in Australia train and hire teachers within their own system, but those with supply problems, often related to size and remoteness, must recruit from all over Australia, and from overseas, as do private schools and the Northern Territory. Queensland and Western Australia have remote area incentive schemes, but in states such as Victoria, individual schools are expected to manage their own recruitment. According to the Senate Paper, *A Class Act. (1998)* "a general shortage requires central, system-wide measures." Schools that work together to recruit staff, as in the Catholic system, should find this an advantage. It may be worth considering by other non-government schools in isolated areas such as the Northern Territory, as they could share the costs of attracting staff, perhaps share specialist teachers (for example, Japanese teachers) or arrange teacher exchanges between Alice Springs and Darwin or other isolated centres in Northern Australia. Devolution, forcing schools to recruit their own staff, was introduced to Victoria, as it was in the United Kingdom and New Zealand, at a time of teacher
surplus, but may be difficult to sustain in the predicted teacher shortage ahead (*A Class Act*).

Finding staff is an added expense for schools and increases disadvantage; "disadvantaged schools will have their disadvantage compounded if their curriculum choices are severely constrained by teacher availability" (*A Class Act*, chap 8). By states, Tasmania will be the best place to look to recruit secondary teachers over next few years, as they have oversupply until 2002. The second best is NSW, according to this paper.

Training and induction of teachers seems to have received both government and private interest in the USA. In 1989 the American Federation of Teachers proposed the establishment of Professional Development Schools, which would operate like teaching hospitals to train teachers and provide opportunities for research and professional development to experienced teachers (Abdal-Haqq, 1991). "Pathways" is a privately funded program to recruit teachers based on research findings that some people in other careers have the knowledge, skills, interests and motivation to make good teachers. It provides scholarships and support for these mature-age students, who agree in return to teach in low-income schools. The organisation follows the students for a few years and assists with professional development (Anon, 1997, *Focus: Pathways*).

In Australia, teacher training takes place in tertiary institutions and is generally completely separate from recruitment and induction, except apparently in the Northern Territory, where the NTU supports its first year graduate teachers, and so receives
feedback on its courses. The NT Education Department also assists some new teachers with orientation and mentoring: "Teacher induction programs in the NT are designed to increase teacher retention by acculturating and orienting new teachers, both inexperienced and experienced, but new to the Northern Territory" (Moskowitz, 1997). The NT induction program was identified in an APEC study (1997, Teacher Induction around the Pacific Rim) as 'exemplary', and mentioned in the Report of the Senate Committee on Employment, Education and Training (1998 A Class Act).

This Senate Paper also states that "good mentoring is the most successful form of induction", and "given the role of successful induction in increasing beginning teachers' productivity and in retaining them in the teaching service such resourcing as is required should be viewed as an investment rather than a cost".

The University of Cambridge Department of Education has carried out a longitudinal study of a cohort of teacher trainees over sixteen years, and claims that recruitment is not a matter of advertising, but of establishing a career structure and a policy of retention. The three critical areas for retention have been found to be salary, conditions and esteem. Recruitment and the process of hiring and induction or orientation need to be tightly coupled.

Induction

Marso and Pigge (1996, USA) carried out a longitudinal sample of persisting and non-persisting teachers seven years from start of teacher preparation and found associations between persistence and gender, level of assurance about becoming a teacher and time of
the decision, but not with academic skills. These findings were related to the National Longitudinal Survey of teacher attrition (USA), and the implications drawn suggest that about 30% of candidates make a successful transition to full-time teaching, and that training and induction is a risky and costly business. Some of the findings lent support to the marketability theory of teacher attrition which suggest that more capable student teachers will seek other employment opportunities. This may involve market forces such as the state of the economy and was found to do so in Australia, according to submissions to the Senate Committee on Employment, Education and Training (1998), which says that the general economy affects supply of teachers: a strong economy results in a drop in graduates entering teaching and rise in resignation; a slow economy, with its uncertainty and lack of other opportunities, creates a rise in graduates entering teaching and a fall in resignations. Teaching is seen as a "safe" but not very rewarding choice of work.

Summary

Training and employment of teachers in Australia is too unplanned and state-centred to cope with shortages, and creates expense and disadvantage to remote or hard-to-staff schools. There are not enough graduates of teacher training who are committed to a teaching career, but appropriate mentoring and induction or orientation programs can help ease new graduates into teaching. A restructuring of the teaching profession is needed to make it an attractive career. Schools in remote areas may be able to take competitive advantage of this by offering mentoring and professional development opportunities to attract teachers.
SATISFACTION, MORALE AND BURNOUT

Job Satisfaction tends not to be noticed until it is low, when the symptoms of low morale, stress and burnout, union activity or high turnover become problems.

An ACTU leaflet, “Stress at Work”, reports on over eight thousand unionists who responded to the survey: 53% said their greatest cause of stress was “Management issues, including lack of communication and consultation”. The next greatest stressor, on 42%, was increased workload and on 36%, lack of career opportunities. These problems are very similar to those voiced by teachers in my research.

Burnout has been an issue for some time: Toch (1981, USA), in a report on a Stress & Burnout conference, suggested teacher-helping-teacher as the best means of dealing with it. In 1994 a doctoral student from Mississippi State University, Paige Tompkins, was awarded funds by the National Science Foundation and the National Center for Education Statistics (reported by Mississippi State University Memo, December 1994) to analyse US teacher burnout. Using Federal data, this was the first study where data could be generalised on a national level, and state comparisons made. P. Kotterman (in Biggs, 1998), president of Arizona Education Association, says that negative press and lack of adult interaction are prime causes of burnout, and that teamwork is needed. S.Gervais, a principal, says community involvement and parental support are helpful, while A. Bjotvedt, a psychologist, says bureaucracy, big classes and budgets cause stress (Biggs, 1998). Terry (1997) researched teacher burnout following claims that up to 40% of US teachers will not teach until retirement, and recommends some solutions such as
stress management, reflective practice, and positive feedback and support from principals.


"It is generally agreed that there is a widespread crisis of morale amongst teachers", and links this to the low status accorded to children. "Few teachers recommend a teaching career to their children or their brightest students" and there is a "need (to)...publicise more effectively the excellent work taking place in our schools". "Low morale amongst teachers works against quality teaching", and "teachers are central to the quality of student's learning and that therefore it is necessary to support our teachers more effectively".

It reports factors outside the school that effect morale, including funding, (a problem being addressed by the 1995 Victorian Government Education Committee under Professor Brian Caldwell), residualisation, which is splitting private and public schools and creating insecurity in careers, and politicalisation: "The present drive for education to serve the needs of the economy strikes at the very heart of the professional teacher's ideals..." Recent incidents undermining morale and status (literacy, attacks by Ministers Kemp and Vanstone, industrial unrest), are cited, as is the idea that the government seems to want students to enter private schools to save it money, in marked contrast to Clinton and Blair who both ran their recent campaigns on an education platform. The increase in the use of contract teachers, casualisation, was also seen as a problem because "The financial savings from widespread casualisation are minor in comparison with the
financial loss through large scale defections from the profession of trained teachers."

However, all teachers in the private system are on contracts of one to three years usually, and this does not seem to have the predicted effect.

Factors inside the school affecting satisfaction included:

* excessive work load and overcrowded curriculum, a major cause of stress and low morale
* lack of teacher control over curriculum (dictated often by political reasons)
* increasing pace of change stealing time from quality teaching and learning.
* time needed for non-teaching roles, eg. welfare, behaviour management, disabilities, family breakdown, devolution administration, fund raising
* VET - teachers feel powerless because they must implement what they had no part in
* inclusion policies which have created an excessive workload (increase of disabled students in mainstream schools without adequate increase in support staff)
* class size increases
* unpaid work such as extra curricula activities ("teachers' direct work load is such as to leave little time or energy."

[The uncontradicted evidence in these proceedings is that the standard working week of 38 hours is no more than a formality, with some Victorian teachers spending "in the order of 50 hours per week or more at their work to
discharge their duties in an adequate and acceptable manner" (Australian Industrial Relations Commission, Vic. 1994)]

*cyberphobia causes stress for 40yrs + teachers
*the need to spend much personal time and money on technological facilities at home
*lack of funding for technicians  (A Class Act)

Devolution was said to create tension between staff and principals (for example, NT-principals on fat contracts, teachers lean), such as a "them and us" mentality, also between schools because of the competition, causing increased stress for principals. Schools seem to serve the bureaucracy instead of other way round. The need for fundraising, and deteriorating facilities no longer maintained by government undermine teachers' status. Crowded and shabby staff offices reinforce teachers' belief that society undervalues their work and reduction in funding for relief teachers creates overload and stress.

This does not apply in the private system, but is a relevant part of the context of the research. Factors undermining teacher morale within the school often originate outside the school and so are out of the teachers' control; they have to rely on politicians, bureaucrats, principals and school councils.

A NSW study of teacher satisfaction (Dinham and Scott, 1996), investigated satisfiers and dissatisfiers, and found the lowest levels of satisfaction to be in middle management.
Research by Henke, Choy and others (1993-4) in America found that talented and experienced teachers have little incentive, either financial or status, to stay. The major satisfiers were rewards intrinsic to teaching, and the major dissatisfiers were those things which limited teachers' effectiveness. When teachers resign, their satisfiers are unchanged, but it was the increase in dissatisfiers that made the decision. The dissatisfiers tended to be external. The two factor model (Herzberg and Segiovanni), was confirmed in this research.

**Major Satisfiers:**
- positive changes in pupils
- relationships with students
- professional growth
- collegiality
- holidays and "official" working hours

**Major Dissatisfiers:**
- community opinion of teachers and their working hours
- lack of support from the government
- lack of status
- frequent changes
- conditions such as salary, class sizes, inservice

A recent study of teacher stress in Victoria (Sarros and Sarros, 1992) showed that the principal has the power to give significant help to teachers to prevent stress and burnout; those teachers who believed they worked in a supportive environment experienced lower levels of stress and burnout. The researchers found that their results confirmed other
research in North America. "When positive feedback and recognition from the principal of the value of teachers' work is missing, then feelings of inconsequentiality and loss of self-esteem arise." Just "listening" is sometimes not enough; co-operative work and a whole-staff sense of kinship is needed.

In the USA, studies of teacher job satisfaction include work by Marlow, Inman and Betancourt-Smith (1996) who ran a survey of 212 teachers in the North West, including isolated areas such as Alaska and Idaho. They found that 44% at least occasionally consider leaving teaching, giving reasons such as problems with students, their own lack of fulfillment, stress, lack of respect from the community, low salary and poor working conditions. There were similar findings in other studies. Those who stay in teaching as a life-long calling see teaching as having intrinsic rewards.

### Leaving and Staying Factors

These were investigated by the University of Cambridge Longitudinal Study of Teachers, and were found to be:

**Attraction of teaching:**
- teaching young people
- using subject knowledge
- relating to children
- opportunities to teach more able and older children
- opportunities for increased responsibilities

**Reasons for leaving:**
- seeking adequate reward for qualifications
- lack of efficacy
Summary

"Those who can, do; those who can’t, teach" (coffee cup philosophy)

There is a crisis of morale amongst teachers; its causes are complex and may be linked to the low status of children, “bad press” about teacher union activity or low literacy levels of students, or a post-modern distrust of authority, although other causes can be found within the profession. Stress and burnout have been investigated for some years, and in 1998/9 were the subject of a nationally funded study in the USA. Negative press and public opinion and lack of adult interaction are some prime causes of stress. Low funding, residualisation, privatisation, casualisation, and politicalisation are said to adversely affect morale. Excessive workload, a crowded curriculum, coping with rapid change, increased non-teaching loads, deteriorating facilities no longer maintained by the government (devolution) send teachers a message that society does not put much value on what they do. Australian studies by Sarros and Sarros (1992) and Dinham and Scott (1996) have found the lowest levels of satisfaction be among middle management teachers. These low levels of job satisfaction show up as teacher shortages or industrial action.

RETENTION AND PROFESSIONAL DEVELOPMENT

Retention, recruitment, induction, professional development and satisfaction are interrelated. The quality of induction, professional autonomy and good end-of-career salaries
were found in an American study by Quin (1997), to contribute to teacher retention. Quin reports on the effects of teacher professionalisation by examining characteristics of other professionals and comparing these to teachers’ commitment to their careers. Four relating factors were autonomy, faculty policy making influence, assistance for new teachers, and end-of-career salaries. Those teachers with higher levels of these had higher commitment. This finding is supported by Wise and others (1987) in their Rand Report: recruitment, selection and working conditions must be professional to keep the best teachers. Lack of provision of resources requested, lack of involvement in decision-making, and a lack of appropriate physical support, are not professional conditions.

A longitudinal study in Indiana by Kinby and Grissmre (1993), discusses the “Human Capital Theory” that people make ongoing assessments of the monetary and non-monetary benefits of their career, (a balance sheet) and base their decisions to leave on this. People are more likely to make career moves early in a job before they acquire too much “specific capital” (ie. experience) but they look for a “better” position in terms of wages, locality or benefits. A survey of 614 organisations by Morey (1998), suggests that employees will move on if not satisfied by their personal growth in the job. The survey showed that broad-based reward plans (not just money) lead to effective attraction and retention.

Teacher attrition may also be due to life cycle changes. Daffy (1998) suggests that organisations retain experienced staff by acknowledging this, and creating career plans that allow for plateaus, maternity leave and flexible work arrangements such as part-time
senior positions. Such an arrangement has been successfully implemented by Deloitte and Touche, who consider part-time managers for partnership, and have found this gives them a competitive edge in recruitment (Daffy, 1998).

Another American study, by Corcoran (1995) contains recommendations on what can be done to keep teachers: "policy makers need to be clear about the problems they are trying to solve and about the conditions under which teachers are likely to change their practice". Professional development, according to Corcoran, will help prevent teacher attrition. It needs to respect the expertise of accomplished teachers, be integrated with teachers' work and to make use of job sharing and job enrichment, teacher networking, collaboration between schools and teachers' colleges, professional development schools, national certification, and teachers as researchers. It also recommends these steps for policy makers:

* focus professional development on core problems of teaching and learning
* balance individual and organisational needs for professional development programs and incentives
* embed professional development in the workplace and provide time for reflection with colleagues
* ensure good professional development is accessible to teachers in vulnerable situations
* increase awareness of educational leaders, councils and parents
* make use of experienced teachers
* set standards and priorities
*rethink incentives, e.g. study needed for recertification or new contract

(Corcoran, 1995).

Syrett (1997) supports this view; he says that recognition is as important as reward and that a succession of challenging projects is more important than regular promotion. Staff retention seems to be improved by good career planning and appropriate appraisal schemes, internal team building, and cross-cultural training.

Since 1974, there has been a decline in teachers' wages relative to average weekly earnings in Australia (A Class Act). Starting salaries are good but graduates who enter teaching are disadvantaged by the compressed salary scale where the top level for a classroom teacher is reached after nine or ten years. There are few opportunities for promotion, due to the tight budget of education and the structure of schools, so a career in teaching becomes less attractive the longer you remain in it. This salary structure is a disincentive:

"It says, in effect, that teaching well is less important than administration or management"; "teaching has been a flat, careerless occupation"; "poor remuneration contributes to low retention rates"; "teachers reach a salary ceiling approximately ten years into their career; this is the point at which many teachers, especially women, leave the profession" (A Class Act).

Teachers are most likely to leave the profession within the first two years, or after 10-15 years. They are likely to retire early. This flat pay scale is also a disincentive for American teachers (Henke and Choy, 1993-4).
"The majority reach the top of their salary scale within 10 years. Promotion opportunities are limited and in most cases lead out of the classroom. Promotional opportunities continue to favour males, despite the large proportion of females in the teaching workforce" (appendix 1, A Class Act).

In this Senate paper, retention, professional development and satisfaction are inter-related, for example in the recommendation to give teachers greater control, to reinforce rewarding aspects and reduce factors undermining enthusiasm and pushing teachers into other careers. Female teachers are grossly under-represented in promotion positions in Australia, attributed to lack of part-time senior jobs and the emphasis on the need for accounting and marketing skills for principals. Teaching's status seems to have declined as the number of women teachers has increased, and the education system remains in the control of men.

Retention is also linked to Recruitment and Induction: NSW government schools showed 7.4% separations of teachers from teaching in the first two years.

Chapter Eight of the Australian Senate Report discusses the evidence that teachers as a group are aging, leading to an impending recruitment crisis; NSW government school figures show clearly the effect of the ten year salary ceiling. Up to five years in, males leave the profession about twice as much as females: at 10-15 years, this reverses, and after 15 years, males and females leave at the same rate. More teachers take early
Professional Development

The report from the Commonwealth of Australia Senate Committee on Employment, Education and Training, *A Class Act*, (1998) has a comprehensive coverage of submissions from a wide range of people and organisations in regard to Professional Development of teachers. Its recommendations are:

* set up a national body for teacher registration to establish standards for teaching, and recognise advanced standing, to recommend national Professional Development programs, and to promote the status of teaching in the community.
* increase funding for education and teacher development
* create clear levels of advanced professional certification and set levels of remuneration
* reverse casualisation of teaching
* remove the VET program back to TAFE colleges
* increase funding for technology in schools
* attract high quality students to teacher training
* create a national structure of induction programs
* make Professional Development a prerequisite for continued teacher registration.

In the 1990s the Advanced Skills Teacher proposal failed because it continued to reward out-of-class work and did not create a career structure. The Professional Recognition Program in Victoria was found by researcher Leona Edwards (1999) to be an improvement on previous structures according to some teachers. It aimed to reward classroom teaching up to the same level of remuneration as principals, but its promotion
positions still involved administrative work, thus rewarding this more than teaching itself. Some of the implementation procedures were also questioned. Teachers need a new career structure which rewards excellent classroom teaching, mentoring and professional study. This would require greater attention to defining and assessing performance:

"In teaching, the essential tasks remain similar throughout a working life. In the Committee's view therefore it is essential that opportunities are available to reward teachers and to allow them time and space for reflection within the profession." (In 1997 NSW introduced a "teach four years on 20% less, have the fifth year off" scheme, which has also been introduced at St. Philip's College in Alice Springs).

*A Class Act* also suggests that successful professional development, undertaken periodically, will enhance teachers' skills and professionalism, and through shared experiences, assist in reducing the isolation inherent in teaching. Such isolation, if not addressed, can be a powerful contributor to stress and low morale. Successful professional development, can, on the contrary, empower and invigorate participants. However, professional development is often inappropriate, because it is not teacher controlled, and often not available to rural schools. The removal of funding for Masters studies showed teachers that their personal efforts at professional development were not valued by employers; attaining a higher degree does not often lead to increase in salary.

There were some good initiatives; the Victorian Country Education Project (p10, chap.7b) and the National Schools Network (redundant in 2000). The NT gave release
time to primary school teachers, and the Commonwealth National Professional Development Program (now redundant) was a form of government support that lifted morale. Teachers need to be supported by employers with relief staff and paid sabbaticals.

Summary

Keeping teachers in schools and in classrooms is a problem evident both in Australia and the United States. Multi-state USA surveys reveal similar reasons for teachers leaving to evidence in an Australia-wide investigation by a Senate Committee, that is that teaching does not provide a satisfying career. Therefore it appears that the best way to retain teachers is by providing career paths through appropriate nationally controlled standards and programs of professional development that include time for reflection and collegial support, and a salary structure that gives equity with other professions requiring three to five years initial training.

Professional Development of classroom teachers must focus on teaching and learning so that the community can observe successful outcomes such as good literacy and numeracy. Practising teachers need to be involved in research and be supported in their teaching by other staff who take over “non-teaching” duties. The community and its political leaders need to ascribe more importance to the work of education.
STAFFING REMOTE AND RURAL AREAS

Rural inequality is a well established fact in Australia: (Walmsley and Weinand, 1997, Green and McDonald 1996, Bell 1992, Cheers 1990 & 1992, Australian Education Council Review Committee 1991, Butler 1997, and The Senate Select Committee on Employment, Education and Training 1998). There is a lack of public and private transport to overcome time and distance, so increasing people’s isolation from services such as health and education. With the rationalisation of other services such as banks and post offices, Australian rural life is in decline, and rural areas have become less attractive to professional people. Schools have decreased in size and must employ generalist teachers or expect specialist teachers to teach outside their expertise. This may contribute to less country students aiming for university (Bourke, Australian Youth Studies, 1997).

According to Eckersley (1996) and Barker and Milligan (1990) there may be a culture in rural communities that does not value tertiary education; this not only discourages young people from attempting it, but would discourage professional people from wanting to live in those communities with their families.

Some towns, however, are growing because of strategic locations and industries such as mining or new agricultural techniques, as in the Riverland renaissance, or by overcoming isolation with technology.

According to "A Class Act", in the Northern Territory, "The two divisions (north and south) take different approaches for urban and rural areas, reflecting different patterns of student and teacher retention and mobility, availability of support programs and
specialists, student composition, and isolation" (chap. 3, Moskowitz and Whitmore).
Retention is higher and mobility is less in Darwin and Alice Springs compared to the
bush where challenges (stress) for teachers can include their own high expectations and
standards, lack of value by the community, teaching often not being their first choice of
career, low pay, conflict between "employee" and "professional" status, isolation from
family and friends, differing state curriculums, and requirements to teach unfamiliar
subjects.

"Lack of qualified staff is not a new issue. Rural schools have encountered this
difficulty on an annual basis. Attracting suitable staff and keeping them is a
major problem in regional and rural schools in general" (submission 185, vol 8,
p.52, Science Teachers Association of Victoria).

"Witnesses described how professional and personal isolation was a disincentive
to country appointment. Other problems faced by teachers in rural and remote
communities include:

* decreasing school populations
* dwindling community support
* teaching outside area of expertise
* higher youth unemployment and suicide rates
* security and accommodation problems
* limited access to professional development  (A Class Act, 1998)

Rural teachers in Australia tend to be more mobile because of stress caused by the above.
Personal or professional isolation is a powerful contributor to stress and low morale.
Appropriate professional development can empower and invigorate participants, but is often not available to rural schools.

CHAPTER SUMMARY

Schools wishing to attract staff may be able to take advantage of weaknesses in the training and employment of teachers by offering career opportunities. They may be able to create job satisfaction for their teachers and so retain them by providing collegial support and professional development, and by participative leadership that values teachers and gives them professional feedback in an economic climate where this cannot be done by salary increases. School leaders have a role in promoting the good work of their teachers in the community.

Attraction, recruitment, induction and job satisfaction are all part of the process needed for retention of staff. To attract good staff, an organisation needs a reputation for caring for its staff by offering inducements, both intrinsic and extrinsic, and a career path that includes recognition. Systematic induction retains staff and is very important in isolated or remote areas. It is best done by using the expertise of experienced staff members, and provides professional development for them.

Teachers' main dissatisfaction is the lack of a career path and status, and the externally imposed workload resulting from the inadequate funding of education. Burnout and dissatisfaction are best prevented by personal and specific feedback from school leaders that gives support and recognition to teachers. The most promising hope for retaining
teachers is to provide them with a career path that includes broad-based reward plans, such as salary, conditions, benefits, esteem and challenge.
CHAPTER 3

THEORIES OF MOTIVATION (AND JOB SATISFACTION)

INTRODUCTION

As this research examines attraction, satisfaction and retention of employees, it is concerned with discovering the reasons why people take the actions of applying for a job or resigning from a job, and so motivation is a central concern. Motivation is linked to job satisfaction because employers want to know how to have the most productive, punctual, safe workers and the least absenteeism and turnover. Motivation must be inferred from these observable behaviours (Stone, 1991) so if there is a problem with turnover or attrition, motivation should be investigated.

Motivation is complex and concerns both individual and group behaviour (Robbins, 1991). Managers cannot assume either that what motivates them will motivate their staff, or that staff will not have the same needs as managers; motivation must be tailored to the employee's needs (Robbins and Mukerji, 1990). Individual needs and behaviour are shaped by biographical characteristics, ability, personality and learning (Robbins, 1991).

A study by the Australian Institute of Management (Stone, 1991a, p.226) discovered that employees feel that they are motivated by:

1. Recognition
The present study is concerned with professional people who are employees, but may also be middle level managers. As any employee in some other aspect of their life may also be a manager or leader, managers need to see staff not as different to themselves in their needs and what motivates them, but as individuals and colleagues in a different place in the team, processes and structures in the organisation.

**DEFINITIONS**

Robbins and Mukerji (1990, p. 256) define motivation as "the willingness to exert high levels of effort to reach organisational goals, conditioned by the effort's ability to satisfy some individual need." Organisational leaders need to be aware of these individual needs and seek to align these needs with the goals of the organisation.

The emphasis on individual needs is also included in Mitchell and Larson's (1987, p. 154) definition of motivation: "the psychological process that causes the arousal, direction and persistence of voluntary actions that are goal directed." Needs are seen as the internal cause of arousal, while other people can be external causes. This "social facilitation" can be by leaders as well as co-workers.
These individual intentions are examined by Expectancy Theory, Goals Theory, Equity Theory, Task Characteristics Theory and Reinforcement Theory discussed below, but managers can also infer some individual needs from the personal details of an employee.

**THE INDIVIDUAL**

At two schools in this research, the participants were able to be allocated to two main age/experience groups. Robbins (1991) reports that there is less turnover and avoidable absence with older and more experienced workers, and there does not appear to be any lessening of productivity. Satisfaction also seems to be unconnected with age. Married people, according to Robbins, are more satisfied and stay longer in a job.

Performance and satisfaction can be increased by knowing people's strengths and weaknesses and placing them in the most suitable job (John Holland, "Job fit Theory", 1985, Robbins, p98). The same job can be boring to one person and stimulating to another. People who believe they have little control over what happens to them (external locus of control) are more likely to be dissatisfied; this may be inherent in the personality, but may be a problem of the organisation's authority and decision making structures. Satisfaction of staff could therefore be improved by empowerment.

People with a high need for achievement like some challenge, immediate feedback and scope to exercise control. Many teachers may have this personality type, as these needs were constant themes expressed by the subjects of this research. These needs, however, are often frustrated by teaching: the demands of dealing with the social problems of
students are outside the teacher's training and may pose too great a challenge. They tend to feel they do not get adequate feedback from school leaders and that they have no control or input into decisions that affect the autonomy of their work.

People with high self-esteem are more likely to be satisfied in their work. This would indicate that organisations should seek to build the self-esteem of their staff.

The value system that people hold influences their motivation, job satisfaction, commitment and the type of job suited to them (Allport and associates, 1951, p160, Robbins). The degree or level of commitment is a strong indicator of turnover, with the lower the commitment, the higher the turnover. Inconsistency between values and action (cognitive dissonance) will create dissatisfaction, (Robbins, p165) but research by D.J. Bem (1972) indicates that behaviour creates attitudes rather than vice versa. Managers need to realise that it is beliefs, not the "truth", which causes people to take actions such as resigning.

CLASSIC MOTIVATION THEORIES

The early theories of motivation (e.g. Frederick Taylor) were mechanistic and concerned with the division of labour, specialisation, time and motion, with money as the main motivator. These were followed by the Human Relations Movement, (the Mayo and Hawthorn studies) and in the 1950's by Maslow, (Hierarchy of needs) McGregor, (Theory X and Theory Y) and Herzberg (Motivation-Hygiene Theory). Although of questionable validity (Robbins and Mukerji, 1990). These are the foundation of more recent theories.
Maslow (1954) proposed five levels of needs so that as basic needs were satisfied, a person was then motivated to fulfill the next level of need, up to the highest need, "self-actualisation". A need that was substantially satisfied could not motivate. Stone (1991) points out that for this to work, managers need to know the needs of each worker and make the satisfaction of needs depend on performance and reward. They also need to create an environment where employees are able to reach the highest levels.

McGregor (1960) proposed that the values of managers cause them to view workers as lazy and unambitious (X) or as enjoying work and self-directed (Y), so if managers changed their views to Y, the workers would behave according to the managers' expectations. This seems only to work in a general way, with motivation being improved by giving people responsible jobs.

Herzberg (1959) proposed that the opposite of satisfaction is not dissatisfaction; removing dissatisfactions does not motivate people, as the factors which make a job satisfying are different. Salary, conditions and company policy are "hygiene factors" which will prevent dissatisfaction if adequate, but will not motivate. Motivators are recognition, personal growth and responsibility. This focused attention on job design, rotation and enrichment and caused a reversal of Taylor's methods (Mitchell and Larson, 1987). The methodology and validity of this theory were questioned, (Robbins and Mukerji, 1990) but Hunt (1979) produced a list of satisfiers:
Challenge, recognition, freedom, control over work / power / status, whole job, knowing goals, individual growth, compatible colleagues, feeling part of a worthwhile organisation, rewards level with expectations, success.

And dissatisfiers:

Formal structure-control / rewards / rules, bosses, salary, conditions, other workers, boring work, no contact with consumers, poor communication within the hierarchy, limited opportunity for promotion, loss of control or power, failure.

Robbins (1991) claims that there are four variables demonstrating motivation: turnover, productivity, absenteeism and satisfaction. The theories do not all address these four variables, and differ in their predictive strength.

"Needs" Theories

Robbins groups Malsow's Hierarchy and Herzberg’s Hygiene theories with ERG (existence, relatedness and growth) Theory and Three Needs Theory as “Needs Theories”, which he says are valuable for predicting job satisfaction. Stone calls these “Content Theories”. Alderfer (1969) revised Maslow's theory after experimentation and proposed three “core needs”; existence, relatedness and growth. More than one of these may operate at a time, and if a higher need is not met, lower needs intensify.

McClelland, (1953) proposed that there are three personality variables which explain differences in worker productivity; the need for Achievement, for Power and for Affiliation. “High achievers” (nAch) perform best when there is a 50% chance of
success and they can take responsibility for it. They are not gamblers, and need feedback (Robbins, 1991). They like to focus on a particular goal and expect to be well paid (Stone), as they differentiate themselves from others in their desire to do things better. (Robbins and Mukerji, 1990), and they lose motivation when the outcome is out of their control. They make good entrepreneurs or managers of self-contained units, but not large organisations, which best suit people with high needs for Power and low needs for Affiliation (Robbins, 1991). High Power need people like to be in control, to be competitive, have impact and be influential, and people with a need for Affiliation seek co-operation rather than competition.

Task Characteristics Theories

Turner and Lawrence (1965) proposed the Requisite Task Attributes Theory when they researched the effect of different kinds of jobs on satisfaction and absenteeism. They defined job complexity by six characteristics, and found that while people in complex jobs had lower absenteeism, there was no correlation between complexity and satisfaction.

The Job Characteristics Model was proposed by Hackman and Oldham, (1976) who said that there were five main job dimensions: skill variety, task identity, task significance, autonomy and feedback. Internal rewards (motivation) are obtained when the individual learns that a “significant” task has been performed well, and motivation, performance and satisfaction increase as these experiences are repeated, so that absenteeism and turnover
are lessened. This is moderated by the employee’s need for growth (self-esteem and self-actualisation), where greater need results in greater motivation when satisfied.

Process Theories

Stone (1991) classifies Expectancy Theory (Vroom, 1964) and Equity Theory as Process Theories. Vroom’s “what's in it for me?” theory has been widely accepted. Its main premise is that the strength of motivation depends on the strength of expectation that acts will be followed by an attractive outcome. People have needs / goals and assess the relative worth of their efforts towards reaching their goals. These assessments are subjective perceptions, so the same outcome may have different levels of attractiveness to different people, and to the same person at different times or stages of life. Robbins and Mukerji (1990) point out that to use this theory to motivate people, it is necessary to know their goals at that time, and the person must believe that their efforts will bring them the reward. The worker needs to know what they have to do to get the reward and they need frequent specific feedback (job descriptions and appraisal).

Equity Theory is concerned with people seeking fair and just rewards by comparing their work, pay and conditions to others. This can raise or lower motivation through wage demands, working to rules or not as hard, increasing or decreasing the status of the job, resigning or distorting the inputs / outcomes of others (Robbins and Mukerji, 1990). If a fair system of appraisal is in place, public disclosure of salaries can be a good equity measure (Mitchell and Larson, 1987).
Edwin Locke (1976, Goal Setting Theory) thought that intentions to work towards a goal are strong motivators. Challenging and specific goals and feedback are needed, and self-generated feedback is more potent, as is participative goal setting (Stone, 1991).

Robbins, Stone and Mitchell and Larson disagree about whether this higher performance leads to satisfaction, or whether high satisfaction leads to better performance. Alignment of personal and organisational goals appears to be a strong motivator.

A counterpoint to the above is Reinforcement Theory: the external environment is said to condition behaviour, when desired behaviour is given positive reinforcement, and undesirable behaviour is ignored. This is a theory of learning rather than motivation, but is widely used by managers. They need to ask what type of reward and when it should be given, as employees see salary as a right, not a reward.

Overview of Motivation theories

The overview given by Mitchell and Larson (1987) is that behaviour, such as productivity, absenteeism and resignation, is effected by Internal and External Dependencies. Internal Dependencies are intentions, ability and job knowledge, while External Dependencies are social, technological and environmental. Social Dependency is the concept that the more we have to coordinate and communicate with others, the greater the impact they have on our behaviour. Technological Dependency is connected with machinery and impersonal administration such as materials provision and workflow. Environmental Dependencies are things like weather, noise, and a clean, organised and roomy place to work.
Motivation arises from Arousal plus Intention, but for motivation to be translated into behaviour, the factors needed are ability, knowledge and resources (Mitchell and Larson, 1978). For behaviour to become performance, it needs to be measured against organisational goals. Motivation and performance may also be moderated by task, social, situational and administrative factors.

Theories of Arousal (Internal Focus) include the need for personal growth, (White, 1959) and the need for achievement (McClelland, 1961, 1985). These, together with McClelland’s other needs and Maslow’s hierarchy (1954), are seen as the components of personality.

Arousal (External Focus) is by Social Facilitation (Ferris, Beehr & Gilmore, 1978, p.162, Mitchell and Larson). Theories of Intention (Internal Focus) include Expectancy Theory, Goal-setting Theory, and Equity Theory, while Theories of Intention (External Focus) are Reinforcement Theory, Task Theory and Social Norms Theory (White & Mitchell, 1979, in Mitchell and Larson).

Mitchell and Larson recommend that organisations must first analyse the job before selecting a person with ability, then take into account the other factors so that the motivated employee will be facilitated rather than hindered. Robbins agrees that the employee’s abilities and individual goals and needs should be a good “fit” for the job. If the person believes that strong effort will bring rewards that satisfy his personal goals, he
will perform (Expectancy Theory). Opportunity ("support") and performance evaluation-feedback and Equity need to be adequate to reinforce this performance, and the person needs to find that the rewards do in fact satisfy his needs and goals (Reinforcement). A high nAch person may be able to perform well when isolated from organisational evaluation and reinforcement if their personal goals are being met.

Robbins and Mukerji (1990) provide a list of suggestions for motivation strategies:

- Recognise individual differences.
- Match people to jobs.
- Use specific goals and feedback (Make this participative if this suits the organisational culture).
- Ensure goals are perceived as attainable; staff must have the ability needed and feel that the appraisal process is valid.
- Link rewards to performance.
- Check Equity.
- Increase salary.

Money and Motivation

Money is a simple and easy to administer form of incentive. According to Stone, money satisfies both high and low level needs, while Maslow points out that it is a symbol of recognition and status. Base salary is a Hygiene factor but low pay is a dissatisfier (Equity). High pay alone however does not necessarily motivate, but can if it is a merit increase or linked to performance (Herzberg). Pay can be important to High nAch
workers as an indicator of performance feedback, while pay incentives for group work will motivate nAff people. NPower people use it to buy prestige or power (McLelland). Pay is also a way of comparing yourself to others (Equity) and can de-motivate people if perceived as too low.

Pay is one of many possible rewards, but other rewards may vary in their value to different people (Expectancy Theory). Pay can be used to reinforce goal attainment (Goal Setting Theory). Robbins and Munkerji (1990) say that money is a motivator depending on the importance the employee places on it; to some people it is not important while others have an insatiable desire for more. Cost-of-living adjustments and fringe benefits can become motivators by tailoring them to individual workers, for example a package may include life insurance, school fees, leave or superannuation. If an organisation has limited resources for salaries, employees need to be rewarded with greater recognition and opportunities for achievement. Jobs should be enriched, combined and redesigned to give greater challenge and increase skill variety (Robbins and Munkerji, 1990).

TESTING OF TWO CLASSIC THEORIES

Maslow’s Hierarchy of Needs and Herzberg’s Theory were tested by the researcher on fifteen secondary teachers in 1998 using a questionnaire, which was used as a pilot program for this thesis. This group of people were in many ways very similar to each other; working in the same small organisation in an isolated centre, with similar professional training, all aged between 25 and 48. Yet they revealed very diverse needs.
There seemed to be no evidence of progression along Maslow's hierarchy. For example, one person felt satisfied in safety, social and esteem needs but still had strong physiological and self-actualisation needs. Most of the subjects still expressed strong social needs even though their needs for esteem and fulfillment were completely satisfied. In discussing the exercise with the participants, it became apparent that personal needs do not fit simply into Maslow's hierarchy, for example, the way in which physical needs are met can effect status, esteem and fulfillment. (the executive washroom, the labeled carpark space)

The participants were also asked to rank a list of satisfiers and dissatisfiers derived from Herzberg's Theory. They tended to agree with Herzberg in that mastery and achievement in the work itself was the strongest satisfier, but these participants replaced Herzberg's recognition and advancement with a valuing of social interactions and relationships with colleagues, pupils and parents. The strongest dissatisfier was the structures and processes of the school, which agrees with Herzberg. This is a problem of one group of people, the workers, being unwilling to do what another group, the leadership, require of them, and the workers feeling that the leaders are not facilitating them to get their jobs done. Leaders would tend to view this as a problem of poor staff motivation, but the staff see it as a problem of poor management. What is needed is a cooperative approach that regards everyone in the organisation as an equal member of the team, with different roles. They all need to align their individual and group goals and rewards. The strongest dissatisfier, "company policy and administration" needs to be brought into harmony with the strongest satisfier, the individual's need for self-actualisation.
JOB SATISFACTION

Although employers are most interested in productivity, the employees are most interested in their job satisfaction. After the early theories of motivation, which concentrated on productivity, it became obvious that job satisfaction could not be ignored in the search for how to motivate employees. Herzberg showed that removing things which made workers dissatisfied resulted only in satisfaction, not in productivity, and Greene (1972, in Robbins) and Stone believe it is more likely that it is productivity or successful job performance that increases satisfaction.

Factors in job satisfaction appear to include mental challenge, use of skills, variety, freedom or control, feedback, equitable rewards, supportive conditions and colleagues. Stone notes that motivation and satisfaction are not the same; motivation is the "why" of behaviour, job satisfaction reflects the employee's feelings. If individual and organisational goals are congruent, then job satisfaction results.

Dissatisfaction is indicated by short tenure, frequent turnover and high levels of absenteeism and tardiness, so it is related to the costs of the organisation. Other indications are working within the organisation to improve conditions, or passivity which may result in unconscious illness and accidents.

No amount of motivation can compensate for lack of ability, skill or knowledge, inadequate equipment, poor organisational structure or financial constraints that hinder
workers in their tasks (Stone, 1991). Some stress can be stimulating, but stress may also cause people to lose their satisfaction (Robbins, 1991). The primary stressor is "not doing the type of work I want to", so it is strongly related to individual difference. Managers need to ensure good job fit, set achievable goals and give specific feedback. Participative decision-making and good communication reduce conflict, and programs that facilitate physical and personal growth have been found useful in reducing stress, and hence improving satisfaction and performance.

RECENT IDEAS ON MOTIVATION

"Downsizing" of companies has caused a new look to be taken at how to motivate workers when there is very limited money and little chance of promotion, which may be similar to the situation of most teachers. Marvin Katz (1998) suggests that workers could be asked what their needs and problems are, and then an effort made to meet them. He recommends that there be free and extensive cycles of information and feedback. "Workers who feel that their employer cares about them are seldom indifferent" (Katz, 1998). Compensation can be tied to the performance of the whole organisation, and non-monetary rewards can be given to recognise effort and success; such things as a day off, tickets to a show or game, lunch with the boss, invitations to social functions, or a postcard. Employees should be asked for their ideas on improvements and informed on why things are being done. Openness and a "professional" approach are needed for retrenchment processes, and ex-employees shown care such as re-training programs or bridging finance while they find new work. Identifying people with potential and giving
them training demonstrates recognition of them, as does the provision of a staff lounge, 
day bed or chapel.

Teresa Amabile (1996) writes on ways organisations can tap into the huge creative 
energy of motivated people: people feel competent if they obtain feedback that indicates 
progress, or suggests ways to improve. When task and skills match, people are intensely 
motivated, and creativity is strongly linked to intrinsic motivation, that is, motivation and 
creativity feed each other. The extrinsic motivators that support creativity are:

* reward and recognition
* clear overall goals
* frequent constructive feedback
* autonomy
* work that is challenging and important
* rewards that enable a person to do more challenging work

Amabile suggests that managers need to:

1. Choose people with high intrinsic motivation for a particular task
2. Design work to maximise challenge and interest
3. Understand the motivation of individual workers
4. Combine people in work teams
5. Use highly informational feedback
6. Increase work experiences that give people feelings of competence and skill growth
Stajkovic and Luthans (1998) aim to improve the performance of people in organisations. They say that employees (personality and needs), they say, are both products of and producers of their environment. Self-efficacy is the individual’s confidence to apply capabilities to a task, and high self-efficacy produces motivation and energy. Self-efficacy is encouraged by succeeding in challenging tasks, learning with mentors, and being verbally encouraged.

Brian Cooper (1997) writes on the “new psychological contract” between worker and employer, which is based on mutual needs; organisations and workers invest in each other and have a shared vision.

Compared to older theories, these ideas share an appreciation of workers as valuable individuals, and motivation is understood as resulting from meeting individual needs in ways that bring the organisation towards its goals. Research with industrial workers and teachers seem to produce the same lists of what these needs are and what satisfies in a job. These ideas need to be applied in educational organisations if they are to reach their goals and retain their staff, and more so in disadvantaged remote areas.

**CONCLUSION**

Recognition for good performance, and personal and professional growth are the top priorities in job satisfaction. This is best achieved by frequent 360 degree highly informational feedback between worker and supervisor. This will feed self-efficacy and feelings of competence, which are highly motivating. Leaders need to take time to show
teachers that they are valuable to the school, students and the community and to promote
the status of their staff in the community. The work environment needs to be structured in
ways that nurture people throughout their careers. This can only be done when
supervisors understand the needs of individual staff and their intrinsic and extrinsic
motivators. Intrinsic rewards motivate innovation while extrinsic rewards drive routines.
Job dissatisfaction and low motivation produce high turnover as well as cutting
productivity and effectiveness. High motivation produces a dynamic organisation with
loyal staff and happy customers. Major satisfiers for teachers are intrinsic and tend to
remain constant, so school leaders need to remove frustrations and limits to teachers’
effectiveness, which are usually externally imposed changes and expectations. The
widespread lack of a career path in teaching is damaging; middle manager teachers, older
teachers and experienced female teachers show the strongest dissatisfaction and this is the
strongest evidence of the lack of career opportunities and recognition in teaching.
CHAPTER 4

RESEARCH DESIGN AND METHODS

RESEARCH DESIGN

Description and Advantages

This research uses a mixed method inductive approach of semi-structured fifteen-minute interviews with 57 secondary teachers at two schools, one government and one independent, plus a multiple choice open-ended non-contact questionnaire participated in by 24 teachers at two other independent secondary schools in Alice Springs. There were 81 responses from a possible 130 approximately. Longer semi-structured interviews with senior staff in schools and other professional organisations were also used for more in-depth comment, peer debriefing and to provide triangulation. The answers of participants in the interviews were used to form the questionnaire, and the strength of the response of all 81 participants to each suggestion or theme was used to order the suggestions to give a picture of the feelings and opinions of the participating teachers.

The aim was to obtain opinions from all secondary teachers in the community; information which could be used to generate a hypothesis for other quantitative research,
or which would be of immediate practical use to the participating organisations (Heath, 1997).

A qualitative or "naturalistic" approach was demanded by the limitations of the context and the nature of the investigation. To discover what employees think and feel needs an "insider's" point of view into the complexity of individual experiences. The number of participants who would be available in a medium sized town would not be large. As the researcher was seeking information as a "participant observer" from peers working in other organisations, it seemed appropriate to take an approach that treated them as individuals whose opinion was sought and valued. A personal approach was used, but at the same time, professional objectivity was maintained so that people would feel free to reveal their dissatisfactions in a climate of mutual trust and co-operation. The researcher aimed to obtain the answers to questions directly from the employees, rather than infer these from observed behaviour such as attrition rates or from the opinions of organisational leaders alone. As a member of the small community in which this research was based, the researcher attempted to work within these inter-personal connections (Glesne and Peshkin, 1992). The nature of the study itself, which is concerned with attitudes and experiences in a context, needed an approach that included personal contact but retained the professional distance and objectivity provided by the semi-structured interview or open questionnaire. These methods also had the flexibility to follow any interesting ideas that emerged in the process of research.
"Generally speaking, qualitative researchers attempt to describe and interpret some human phenomenon, often in the words of selected individuals (the informants)" (Heath, 1997).

The researcher was unaware of any other similar study having been carried out in the town and needed to discover the individual opinions and motivations of people with no existing predictors of the likely results at a local level. Reading of past and present literature from Australia and overseas gave some indications of general themes that might be expected, but as Alice Springs is a unique place, it was accepted that there may be unusual responses.

This study does lend itself to extension to include further participants and the use of qualitative methods to test the exact extent and strength of the themes, as Howard S. Becker (1999) says in *The Epistemology of Qualitative Research*, (p.10) "qualitative research generates hypotheses and quantitative research tests them".

**RESEARCH CONTEXT**

To set manageable limits for the research, the researcher approached the existing six secondary schools in Alice Springs. Three of these are Junior Secondary, one is Senior Secondary and TAFE and the others combine Junior and Senior Secondary. There are also five government primary schools and five independent primary schools as well as preschools in the town. If research was to be done on the wider question, *How can professional people be attracted to and retained in rural and remote areas?*
participants could be found in Alice Springs, in communities around it or in other areas of rural and remote Australia. Alice Springs however, provides a special case: it is unusual among large rural centres in that it has a larger proportion of professional people (Alice in Ten discussion paper, chap.1). If professional people are attracted by / retained by the social life of a town, by suitable clubs and interest groups and circles of friends of similar interests, then having some local industry that employs those people will help attract others by the affect on the society and facilities of the town. Such an industry might be an observatory or scientific research station, which Alice has, an electronic communications centre, or a university campus (as in Broome, W.A. and Alice Springs hospital). In Alice Springs it is the Joint Defence Facility which provides 900 jobs, many tertiary level, and draws well-traveled Americans who have a huge influence on the economy and social/cultural life of the town (Alice in Ten, chapter 1).

CONSTRUCTS - DEFINITION AND OPERATION

Staff attraction in this research is considered from the point of view of the employees, not as recruitment procedures of the organisations, such as advertising, job descriptions, interviewing and selection. The operation of the construct is that the person being interviewed has chosen to be employed in that position. The interview question seeks a simple response of the reasons, circumstances or motivation that the participant is prepared to present to the interviewer to explain why they applied for their job. Processes such as recruitment and orientation may be seen by some participants as relevant to attraction and satisfaction. This is indicated by other research (see chap.2).
Staff satisfaction is also considered from the point of view of the employee, and taken at the "face value" of the response. The participants are all mature and professional people, unlikely to feel under any pressure to respond in any particular way to the interview process, and presumably give some measure of self analysis in their response. It is out of the scope of this research to investigate beneath this initial response, although a complete understanding of job satisfaction for any individual would involve a complex interaction of personal needs and experiences within the organisation. It is probable that participants have omitted many things about their personal satisfaction or dissatisfaction, but the aim of the research is to find a broad or general picture of employee responses rather than an in-depth analysis of job satisfaction within any particular organisation or for a particular type of employee.

Staff retention is considered from the point of view of what causes employees see for staying or leaving. Retention rates for individual schools were not considered, except for some information on this from the initial school.

Remote/rural:

Alice Springs has a population of about 27,000 and is a dynamic regional centre, but is 1180km from a town larger than itself, making it very isolated from the resources of major cities. It is not a "remote" location in some ways however, because the people have access to many services such as three major banks, credit societies, TAFE and some University courses, a large hospital and ample private medical practitioners, lawyers, accountants, government departments and a range of retail suppliers, restaurants and leisure facilities. It
is "rural" in that the local economy has been dominated by industries such as beef and mining, but is increasingly moving to a domination by tourism.

DEALING WITH ASSUMPTIONS

Selectivity was to be avoided by using the triangulation of interviews and questionnaires with both staff and leaders, although the aim was to discover what staff thought, not what their leaders assumed the staff thought. To some extent, the process of the research may affect the responses and attitudes of the participants, by causing people to reflect on their experiences, but this interaction is in harmony with the aims of the research. The interview process, which included member checking, established the meaning understood by the participants and was intended to expose any bias or subjectivity of the researcher. The interpretive methods used ensure that the study remains related to the complexity of its context, and the use of interactive participation should prevent reification.

PRELIMINARY RESEARCH

Theories of Motivation from the literature (chap. 3) were tested with a pilot project of interviews and questionnaires completed by twenty five staff at the initial school (see chap. 5 for discussion of results). The single page questionnaire, designed to be enjoyable and completed over morning coffee, was pigeonholed to all teaching staff. Twenty five out of thirty five were returned. The semi-structured interview was given a trial with ten staff who were leaving that year, enabling proposed questions and interview methods to be tested in practice. There were a variety of ages, experience and circumstances in this group.
Questions not essential to the focus questions and questions that were too complex were revealed and eliminated.

Recent writings on Motivation, Satisfaction, Attraction, Retention and Attrition published on the Internet and the Media such as newspapers and television were examined (chap.2 and 3).

**QUESTION DESIGN**

The interview questions were transparent and direct, seeking the essential pieces of information related to the research question. Their connection to theoretical and other research writing is in their concentration on the concepts of "attraction" to a job, job satisfaction and dissatisfaction, and staff retention (see above: constructs and definitions; see appendix for questions). These questions were trialed at the initial school in the project phase of the research, and were found to be satisfactory.

**SELECTION OF PARTICIPANTS**

This was voluntary. In the initial school, there were only two teaching staff members who were not available for interview. The researcher wrote to the principals in all schools outlining the purpose of the research and requesting permission to interview staff or to send a questionnaire. Staff who then expressed a willingness to be interviewed or who completed the questionnaire were the participants of the research. The participants represented an appropriate mixture of age groups, gender and experience at all the schools.
RISKS

This research was designed to be low risk. As the participants were to be peers of the researcher, there was little risk of not gaining informed consent, or of intimidation or power issues. Some participants may have been reluctant to speak about superiors, but the questions were kept as objective as possible, as it was not necessary for the purpose of this research to delve deeply into individual issues of job satisfaction. Participants were also informed of steps to be taken to protect their anonymity, such as specific or personal comments being assigned to more general categories or themes, for example "problems with leadership style". The research was made useful to participating teachers and schools by the tabled results for that school being returned to the leadership and staff, but not revealed to any others.

It was not expected that there would be much risk of exposing confidentiality as the interviews were semi-structured and not directed towards probing for "thick description". Participants read and initialed or altered everything written down during the interview and the results for individual schools were not published except to that school. The participants were all professional peers of the researcher, whom they would not see in the role of a counselor, and so were unlikely to make unprofessional comments.

It was explained that the full report is not intended for any purpose except the academic, but the researcher may publish an abstract or summary to seek comment from other researchers, other groups of professional people, or community and political leaders.
Although the researcher had access to covert information from sources such as informal conversations, only information obtained from the research activities is included in the results.

The integrity of the institutions in which the research occurs has been considered by seeking written permission outlining the intentions of the researcher and methods from the leadership of each organisation, and seeking feedback from them on the progress and results of the research. This should also provide a check on interpretations of the results.

LIMITATIONS

This study began with the broad question, *What can be done to attract and retain professional people to serve in rural and remote locations?* This is relevant not only to the problem of "rural decline" in Australia, but to other places such as Canada, Norway, United States, and even Britain where attracting teachers and doctors to isolated communities is a problem (see chap. 1). This was then limited to professional people in Alice Springs, then further focussed onto secondary teachers as a manageable sample. It is therefore limited by the particular conditions of the work of secondary teachers and by their interaction with their organisations and with Alice Springs. This may be shown to provide both similarities and differences to the employment of other professional people in other locations.
VALIDITY
The appropriateness to the main research question of each question in interviews and questionnaires and of each process in the research needed to be kept in mind. When seeking deeper causes or wider background in a semi-structured interview it is easy to wander off the point when talking to a peer with whom one discovers many shared concerns and experiences. This can have merit as a professional development or empowerment exercise (Glesne and Peshkin, 1992) which rewards participants, but validity must always be kept in focus by the researcher who must ensure a return to the constructs of the research question. Validity was also enforced by seeking as many participants as possible, by returning results summaries for comment to the schools and principals, seeking comment from a peer on the preliminary results and seeking comment from other researchers and people with an interest.

By comparing and combining results from several schools the researcher hoped to find some consistent results or reliability, which would indicate that the results could be generalised initially to teachers, and perhaps to other professions. The approach and the questions used were kept as consistent and simple as possible to ensure that validity and reliability were maintained.

RECORDING THE RESEARCH PROCESS
Copies of all letters, interview notes, questionnaires, data sorting lists and notes of phone calls made were kept chronologically, as well as a diary recording dates of the activities. The set of questions was reviewed once, and could be used for a second cycle of research.
taking in a broader sample of professional people by incorporating connections to other research and literature.

**METHOD**

Semi-structured interviews and multiple-choice questionnaire

School 1.

Permission was sought from the principal to carry out the research, and he was given the interview questions and an outline of the method to be used. Thirty-five participants were interviewed out of a teaching staff of about thirty-nine.

The staff were interviewed one to one, in a semi-private place using the list of questions (see appendix I and ii). These semi-structured interviews were carried out as close together as possible, for consistency in the manner of running the interviews and in the context.

Participants were given a copy of the questions and responses were recorded. Responses were categorised into themes. As in semi-structured interviews, participants were encouraged to elaborate and clarify where appropriate. Each interview was approximately fifteen minutes in length. The interviews took place over eight days. At the conclusion of each interview, participants were asked to read the recorded responses and sign or initial if they agreed that it represented what they wanted to say accurately, (a member check) or to add to it or change it if they wished. All participants were made to feel comfortable.
Responses were ordered, collated and prioritised. These were further reduced to identify major themes. Prioritised responses were given to staff and the leadership team of each school for comment.

The questions gave people the opportunity to either give a simple answer of one or two responses, or to elaborate the question in personal ways, or to use it as an opportunity to express hurts and frustrations to an interested party. This provided an additional opportunity to value participants' responses and gain new or corroborating data as well as gain insights into personal motivation and job satisfaction.

**School 2**

The same set of questions were used, but with "double-barreled" questions split for greater clarity. Every attempt was made to keep the setting, pace and tone of the interviews as close as possible to those at school 1. Access to the second school was strongly facilitated by a "gatekeeper", whom the researcher had known previously. This person was interviewed in depth and gave open access to her staff, which was not the case elsewhere.

After conducting this interview, the researcher wrote to the principals of the secondary schools explaining the research project. The deputy principal at the researcher's school provided an entre to the principals of these schools. One school did not respond at all, and from another only one teacher wished to be interviewed. The heads of two schools requested a multiple-choice questionnaire to be delivered to their staff in preference to an interview. This was sent and returned by inter-school courier.
At the second school where the researcher conducted interviews, a modified version of the initial set of questions, (questionnaire 1A, appendix B) was used. Questions 2, 3 and 4 had all asked two things and were changed so that each question addressed one simple issue. This proved much easier to operate. A timetable for interviews was arranged through a gatekeeper. The researcher interviewed twenty-one participants who volunteered. These interviews were conducted by the same procedure and in the same manner as at the initial school.

Schools 3 and 4
Schools 3 and 4 were independent church-run secondary schools. As stated previously, the principals requested a multiple choice format rather than interviews, because they felt it more anonymous and less time-consuming. This questionnaire was formed directly from the ordered responses of the first school. It did not have the depth and personal detail of the short or long interviews, but provided responses from a wider number of participants to reinforce the researcher's other data. Participants were invited to add their own comments, clarifications or ideas. This questionnaire was intended to give a quick glimpse at the wider picture, and some check or confirmation of initial impressions.

These completely anonymous questionnaires were completed well by the participants, some of whom added extra personal comments. Question 8 of this multiple choice questionnaire (see appendix C) appears to have not been clear in the way it was set out, as none responded to the first response, "improve my job satisfaction...how?", but only to
the other options given. As this was the strongest response at the initial school, it is
doubtful that this omission was intentional.

The questions were delivered to the schools, where the principals were responsible for
their distribution and collection. There was no interaction with the researcher at all.
There seemed to be no problem with this process, except that only 24 participants out of a
possible forty five (approximately) responded. The co-operation from these schools
could be attributed to having good relationships with the initial school, which is also a
church school.

A summary of the responses was prepared, and returned to the schools (principals and
staff) about a week after the visit or surveys. After another week the researcher telephoned
to ask if either staff or principal had any comment or feedback on either the process or the
results. There was no response or feedback from any except to say “everything was fine”.

SORTING THE RESULTS

Although not recommended (Bogdon and Bicklen 1982) the data was manually sorted and
analysed, because it was of a small amount and not complex. The responses were
examined and reduced to common themes. This was done for the interviews in Schools 1
and 2. All the responses for each question were written down, and a tally made of how
many times that response (either in the same words or as a closely related theme) was
mentioned by all the participants. The results for both schools were summarised in brief
reports and sent back to the participating school for comment. (see Discussion chap. 6)
The tallies for responses from the first school were used to order these responses to form the multiple choice questionnaire. Three new themes which emerged from School 2 were included. This was done to make it clear if there was a strong difference of priorities at Schools 3 and 4 compared to the initial school. As they are all independent schools, the intention was to use Schools 3 and 4 as a check on the results at the first school. The results were described in a brief report which was returned to the school concerned.

The results from all four schools were tallied in this same format on a comparative table which revealed differences in the strength of the responses from school to school. The responses of interviewees from School 2 were included by being attached to the relevant themes from the initial school. This table was given to the leadership of the initial school only for comment, but no feedback was received.

The responses were then combined in a table (appendix D) giving an indication of the strength of the responses over all eighty five teachers questioned by both interview and questionnaire, then ordered into a table (appendix E) showing the priority accorded each theme over all the sample. These tables were not intended for presentation, but to provide an overall picture and a starting point for discussion.
LONGER INTERVIEWS
(Second cycle of research)

Acting Principal (SC)

The acting principal in School 2 was prepared to give the researcher a long interview. This was structured around the same interview questions given to staff, but more time was spent discussing each issue. The participant was asked to give her own answers to the questions and also her opinion as to what the staff of the school would say. The reason for this was to see if the theme "the need for leaders to be wary of making assumptions about the motivations of their staff", which had emerged from the literature and initial interviews, was apparent. The interviewee was also interested in this idea of comparing her impressions of the staff with what they actually said in interviews. This interview lasted over an hour and was recorded using notes which were later typed up and returned to the participant to check and sign. The record of the interview was approved by this participant.

Research Scientists (MF and J)

A similar extended interview was conducted with a senior and a junior research scientist at a facility in Alice Springs. The senior scientist was a personal acquaintance, but the researcher became interested in talking with the junior scientist after reading an article in the local newspaper (Finnane, 1999). This participant was raised in Alice Springs, went away to university and returned to work in the area (see chapters 5 and 6). The senior and junior scientist were interviewed together. Notes were typed up and returned to them for checking. A slight change was made by the participants, and the notes approved by them.
An interview with the Director of Nursing at an Alice Springs Health Service was also arranged. In her three years in this job, a 360% staff turnover has become a 96% retention rate, and a report on part of her work was published in the Australian Nursing Journal (Witham, 1997). This was a less structured interview than the previous ones, because the subject was very clear about how her work answered the essence of the questions and had given much thought to the issues.

**PEER DEBRIEFING AND FEEDBACK**

A peer debriefing session was held with a senior colleague experienced in research to examine the research report for logical consistency and to reveal any concerns or needs for alteration.

Some weeks after the results from their school had been sent out, the researcher telephoned the principals to seek comment or feedback. A copy of the preliminary summary of results was sent to participants who wished to comment and provide feedback. Comment was sought from the Head of the initial school to the preliminary summary of results. Feedback was also sought from researcher Steve Dinham, Senior Northern Territory Department of Education officer, Terry Quong, an education researcher
at Charles Sturt University and a local scientist interested in regional development, Dr. Bruce Walker.

**SPECIAL CASES**

Sometimes in the course of a short interview, a participant would mention an unusual idea or circumstance, or would appear to be willing to explain their opinions or experiences in more depth. The researcher would encourage them to explore and explain this, making brief notes, and looking for themes that had been mentioned in the reading being either supported or contradicted. Participants were steered away from digressions such as details of interpersonal problems. If people tended to give "one word" answers, seeking details of aspects of their personal experiences generally caused them to relax and become more open in their responses.
CHAPTER 5

RESULTS

This chapter reports the pictures presented from several viewpoints taken of the results of this research, and the responses to requests for comment and feedback from other researchers and people outside the main sample. The pattern of responses of older and younger teachers at two schools is examined, then the combined responses from all schools. These are described under attraction, satisfaction with work and with Alice Springs, what employers can do to increase attraction, satisfaction and retention, and what governments can do. Four individual stories of teachers and four longer interviews with a teacher and three other professionals are described.

INDIVIDUAL SCHOOLS

For protection of the confidentiality of each school, easily recognisable in a small community, the results for each school were sent to that school only, and are not included as separate sets of information in this report. The individual school patterns are of interest to the schools, but of no relevance at this stage to the research question. Part of the arrangement with the schools was that the researcher would give them this information but not publish the results.
The strength of responses at each school is presented anonymously in table 1, (see appendix D) where the responses are ordered according to the priority accorded them by the teachers of the first school.

In table 2 (appendix E) these responses are combined and reordered to give an overall picture of the beliefs about attraction, satisfaction and retention held by about 80 secondary teachers from four diverse schools in Alice Springs, although there is a mixture of methods used for collection, (see chap.4) and differences in depth or richness attached to these responses. This richness is revealed in the discussion of some individual responses and longer interviews with leaders in schools and other professions, which were used as triangulation in the research.

OLDER AND YOUNGER TEACHERS (School 1 & 2)

There were sufficient responses in both School 1 (35) and School 2 (21) to compare responses between older/experienced teachers and younger/less experienced teachers.

About half of the young people at School 1 were attracted to Alice Springs as an exotic or adventurous location, while only a third of older people were, but at School 2, this was not very important to either group. Many more younger people than older people at School 1 came to Alice Springs because they needed employment, often their first professional job, but more experienced teachers tended to come because they felt they had something to contribute and would gain career experience or promotion. Failure to
achieve this expectation was a major reason that teachers left. At the second school, about half of both groups came for a career move promising change and opportunities.

Younger people placed importance on feeling accepted in the school community, whereas older teachers saw this in less personal terms more as a "fit" between their philosophy and the culture of the school. Autonomy, freedom, sense of contributing and experiencing professional opportunities were of major importance in satisfying teaching staff of all ages. At School 2, almost all of the young teachers were most satisfied by the challenge of making a positive impact on students' lives, but a little less than half of the older people indicated this.

In both schools the younger teachers were less concerned for partner and family and more concerned with social aspects such as sport facilities and activities available in the town. Older people were more concerned with needs of a family and partner, and appreciated more the physical environment, convenience and lifestyle of the town.

The greatest dissatisfaction at work for both groups at the first school was with the structure and processes of the school. This was also important for older teachers at School 2, however externally imposed demands and changes were a greater source of dissatisfaction for younger teachers. Older teachers in both schools felt more strongly their professional isolation and lack of resources, but were less concerned by the "attitudes" of children and parents.
Living in an isolated town, the distance from other centres and the related costs of
transport and living were the major cause of dissatisfaction for all, but were particularly
felt by older people with children or aging parents. Younger people were more worried
than older people by the "small town" social effects, such as lack of privacy and variety
of social groups and activities, but older people were more worried by the heat and
dryness. This was the case at both schools.

Teachers of all ages at both schools tended to leave either to pursue greater professional
opportunity and satisfaction, or for social or family needs. Younger teachers stayed if
they were enjoying their work and lifestyle and appeared more ready and able to leave
than older teachers who stayed for family reasons such as that the family is "settled" and
they and their partner had secure jobs.

RESULTS OF COMPARING AND COMBINING RESPONSES FROM FOUR
SCHOOLS

Attraction

Teachers at all schools participating in this research responded to the attraction "career
move" strongly, and taking this with responses to questions about satisfaction and
leaving, it suggested that offering a clearer career path for teachers would be a definite
attraction.

Alice Springs as a change of scene was the second strongest attraction overall. School 1
seemed to attract a lot (two thirds of the participants) of people who wanted a change,
amongst other reasons. This was in contrast to the other schools who did not reflect this factor strongly. A possible reason for this was that School 1 was a private school that advertised the message of "challenge and vitality" widely. The Northern Territory Education Department advertisements also emphasised the freshness and challenges of the Territory, and approximately a quarter of participants working for the Northern Territory Education Department cited this as an attraction.

Another finding was that familiarity with the town and/or the school through already living in Alice Springs or having visited or having a personal contact with the school was a strong attractor. Participants suggested that offering hospitality, hosting conferences, sending staff to conferences and having tourists visit the school may all be worth doing to increase this familiarity. A teacher interviewed at School 2 suggested that more could be done to bring local people into the schools, (see individual story 3) such as teacher training for both young and mature-age local people, especially Aboriginal people.

The acting principal of School 2 mentioned several ideas which she had found valuable in her experience of managing staff in Alice Springs. She suggested that all schools could benefit from a higher positive profile by taking advantage of national events such as NAIDOC week to make videos of good things happening in the school and push for national broadcasting. Schools which specialised in Aboriginal Education were a strong attraction for some teachers, she said, and schools could take advantage of the strong feeling of teachers that they wanted to "contribute" or "make a difference" to the students, and indirectly to the school and the community. "Family", that is, the need for plentiful
and varied work for partners, and a range of educational and leisure opportunities for children, was also important in attracting staff.

**Job Satisfaction**

"Making a meaningful contribution" was universally the strongest satisfier. This suggested that teachers often have high needs for achievement, and, as high achievers, are particularly sensitive to lack of recognition and feedback from leadership. This created an unbalanced "bargain" where the workers felt they gave deeply (time, energy, expertise, emotion) but did not receive regular feedback or recognition from the leadership. Some teachers felt that their pay was low and their working conditions difficult compared to other people in the community with similar levels of tertiary training, and saw this as a reflection of lack of esteem and recognition from the community for educators. Teachers may substitute this lack of feedback and recognition with fostering rewarding relationships with students or parents, as evidenced by the younger teachers in this research who emphasised enjoying happy relationships with students and parents. The research found that system/employer/leadership feedback, either encouraging or correcting, failed the expectations and needs of teachers.

The "atmosphere" and ethos of the school was overall the second strongest satisfier, being a strong satisfier for all the schools. Teachers wanted to "believe in" what they did and to feel they were part of a team being led towards a common goal. This meant that "problems with leadership, structure and processes of the school" were also dissatisfiers together with disagreement with aims and ethos. This was the strongest response to the
question on dissatisfaction. Professional opportunities, which included career path, professional development training, and multi-skilling/job rotation, was a strong "satisfier" in all schools.

"Professional isolation" was a moderately strong dissatisfier for all the schools, pointing to the need for some way of helping teachers meet together, or travel away for conferences or training. This need of the teachers would seem to marry nicely with the advantages mentioned to schools under "Attraction" above.

It was noticeable that the private schools were in a "sub-community" that seemed to insulate its teachers from the strong feelings of lack of respect from the community felt by other teachers. Teachers in all the schools were paid a similar salary and the schools were comparable in their physical resources. A perception of low academic expectations in the community was a more universal dissatisfaction.

Satisfactions and Dissatisfactions with Alice Springs

The convenience, amenities, society and lifestyle of the town were appreciated by most teachers, with the noticeable exception of some teachers in church schools. This suggested that they tended to form "sub-communities" with a certain social independence. The climate and bush surroundings were moderately attractive to teachers overall.
The problems of "isolation" and the expense and time involved in travel and communication to maintain family, social and professional networks were strong elements of dissatisfaction. This was felt less keenly by the "sub-communities", as was the feeling of being socially limited by the size of the town. The high cost of living and accommodation was the second greatest dissatisfaction and was mentioned by more than half of the participants.

Reasons for Leaving
The two strongest reasons for leaving were seeking professional opportunity and meeting family needs. Lack of professional opportunity links back to a failure to provide opportunities such as job rotation and multiskilling, a career path, exchanges and help with further training within schools. Some teachers suggested that family pressures could be addressed by more flexible leave arrangements, cheaper transport to main centres, more and varied jobs for partners, and help for dependent tertiary students who must or wish to study interstate. Teachers who are least dissatisfied with "leadership" and "colleagues" have much less desire to leave.

Reasons for Staying
The hope of professional opportunity, salary increases and job satisfaction were the main reasons for staying identified by participants. This relates to the expressed need by participants to make a meaningful contribution and be valued for it.
What Employers can do to attract, satisfy and retain Teachers

The response to this question left no doubt that job satisfaction was the outstanding factor for preventing attrition and attracting staff. The participants believed that this was supported by providing professional and social orientation, facilitating professional growth, and offering more attractive salary packages to compensate for the costs of living in an isolated centre. Salary was seen as a mark of the status of teachers in the community by some participants, but for others it appeared that it could be replaced with other financial incentives, such as help with accommodation, transport and communication costs.

What Governments can do

Some form of financial relief for the costs of communication and transport was seen as most desirable by all groups, followed by financial assistance with living and accommodation costs, or a salary increase. Dealing with the social problems of Aboriginal people and teenagers was of moderate concern. Teachers at government schools were more concerned than others that the governments (local, Territory and National) could do more to give teachers a positive image in the community. Another suggestion was scholarships with contracts for local school-leavers and mature age students to study teaching interstate or in the Territory and return here to work.
INDIVIDUAL STORIES

The researcher conducted mini interviews with four participants. These individual stories are presented in this section. This is followed by more intensive interviews conducted with one teacher, two scientists and a nurse.

1. A young, single male teacher saw his job in Alice Springs as a short-term stop and the first stage of some years of travel and experience. He saw Alice Springs as a change, a "different" kind of place to the city, and was attracted to the romantic symbolism of the "Centre", and its reputation as a place of aboriginal spirituality. He saw this, and the desert or wilderness context as a place of healing for him. These dreams were satisfied for a short time, and he felt satisfied at work by the impact he felt he was having in the lives of his students. Teaching was not his "true calling": "you tend to teach what you really want to do yourself", he said. The lifestyle of Alice Springs was very relaxing, but he became disturbed by social problems and racism. He felt that teachers (at his school and in general) were not treated as professionals working in a team, and this was a dissatisfaction to him.

2. An experienced female senior teacher was also attracted by Alice Springs as "somewhere different". By being willing to come to an isolated area, she was able to change into the private education system, which she saw as a career move. She also hoped that there could be a chance of future promotion in an area which
might find it hard to attract staff. The warm climate and bushy surroundings were very satisfying to her, but the frustration of her hopes for promotion caused her to move on.

3. A senior male teacher who was very satisfied and had no plans to leave, was raised in Alice Springs. He had entered a trade on leaving school and worked in the Territory, but in his mid-twenties had become dissatisfied with that path and won a scholarship which offered him interstate training to teach (Applied Technology) in return for a contract to return to the Northern Territory to teach. He felt that recruiting mature people from trades or other work was a very good idea, and that the opportunity to study interstate was a great attraction for young people from the Territory. He saw his pay and conditions as good, and had a network of family and friends in Alice Springs. To him opportunities for teachers to work in teams, to exchange with teachers in other places, especially Tasmania, and to be sent as part of their work to conferences or professional development courses elsewhere were extremely important in retaining teachers. Employers need to help people overcome the expense and time involved in travelling to "get away" for holidays and personal and professional growth and networking. He recommended that the "family airfare every two years" be returned to increase both satisfaction and retention, and that priority be given to training more aboriginal people as secondary teachers.
An experienced male teacher had left the Catholic school system in a city seeking a new place and new experiences. He enjoyed the students because they were "honest" and found the culture of the town "easy-going" and relaxed. He admired his colleagues for their persistence in dealing with difficult students and for coping with a large imposed non-teaching workload, while receiving little recognition from the community. He felt that teachers would be attracted and retained by "real and explicit valuing of us as people", such as positive presentation by educational leaders, politicians and media, and by provision of airfares, or rental or mortgage subsidies. Teachers should be given every encouragement to settle here, he said, for example, by offering five year contracts with low interest rates for home purchase.

LONGER INTERVIEWS

An Assistant Principal

This participant (S) is responsible for staffing in the school, amongst other duties. The interview was run using the same questions asked of the staff, but she was invited to respond with both her own opinion and what she thought her staff might say. This was so that she could compare this with the results of the staff interviews which would be sent to her. The interview was semi-structured, with opportunity to follow ideas in discussion.

Attraction

S was already settled with her family in Alice Springs, where there is work for her partner. She has a successful career path including a variety of teaching and
administrative experiences, and was happy to go to any school available. She felt that her school's connection with Teacher Training institutions provided many staff, and that the school attracted teachers with an interest in aboriginal and cross-cultural education. There was a strong emphasis on teamwork in the school through a sub-school system where teaching teams do their own timetabling and can work in large blocks of time with fewer students. Because of having a large number of aboriginal students, the school had a lot of teacher support provided. S felt that these things would attract staff.

The staff of the school placed "career move" as their strongest attractor. This included variety of experience, promotion, good conditions and the chance to extend skills. Interest in aboriginal culture was also a strong attraction, so the staff response validated the structures that S thought valuable for facilitating the work of teachers.

Job Satisfaction
In her own work, S found her role of supporting the staff very satisfying. The enjoyment of interacting with young people and the stimulation of changes in the teaching profession were also important. S believed that the staff would be satisfied by the challenges of their experience of cross-cultural education, and by the team teaching and mentoring occurring in the school.

The staff expressed strongest satisfaction with "making a difference to students' lives". This was expressed in terms of "cross-cultural education" by very few teachers; they seemed to see this experience in terms of themselves "giving out" something to people
needing their help rather than a true cross-cultural experience of mutual sharing and learning. The working conditions of autonomous work teams, contact time in blocks and "supportive colleagues" were moderately strong satisfactions, but "changes", either internal or externally imposed, were the strongest dissatisfier to most teachers, particularly the younger teachers.

S correctly predicted that the staff would be dissatisfied with the behaviour management policy. Teachers felt that the leadership of the school should do more to build respect for them in the school, by "backing up" teachers in behaviour management, and by campaigning in the community for a better "image" and better wages and conditions for teachers. S was aware that staff felt they had to cope alone with "unacceptable" behaviour, but that the leadership found that accepted "punishment" methods available to school leaders were ineffective.

This problem with behaviour management was one of the dissatisfactions for S, along with problems of irregular pupil attendance and the level of energy needed to work in a junior secondary school.

Living in Alice Springs
S has found Alice Springs to be a convenient and stimulating place to live. There is ample work for her partner and the family finds all their needs met, but a lack of variety in entertainment and the distance from extended family were problems. She felt that the
staff would be inclined to find the "wilderness experience" most satisfying, and the cost of living and lack of social variety most dissatisfying.

The staff responses showed that they found the same things satisfying as their leadership, namely the convenience, good amenities and social life of the town. The climate and scenery were important to about a half of the participants. The main dissatisfaction was isolation and the time and money that were its costs.

Reasons for staying and leaving
S felt that staff left because of family pressures and the lack of variety in the social and physical environment and this was borne out by the staff responses. She believed that staff would stay because there were opportunities for quick promotion and professional development. This was important to staff, but they gave job security and the family being settled greater priority.

What can be done to attract, satisfy and retain staff
The "work to rules" mentality was not helpful, and should be altered to a more collegial atmosphere, S thought. The staff turnover of about 30% was of concern; she attributed this to "burnout", that should be helped by more or better cross-cultural orientation. She believed that teaching needed to be presented as a more attractive occupation and recognition given that the teacher's role was changing from specialist academic to generalist educator. Facing challenging student behaviour problems and aiming to
educate the whole person, were also factors that needed to be addressed by teacher training and remuneration, in her opinion.

The staff thought that their leadership should give them more support and pastoral care, encouraging them individually and giving them recognition in the school community. This would be supported by the "collegial atmosphere" that S suggests. It seemed that teachers needed to be empowered to work in teams with their leaders. Practical support such as stronger orientation mentioned by S was also suggested by staff, as well as behaviour management training, and financial incentives.

Two Research Scientists

The following is a report of an interview with two professionals outside education, working in Alice Springs. They were interviewed because it was felt that they would give another perspective on the research question.

As a teacher used to the "feel" of schools as workplaces, the researcher was most struck by the contrast of atmosphere, surroundings and type of work at the research centre. Some of the buildings were equally institutional and shabby as schools often are, but the absence of hundreds of young and energetic individuals, even those sitting quietly in classes, was almost tangible, as was the sense of a work day that could be long and demanding, but uninterrupted by bells.
The two female interviewees were M, an experienced scientist with an established career of over twenty five years in this location, and J, a recent graduate who had grown up in Alice Springs. They were both very happy in their work, as were most of the other staff; there was almost no staff turnover. All the professional staff worked with autonomy in their specialist area, but enjoyed collaboration as part of a team. Most of them had opportunities to travel "out bush" and to other towns and cities as part of their work.

The interview was semi-structured using the same set of questions as for the other interviews but with discussion allowed to explore interesting points. The researcher observed some differences in the nature of these interviews compared to those with teachers. These participants responded at a much slower pace than the teachers, and tended to produce less ideas or responses. This raises questions such as whether the workplace and nature of the work has an effect on people in this way, or does teaching attract a different type of person to a research career, or do satisfied workers have less cause to think about the satisfactions of their job.

Attraction

Both these interviewees had applied for their jobs because they were specialists in arid zone ecology. M was also attracted by the dry and sunny climate as a change, while J had been raised here and was living at home after completing her degree.
Living in Alice Springs

The convenience of a small town with excellent facilities but close to wilderness areas for walking and relaxation was important to both. The relaxed lifestyle and lack of anonymity of the community were positives for both these participants. J felt that Alice Springs was very "central" and that living in a small country community is less limiting and gave a wider personal view compared to the coast-centred and urban-centred view. The disadvantages for J were that sometimes the small community could be culturally and socially stifling, and the time and expense of travel and communication made it difficult to maintain contacts. M agreed with this, but said that the travel she did for her work largely overcame this problem for her.

Job satisfaction

J found it most satisfying to be living in the community that interacts with the environment that is her special area of study, so that her personal life and her job reinforced each other. Her work is a "whole job", and the small work group is friendly and provides professional opportunities. Neither she nor M had any job dissatisfaction. M also found the supportive colleagues and the sense of community satisfying. She enjoyed a high degree of autonomy in her work, and was involved in consensus planning where all staff participated in decision making. She also found that the integration of her area of expertise and the community in which she lived to be very satisfying, so that even though there was no opportunity for advancement, she was professionally satisfied by pursuing increased challenge and complexity.
Staying and Leaving

J felt that professional opportunity and her enjoyment of living in a small community with unusual variety would keep her here for the foreseeable future. M also intended to remain here for the rest of her life, as she and her partner had an established social network. Speaking of others, they both believed that people raised here need to go away to experience city living, but may be enticed to return to work. They believed that professional advancement for self or partner, the need to "go back home", and family pressures such as the children moving elsewhere were the main causes of people leaving town.

What could be done to attract and retain staff

These participants suggested that employers could make people aware of the interesting and challenging nature of work in this locality and prepare their staff better with strategies to deal with the physical and social conditions. Governments could give remote locality allowances or benefits, and overcome ignorance about the lifestyle and conditions available. M and J said that governments should support initiatives such as Dr. Bruce Walker's "Centre of Excellence" and the "Desert Knowledge Economy" and help professional people in isolated areas to maintain networks. Support is needed from the government for long term programs, they said.
Director of Nursing at Remote Health Services (VH)

VH believed that in isolated areas, attraction cannot be separated from orientation, satisfaction and retention. She expressed that if professional people stay too long in an isolated situation they become unable to compete in the mainstream and cannot return. If prospective employees fear this, they will not be attracted to isolated areas. She felt that employers in these areas needed to address the fact of geographical and professional isolation and seek to minimise it and enable staff to exploit their experience of working in a remote area by building it into their career path.

Her organisation had changed from one desperate for staff to one with a waiting list (up to a year) of people wanting to come. VH believed that staff were attracted by the employer's good reputation and that it is important to set high selection standards, because "quality costs less".

The staffing policy of the Remote Health Services had three main parts: providing a "best practice" working environment, preparing the staff, and providing staff with professional support and development. Since this policy had been put into place, turnover had gone from 360% to a 96% retention rate, the service had expanded but was costing less, and measurable improved health benefits for the clients had occurred.

First, the deficiencies in the working environment, both physical and organisational, were addressed. Clinics in remote communities were repaired or replaced up to the same
standards as a town. Medical and communications equipment was updated and comfortable accommodation provided. By direct personal contact, VH ensured that the nurses in these clinics followed the same practices and procedures and kept the same standards as in Alice Springs, but in culturally sensitive ways. She kept in contact with all the staff by phone every week, and by email and fax, held a weekly teleconference with them, and met with them in town one day every six weeks. Every three months appraisals were done and staff given opportunity to have feedback given on their work and to tell the Director what they needed. VH said that time spent this way is time she did not need to spend on crisis management.

The second part of the policy was to prepare the staff. When people applied and were waiting up to a year for their job, they were sent a pre-employment package. This included an Aboriginal Health profile, relevant readings, and lists of helpful courses to attend, such as First Aid refreshers and Four-wheel driving. They were encouraged to make adequate personal arrangements, such as selling or letting property. Their time of waiting and preparation ensures that only committed people are employed. When they arrived in Alice Springs, they were not allowed to work until they had completed a six week orientation course (Pathways) which included Aboriginal cultural awareness, mentored clinical practice and an understanding of the goals and culture of the organisation. This course was run twice a year for a twice yearly intake of staff. VH believed that this course and the "refreshers" gave staff confidence through competence, and that this led to satisfaction.
Part of the staff preparation is a "Work Exit Program". VH believed that staff will not apply to a job that will use their skills and energy and cut off their professional contacts, leaving them unfit for their next job. She discussed with each staff member their personal five year goals; she organised courses of study and paid HECS fees, organised for them to attend conferences and to act as her proxy at meetings. Their experience in Remote Health became part of their career path. VH mentored the staff and helped them make connections such as doing units of study through her "Pathway" program (in service) affiliated with Flinders University. Each staff member was treated in this way as a valued professional and individual. VH believed this to be her strongest retention and attraction tool, and marketed her positions as "special experiences".

The third aspect of VH's staff management practice was a job-sharing or partnership scheme. She believed that committed staff tend to "burn out" or suffer too much stress because they felt they could not leave their post. This left them unable to access personal or professional development needs. Her staff in remote areas were paired with another trained staff member who worked primarily in town, at the hospital, but who was available to relieve the bush nurse who could then come in to town for meetings, refresher courses or personal needs while quality service was maintained in the bush clinic. Because all the Remote Area nurses had been trained by VH, they shared an understanding of goals and practices. When the bush nurses came in to the Hospital to work, they brought with them an understanding of the communities, and a familiar face for the patients. The relief nurses found the short bush stint good training for the work in the hospital or a later bush placement.
Motivation depended on the leadership of an organisation, VH believed, because staff need someone to "inspire" them, to remind them of their common goals at work in daily practice, and to interact with staff and ensure that each one is noticed and encouraged. VH explained that the role of each employee developed from the interaction of the goals and philosophy of the organisation, and the resources and context of the work. It needed to be founded on the maintenance of professional standards, and supported by Professional Development and Quality Control. Professional development occurred at undergraduate (application, orientation and practicing) and post-graduate levels facilitated by the Director. Quality control was maintained by the Director working out a "Portfolio" or career plan with each employee, and by appraisals, audits and monthly reports where the staff received feedback.

The Education Department was (at the time of writing) seeking to work with Remote Health Services to involve "bush" teachers in the Pathway program. VH believed that teachers in bush communities were given long-term goals that were unachievable by individual teachers and led to dissatisfaction. She said that the goals of teachers needed to be changed so that they were energised and encouraged day by day and week by week.

FEEDBACK AND COMMENTS

A peer debriefing was provided by a colleague with a Masters in Education. She pointed out some unclear thought lines and concepts that needed clarification or elaboration.
Head of School 1

During the course of this research, the Headmaster of the initial school was interviewed and an article based on this interview published in "Educare News" (Marshall, 1999 - no relation to author of this research). This article stated that the strength of a school lay in the teaching staff and that staff recruitment for schools had become an expensive and time-consuming process that was particularly the case for schools in isolated locations, such as Alice Springs. This principal noted that it had become more difficult to find new graduates, in particular, who were willing to come to the Centre or to Northern Australia. He explained that it was a financial strain on each school to advertise nationally and internationally, travel to interview and pay moving costs. The cost of acquiring a new staff member was approximately $10,000 according to this principal. Of the teaching staff of forty seven, 50% remain for three to ten years and 50% from one to three years. This meant that the costs and disruption were ongoing.

Marshall (1999) speculated on why teachers were reluctant to come to Central Australia: he noted fear of isolation from family and friends and fear of being in a "frontier town", that is of stressful changes in lifestyle, as the main reasons. The principal pointed out that the attractions were salaries are "in line with teaching salaries in other states", and "in the NT experienced teachers of ability can expect rapid advancement, and new graduates have the freedom...to become people in their own right." Another advantage in coming to Alice Springs to teach was working with educators from all over Australia, and experiencing something of indigenous culture.
The process of recruitment was followed by an induction program which the principal saw as intensive and successful. "The two things which I believe help new teachers adjust to life in Alice Springs are to become involved in community activities and to establish and maintain interstate networks." He saw the greatest risk in this orientation process to be the "unrealistic expectations new staff have of themselves", which may leave them feeling isolated. Short-term vacancies available when staff take long-service leave present a good opportunity for interested teachers to experience working in the centre without a long-term commitment.

This Headmaster also read the abstract and summary of results of this research and provided some comments. He believed that the research was valuable although "people do make decisions for individual reasons". In his view, the lifestyle of Alice Springs attracted people and enabled them to settle. People were tending to stay longer as educational facilities improved but lack of comprehensive tertiary education was a problem. He saw distance from family and friends as a strong factor in staff attrition that could be overcome by the individual establishing new social connections and by the school being very flexible and generous with leave. The school could be made to feel responsibility for the satisfaction of staff partners with Alice Springs, but when unable to meet this, it became a significant factor in staff turnover. Career opportunities were a major incentive or disincentive to some teachers, but not to all, he said. This principal felt that the poor public perception of teachers needed to be strongly addressed and that financial help such as rent subsidies would be helpful. He did not agree with "streamlining" the teacher's role because he saw the "extra" jobs teachers do outside the
classroom as making a valuable contribution to the relationship with pupils, upon which he believed teaching is best based.

**Other Feedback**

Other researchers and stakeholders were contacted by email with an attachment of a four page summary of the results (appendix F). Dr. Steve Dinham, who has been researching teachers in western Sydney for some years, sent "Moving into the Third, Outer Domain of Teacher Satisfaction". (1999) by Dinham and Dr. Catherine Scott, University of Western Sydney, to be published in "Journal of Educational Administration". In this paper, Dr. Dinham reports evidence from research with teachers in New South Wales, New Zealand and England for a model of teacher satisfaction which goes beyond the "post-Herzberg model" of two mutually exclusive domains of teacher satisfaction/dissatisfaction. These are the "intrinsic satisfiers grounded in the actual 'work' of teaching ('motivators'), and extrinsic dissatisfiers ('hygienes') grounded in the 'conditions of work', usually school based."

The third domain is grounded in the wider environment surrounding the school and acts to erode the satisfaction of teachers and school administrators with a strength that overrides the general principals of the 'two factor' theories. Educators and governments need to look to this outer domain of teacher satisfaction for answers to problems of teacher satisfaction and the role of education in society, he says. Teachers found their greatest satisfaction within the job of teaching; the domain of the school or work conditions was variable or neutral, (school leadership can certainly 'make a difference')
but the greatest dissatisfaction arose from the 'outer domain' of the pace of imposed educational and social change, the associated workload and changes to the status of teachers. The dissatisfiers were largely out of the control of teachers and schools. Schools cannot be seen as closed systems, but as part of a social and political context with which there needs to be two-way dialogue and interaction.

Dinham also recommends that:

"There also needs to be an audit of current teacher and school executive responsibilities and a reconceptualisation of teachers' work to enable them to concentrate more on their core business which they find so satisfying. This will require others such as administrative and specialist staff - both teaching and non-teaching - to assume some of the responsibilities and roles currently being shifted to teachers and schools. This will require teachers to 'let go' some of their current tasks, something which teachers are strangely reluctant to do, despite complaining about being overloaded... Looming teacher shortages in many countries make this reconceptualisation even more urgent."

Terry Quong (N.T. Department of Education) supplied part of the draft NTDE Recruitment and Retention Strategy, currently in press. He mentioned the MCETYA National Recruitment Strategy Taskforce that has been established to examine the problem of teacher shortages across Australia, and pointed out the Northern Territory's dependence on interstate sources for its teachers and the high costs involved. Other states are advertising in the Territory to attract teachers away to fill their teacher shortages, and
the same problem is evident in Singapore, New Zealand, United States, United Kingdom and France. The existing NTDE Incentives for teacher recruitment and retention (remote areas) included in this document appear attractive.

**SUMMARY OF RESULTS**

A summary of the results is presented in the following sections under these headings: attraction, job satisfaction, satisfactions and dissatisfactions with Alice Springs, reasons for leaving, reasons for staying, what the employer can do, and what governments can do.

**Attraction**

While younger teachers tend to be seeking employment or "adventure", older teachers tend to be more attracted by the hope that they have something to contribute to their new job. They seek a career move that offers variety of experiences or promotion opportunities, and overall the teachers surveyed placed this as the strongest attractor. Jobs in Alice Springs are attractive if they offer competitive professional opportunities such as work teams, leadership or administrative roles, variety of experiences and chances to extend skills.

Alice Springs as a change of scene, physical, social and cultural, was the second strongest attractor. This was followed in importance by familiarity with the area or the school. Participants suggested that more should be done to attract local people, or to increase familiarity by acting as training school or host for conferences. The hope that a teacher
may have "something to contribute" was the next strongest attractor, followed by the need for appropriate employment for partners.

The Director of Nursing interviewed believed that attraction cannot be separated from orientation, satisfaction and retention. Isolation was a fact that should be acknowledged and steps taken to overcome it and turn it to a professional advantage. She felt that staff would be attracted by providing competitive working conditions, salary packages and professional development as well as strong orientation to the social and physical conditions and to the organisation.

**Job Satisfaction**

The research revealed a difference in emphasis for teachers of different ages and levels of experience; younger (less experienced) teachers found most satisfaction in feeling accepted by colleagues and the community, and in the belief that they had make a positive impact on students' lives. Older (more experienced) teachers enjoyed their jobs if they felt there was a good 'fit' for them with the school ethos. For both younger and older teachers participating in this research, job satisfaction was derived from autonomy, freedom, a sense of contributing and of gaining experience, for example in cross-cultural situations, work teams, and leadership roles. The teachers blamed the structure and processes of school most for their dissatisfaction, but older teachers were less worried by externally imposed changes and demands and by "attitudes" of pupils and parents. More experienced teachers were concerned by their feelings of professional isolation and lack of resources.
Making a contribution was seen as the strongest satisfier overall. Second in strength was to feel accepted and to feel comfortable with the ethos or aims of the school. Some participants saw a role for mentoring here. Access to professional opportunities was important, as was good relationships with colleagues, students and the community. Most teachers found their strongest dissatisfaction to be problems with leadership processes and structure in the workings of the school, but externally or internally imposed changes were also a significant dissatisfaction. Professional isolation and lack of resources and low academic expectations or lack of status for teachers and education in the community also had an adverse effect on the job satisfaction of the teachers surveyed.

Interviews with people in other professional jobs in Alice Springs enriched this picture. The scientists interviewed found satisfaction by being involved in the whole community and the environment which formed part of their professional interest, and in being part of a work team with senior staff. The Director of Nursing saw job satisfaction for nurses depending on providing a "best practice" work environment and plenty of personal support, recognition and feedback so staff felt part of a team with senior staff. It was important to provide professional development and a career path, quality relief staff on a team basis and inservice training or job rotation on a regular basis.

Satisfactions and Dissatisfactions with Alice Springs
While younger teachers look for sports, entertainment and social facilities to give them satisfaction with living in Alice Springs, the older teachers look for the needs of a family,
such as jobs, facilities for children, convenience and an enjoyable lifestyle. Younger people are more concerned by "small town" social effects; older people more by costs of transport and living.

All participants tended to agree that the town was convenient and had good amenities, and that the climate, surroundings and lifestyle were attractive. Negatives mentioned by the participants were chiefly the physical isolation, because of the time and money needed to maintain family, social and professional contacts, and the high cost of living.

Reasons for Leaving

There was little disagreement with the suggestion that people leave jobs in Alice Springs to pursue professional opportunity or for family or social needs.

Reasons for Staying

Conversely, people will stay in Alice Springs if their job is better than they would have elsewhere, that is if it provides more opportunities, more money or more satisfaction for them. The participants suggested that having a family settled and established social networks was a secondary reason for staying.

What Employers can do to attract, satisfy and retain Teachers

It was clear from this research that the participating teachers believed employers could attract, satisfy and retain staff by:
1 Improving job satisfaction;
2 Providing professional and social orientation, mentoring and pastoral care;
3 Facilitating professional growth and a collegial atmosphere;
4 Offering more attractive salary packages and fostering greater recognition of educators in the community;
5 Making travel away a part of the job;
6 Creating an awareness of the interesting and challenging work available and the good lifestyle offered by the town.

What Governments can do

Participants suggested that governments could subsidise the costs of transport, fuel, and communication, and lower living costs or give tax advantages or a relative salary rise. Long term projects for people who live permanently in the town should be supported in preference to short term tourist centred projects. Assistance should be given to help people maintain professional networks.
CHAPTER 6

DISCUSSION

This chapter discusses what can be done to attract, satisfy and keep secondary teachers in Alice Springs. It discusses the research findings in relation to the literature and also explores the implications and suggests various recommendations for improving the situation. The discussion is organised under the following headings: attraction, recruitment and orientation of staff; staff job satisfaction; and retention of staff. The conclusion relates these areas together as a process and gives specific recommendations that could be implemented in Alice Springs secondary schools.

ATTRACTION, RECRUITMENT AND ORIENTATION OF STAFF

This section discusses the findings and possible recommendations under the following headings: the job; the place; summary of recommendations.

The Job

The response of the group of secondary teachers who participated in this research was that the strongest reason for applying for a job in Alice Springs was the work itself. The research indicates that this "career move" could be for employment purposes, professional development, (see individual story 4, page 95) or promotion. Teachers may
also be attracted by the hope that a promotion position will become available to them in a remote area where there will be fewer competitors for senior positions in the schools (Individual story 2, page 93).

Local mature-age people (Individual story 3, page 93) may be attracted to teaching as a new career and wish to teach where their family and friends live. It is particularly important to do more to attract local aboriginal people into the schools as well as non-aboriginal local people. Leaving the limitations of an isolated community behind to study in an interstate city is attractive to some local young or mature people, but others may prefer training close to home (Individual story 3, Interview with scientist J, chapter 5).

Part of the job attraction or career move for many teachers is a missionary (religious or secular) interest in "making a difference" to disadvantaged rural or aboriginal students. This can be a danger if it attracts those with paternalistic attitudes or idealists who "burn out", but can be successful if the setting is a supportive sub-community which shares these values. Experience in a "country" or bush school, or experience in multi-cultural or bi-cultural education was found by participants to be a valuable professional development experience of two-way learning that was inherently rewarding. Establishing connections with a teacher training institution and offering this type of experience to trainee teachers provided many teachers for one Alice Springs school (Interview with assistant principal, page 95). People in scientific or medical fields saw multi-cultural situations or arid zone study as a valuable area of specialisation in their professional development (Interview with scientists and with the Director of Nursing). This could be given more prominence.
in teacher training and professional development, with more being done to link the opportunity for this experience with tertiary teacher training institutions, for undergraduate and graduate studies. The Director of Nursing found this to be an important part of the program of professional development offered as an attraction and retention policy.

Teachers could be given assistance (financial or release time) to undertake units of study linked to their challenges in the classroom and to engage in reflective practice such as action research for which they gained accreditation. This would be even more attractive if participants could meet with other teachers in Alice Springs, Darwin or Adelaide to contribute to workshops in their special area of practice, as this would enable them to build their professional network. If assistance with airfares was provided, it would be reasonable to ask teachers to do this in stand-down time. Teachers surveyed expressed this need to maintain and build professional contacts.

The Director of Nursing interviewed believed that an important part of attracting staff was to mentor them in their professional development and enable them to keep abreast of current thinking in their profession, so that they would not see time in “the bush” as professionally disadvantaging, but an advantage.

Another part of the Remote Health Service's attraction policy was to provide the best possible working conditions, equal to anywhere else. This involved infrastructure such as air conditioning and computers and safe, pleasant work areas. This was supported by
Stone's (1991a) comments that to attract expatriate staff, working conditions and living standard must be maintained (page 22).

In regard to the attraction of employees of different life and experience stages, an employer may want to aim at either younger or older teachers to balance the staff mix. Of younger teachers, many will apply to a job in Alice Springs in order to secure immediate employment. In this case schools would need to be well prepared to mentor and support these people not only in adjusting to a new place, but in their induction into the teaching profession. In the same way that the Alice Springs Hospital was a teaching hospital for Flinders University, (Shandley, 1999, in chap. 1), perhaps some of the schools could develop induction programs for novice teachers. This could be an attraction for young teachers, and a professional development opportunity to attract experienced teachers who would act as mentors under the supervision of a university. The evidence is that older teachers are attracted by the possibility of making progress in their career, but may find that not enough promotion positions are available. Making use of their skills in a program like this which gives them recognition as adult educators, and a working relationship with a university should be well worth a trial to attract and retain experienced practising teachers.

Use could also be made of Sarros' (1991) Career Stage model. Young adults in a stage of vitality and idealistic exploration may be attracted by jobs that provide such opportunities, such as starting up a new program or working in challenging cross-cultural settings if they have been trained in this. People in their early forties seeking new goals
may be attracted by a variety of challenges. Tack and Patitu (1998) and Bland and Berquist (1998) suggest that advantage can be taken of dissatisfaction of experienced teachers elsewhere by offering specific opportunities for achievement and recognition.

Younger teachers surveyed put emphasis on needing to feel accepted by the school community. A systematic, assessable professional mentoring scheme, either within schools or inter-school, would be better than a casual or ad-hoc arrangement that is socially based, or teachers on full loads and many responsibilities attempting to mentor newcomers. Developing confidence from successful classroom practice, under skilled and dedicated guidance, may do much to strengthen the acceptance of novice teachers and to encourage them to stay longer in the school.

Older teachers in the research sample were attracted by a close fit between their philosophy and the culture of the school. It may therefore be important to elucidate the school culture honestly in advertising for staff. This in itself may be a valuable development exercise for the whole school staff (leaders and teachers together) if what was presented to applicants was to have integrity as well as presenting the school in its best light (Stone, 1991a, in chapter 2). The school culture presented in advertisements is critical in attracting the kind of people who would "fit in", that is, whose personal ethics and goals were compatible with those of the organisation.

Wise (1987) stresses the importance of compensation and relocation packages, transfer of benefits and good working conditions in attracting staff. These are needed to reassure
people coming to a remote area that they will not be disadvantaged. The appeal of challenge, adventure or missionary zeal may allow remote area organisations to neglect financial incentives when the supply of staff is plentiful, but not when a shortage, such as expected in teacher supply (*A Class Act*, 1998) is imminent. An organisation needs to have something to sell, and to remove barriers to mobility. Applicants need to feel that they as skilled individuals will be valued and cared for. Working conditions such as childcare, part-time senior positions and job sharing may be useful in rural communities for attracting teachers (Tack and Patitu, 1998) and could be used to give rural communities an advantage in attracting staff. Brown, (1998) suggests that areas with excess supply of teachers should be targeted. According to *A Class Act*, Tasmania is likely to have teachers looking for work over the next few years. This would seem an ideal population for Northern Territory schools to target, as the contrast in climate is an attraction. As the research revealed that familiarity is an attraction, Tasmanians may also be more likely to feel comfortable with small communities, remoteness or coping with extremes of climate. It would be useful therefore to investigate which particular professional conditions are likely to be considered desirable by Tasmanian teachers. One teacher interviewed suggested that teacher exchanges with Tasmania would be appealing to both.

Orientation and induction programs need to follow closely upon acceptance of the job. This helps the new employee to adjust quickly and become productive. The way this is done can give employees the message that they are valued for their individual skills.
Appropriate orientation can prevent later staff crises, according to the Director of Nursing. Employers need to anticipate what aspects of the job or of living may be stressful for new staff and take steps to prepare them. A structured program covering specific aspects of the work can help staff align their personal goals to the goals and culture of the organisation, and reduce staff crises that result from inadequate communication of what is expected in the job.

The Director of Nursing agreed that attraction cannot be separated from orientation, satisfaction and retention, and Stone, (1991a) also says that recruitment, selection, induction and training are the foundation of job satisfaction and retention. He says also that systematic formal induction is a very cost-effective means of retaining staff. This needs to include the partner and family. The Senate Committee paper (1998) also says that good mentoring is the most successful form of induction, and that successful induction of novice teachers should be viewed as a productive investment. The induction of teachers is not well-done in many places, and may be something that a small community can do better than a large and impersonal community. The strongest attractor for teachers in Alice Springs is the job, and the career opportunities it presents. By increasing these opportunities and building them into the school structures, the jobs in Alice Springs schools may become more attractive.

Employers need to accept the fact of isolation and take active steps to compensate for it (Director of Nursing). In terms of the job, this means removing barriers to people maintaining their professional networks, for example, giving adequate access to email.
and STD phones (Stone, 1991). Making some plans for staff to travel away to conferences or study programs or cultural events as part of their work, or helping them in some way to study or keep up with recent professional developments in a stimulating way that overcomes their isolation should be considered.

The Place

The attraction of teachers to Alice Springs has two contradictory aspects that need to be balanced. As "somewhere different" (non-urban, non-coastal, remote and arid wilderness, a different state, a different culture, a place of romance, pioneering and spirituality) it was the second strongest attraction for the secondary teachers involved in this research. However, familiarity with Alice Springs was also a strong attractor. Teachers who had visited or knew someone in Alice Springs were not worried about being able to maintain their lifestyle. Like many visitors, the teachers wanted it to be "different", but not uncomfortable. If professional people are to be attracted here for three, five years or to settle, the community needs to strengthen its lifestyle attractions (Alice in Ten paper).

Wise (1987) reports that the culture and climate of a region can attract people besides a healthy economy, low crime rate and affordable housing. These latter two are of concern, but are high on the government agenda for change (Alice in Ten paper).

The availability of work for partners, and educational and leisure opportunities for families attracts some potential employees. Others are attracted to living in a country town because they enjoy or are familiar with the lifestyle of a small community. A country region with a reputation for "the good life", such as the revived Riverland (see
chapter 1) also attracts professional people, but the cosmopolitan aspects of Alice Springs are a well-kept secret. The Tourism industry has highlighted the wilderness, the pioneers and Aboriginal culture, but this attracts tourists, not settlers (Alice in Ten, chapter 1).

Alice Springs may be losing this pioneer image. One journalist has already announced the passing of "Alice" as a "frontier town" (Finnane, 1999). The presentation of the area for tourists tends to play on such romantic aspects whose time is passing and this does a disservice to all employers trying to attract staff for permanent long-term employment. All employers, including the Education Department and Independent schools, need to consider this presentation of the region, and perhaps work together to revise the image.

Summary of Recommendations for attracting teachers to Alice Springs

1. The job should offer at least equitable, and preferably competitive, pay and working conditions. This should include removal costs, the standard of accommodation, air conditioned teaching areas and up to date communications infrastructure, and could include interesting work arrangements such as part-time senior positions, job sharing and flexible leave arrangements.

2. The job should offer specific opportunities for professional development. This can be effective supervised induction for novice teachers, accredited experiences and study units in aboriginal and bi-cultural education or teaching for diversity, formal mentoring of novice and trainee teachers in collaboration with a university, starting up new programs, or taking a promotion position.

3. Advertising should be creative and present a clear picture of the culture and goals of the school and a balanced and realistic image of the lifestyle of the town.
4. Create strategies to overcome barriers, for example, providing systematic orientation for all staff, relocation costs, initial accommodation assistance, fares or assistance for study and professional development.

5. Target recruitment campaigns to known areas of teacher oversupply.

6. Offer mature age and school-leavers scholarships and teaching contracts to local people.

To attract teachers to Alice Springs, it is necessary to do exactly the same things that would attract them to any good job, but to also compensate for the fact of isolation.

**JOB SATISFACTION FOR SECONDARY TEACHERS IN ALICE SPRINGS**

This section discusses the findings and possible solutions to job satisfaction under the following headings: job satisfaction; job dissatisfaction; satisfactions and dissatisfactions with the Alice Springs context and summary of recommendations.

**Job Satisfaction**

A strong majority of teachers in all schools surveyed claimed that "making a meaningful contribution" or "seeing positive changes in pupils" was the main thing they found satisfying in their job. This result agrees with research on teachers by Henke, Choy and others (1993-4) in the USA (chapter 2) and with work by Dinham and Scott (1996) in Sydney, Australia. Dinham and Scott present the hypothesis that teachers are most satisfied by the intrinsic rewards of teaching, and most dissatisfied by extrinsic factors which prevent teaching and learning. If these intrinsic satisfactions can remain stronger
than the dissatisfactions, then the teacher will be committed to a teaching career (Marlow, Inman and Betancourt-Smith, 1996, USA). If they resign it is not because the satisfactions have changed, but that they have been overwhelmed by external dissatisfiers (Henke and Choy, 1993 and Dinham and Scott, 1996).

Stone (1991a) notes that successful job performance or use of skills increases satisfaction. This agrees with the results found from teachers in Alice Springs. Other factors in job satisfaction (according to Stone) are variety, challenge, autonomy, feedback, equitable rewards and supportive conditions and colleagues. Congruence between the individual and organisational goals is also important (Hunt, 1979). Other satisfiers identified by Hunt of challenge, recognition and autonomy are consistent with Stone (1991a).

Job satisfaction is part of how to motivate employees (Stone, 1991a) and studies of workers in general show the strongest motivator to be recognition (Australian Institute of Management study in Stone, 1991). Stajkovic and Luthans (1998) say that people are motivated by self-efficacy, which is the product of successful use of skills, and that this is encouraged by challenge, mentoring and recognition. Recognition of good performance is best achieved by frequent 360 degree highly informational feedback, that communicates the goals of the management and where a worker is in relation to them, and what needs to be done to improve by both worker and management. Amabile (1996) also suggests that the strongest extrinsic motivator is recognition.
Participants from the study indicating that their greatest job satisfaction was making a meaningful contribution or making a positive impact on students, points to these teachers tending to have personality types with high needs for achievement and for power. High nAch. people care about what they do and will put a lot of personal energy into their work, but have a strong need for recognition and feedback on how to improve. As recognition is also believed to be a strong motivator for all employees, it would appear to be essential for the job satisfaction of teachers.

The second strongest satisfaction for secondary teachers in Alice Springs was feeling comfortable with the atmosphere and ethos of the school. This has several elements, including agreement between the goals or philosophy of the teacher and school, but also feeling "comfortable" with the leadership style, with their place in the structure of the school and with a "friendly and relaxed" atmosphere. This was followed by a satisfaction with professional opportunities and relationships with students and other staff. These results agree with research by Dinham and Scott (1996) and by Henke and Choy (1993).

**Job Dissatisfaction**

The strongest dissatisfaction for secondary teachers in Alice Springs was "problems with leadership, processes and structures". This had several elements. Teachers indicated that they were frustrated in their work by a range of internal and external factors, and personal and impersonal factors. This was sometimes expressed as a problem with "the way things are done in this school". It included problems of personality conflict with leadership, lack of alignment with the aims and ethos of the school, beliefs that processes such as
decision-making were unjust, lack of effective communication and feelings of being ignored or overlooked. As these were the strongest negative feelings, participants were relieved to have the researcher suggest this general category (as above). As many of these things were matters for the individual school, the researcher felt there was no need to go further into this than to present the results back to the school. It would however, appear that a good recommendation for schools to satisfy their teachers is for principals to continue their own professional development into study of recent findings for best practice in effective leadership, such as "servant leadership" (Owens, 1995, Covey, 1994 and Pagonis, 1992).

"Management issues, including lack of communication and consultation" are also cited in the ACTU leaflet, "Stress at Work" (1998) as the main cause of stress for 53% of workers. Their causes of dissatisfaction were closely parallel to those of the teachers surveyed. (see chapter 2)

Dinham and Scott (1996) and Henke and Choy (1993) both found the strongest dissatisfaction for teachers to be the community's low opinion of teachers and their working hours, but this rated third in the Alice Springs research. This may indicate that the leaders and organisation of Alice Springs schools are less effective, but it must be remembered that education in the Northern Territory is still in a "pioneer phase" and is working with such vastly different social and demographic conditions that everything must be considered anew. Structures and processes cannot necessarily be imported from other traditions. It is also possible that the type of leaders who have the energy and strong
ideals to be pioneers can be difficult for other people to work with, especially professional people who expect to work collegially.

A connection can be established between the Alice Springs teachers’ dissatisfaction with leadership and the findings above in research done by Sarros and Sarros (1992). This study showed that the principal has the power to give significant help to teachers to prevent stress and burnout and hence dissatisfaction, by providing a supportive environment. These researchers found their results confirmed by others in USA (see chapter 2).

The second strongest dissatisfaction for Alice Springs secondary teachers was professional isolation and lack of resources. This was followed by community-related issues such as the teachers’ perceptions of low academic expectations in the community, an attitude that devalued teachers and education, a lack of status, and “small community” problems such as lack of sophistication and lack of separation of professional and private life.

Professional isolation was discussed under "Attraction" as one of the things that needed to be overcome to attract teachers or other professional people to regional centres. Teachers felt that very little was done by school leaders to overcome this, because there was no money to help with travel or study fees, or the leave arrangements made study or travel to conferences difficult. Inservice programs that involved local or Northern Territory teachers were not mentioned by any of the participants as either helpful or not
helpful. The need they seemed to be expressing was for interstate contacts, or perhaps the need for more time for professional reflection and team work within their own schools. As mentioned in chapter 5, enabling Alice Springs teachers to participate in professional development activities interstate could be an effective way of spreading awareness of Alice Springs as a good place to look for a job. If teachers were being sent as ambassadors, principals might need to make them aware of this expectation.

Other external stressors noted in Australia include "bureaucracy", lack of funding, overcrowded curriculum, control of curriculum by politics and economics (A Class Act, 1998) and these were echoed in the results of this study (appendix D and E).

Satisfactions and Dissatisfactions with the Alice Springs Context

Most of the teachers interviewed appreciated the convenience of living in a small town, such as little time needed for travel to work or to facilities, and a friendly, relaxed atmosphere. Social, entertainment and sport amenities were considered quite good, but not for teenagers. The climate, natural surroundings and closeness to the wilderness were only moderately valued as satisfactions. The high cost of living, of food, accommodation and travel were strongly dissatisfying, mentioned by more than half of the participants, and social problems such as public drunkenness and violence were also a concern. Local media reports and documents such as the N.T. Government's Alice in Ten discussion paper make it clear that these satisfactions and dissatisfactions were not at all unique to teachers but were shared by everyone living in Alice Springs. The government was aware of these problems and had plans underway to improve these conditions.
Summary

The following recommendations are identified to increase the satisfaction with work and lifestyle of secondary teachers in Alice Springs:

1 Remove barriers teachers believe limit their effectiveness:
   - Principals should act to protect staff from external bureaucratic, economic and political pressures;
   - Improve the leadership and management skills of principals; and
   - Improve the status of teachers in the media and through pay and conditions.

2 Assist successful teaching by:
   - Principals providing recognition and specific guidance through 360 degree feedback;
   - Increasing the variety, challenge, autonomy and mentoring of teaching; and
   - Equitable rewards and supportive conditions.

3 Increase professional opportunities and development of teachers by:
   - Job variety and new roles;
   - Mentoring, study and travel for work; and
   - Giving opportunity for teachers to reflect on and address their own weak areas, such as behaviour management, teaching to diversity, coping with the culture or "low academic expectations" of the community, effective teaching of basic literacy and numeracy skills.
4. Provide more programs and facilities for leisure, training and work for teenagers.
5. Lower the cost of living, transport and communication.
6. Improve social problems and participation of aboriginal people in the community.

STAFF RETENTION

This section on staff retention discusses the findings in relation to the literature and the formulation of possible solutions. Teachers in Alice Springs gave two main reasons for leaving; seeking professional opportunity, or family reasons. The family reasons include such things as needing to be near old parents, work opportunities for the partner, or children at university. Some teachers suggested that some of these family pressures to leave could be lessened if leave arrangements were more flexible in their school. Cheaper air fares, more assistance available for tertiary students to study interstate, and more job opportunities for partners were also suggested.

The need to leave to pursue a career path needs to be addressed by establishing a career path for teachers in Alice Springs, as the teachers also said they stayed in town if they saw job opportunities ahead, and if they were satisfied in their job. A career path is seen as important for all teachers: Daffy (1998) suggests that experienced teachers be retained by developing career plans that take into account plateau phases, and include maternity leave and part-time senior positions. Corcoran (1995) believes that teacher attrition can be prevented by professional development that makes use of experienced teachers, uses job sharing and job enrichment, teacher networking and collaboration between schools and teachers' colleges. The structure of a teacher's job needs to be changed to allow time
for reflection on practice with colleagues. Syrett (1997) also supports career planning to keep teachers teaching. *A Class Act* (1998) says that the salary ceiling and flat career structure in teaching needs to be addressed, as does Henke and Choy (1993). Professional development will enhance teachers' skills and professionalism, but needs to be teacher-directed, and available to rural as well as urban schools. Practising teachers undertaking further study should be rewarded (*A Class Act*, 1998).

At present there is no adequate career path for teachers in Australia, so it is a challenge to consider creating one in the Northern Territory or Alice Springs. But even small changes may help our retention of teachers by improving job satisfaction. The lack of varied activities and challenges for teenagers has been addressed in schools by organising trips and student exchanges interstate or overseas, which are of enormous benefit. This could be extended to many more students if airfares were cheaper. People not involved in classroom teaching, such as school leaders and the scientists interviewed found that the travel they did in the course of their work prevented feelings of social and professional isolation (see Interview with scientists, chap.5). The Director of Nursing reported that nurses enjoy this benefit from study trips away, but also by moving between the town and isolated bush clinics. Work travel aided by cheaper airfares would benefit teachers in the same way.

Quin, (1997) found that retention is the result of effective recruitment, induction, and professional development and this is supported in the Australian Senate paper, *A Class Act* (1998). If teachers have professional autonomy, policy making influence, mentoring
and induction and good end-of-career salaries, they will be likely to stay in teaching. This finding is supported by Wise (1987) and research by Morey (1998) found that retention was increased by broad-based reward plans. Contracts linked to home loans was suggested by one teacher as a means of encouraging teachers to settle in Alice Springs.

Summary

The research undertaken here and elsewhere into teacher retention suggests that the following steps could improve retention of teachers in Alice Springs:

1. Cheaper airfares would reduce the burdens on families by allowing more frequent visits to relatives and friends, and for children studying interstate to return easily. This would also help teachers to travel away for exchanges, networking, conferences and study.

2. More flexible work and leave arrangements including such things as one-in-five year off scheme, senior part-time positions, study leave, job rotation and exchanges. This would improve professional development and also lessen family burdens.

3. Use experienced teachers in a formal mentoring scheme affiliated with a University or Teachers' College.

4. Replace the ten-year salary ceiling with broad-based rewards for study and mentoring work done by classroom teachers.

5. Involve teachers in designing and presenting professional development courses and policy making in the school and education system.
WHAT TEACHERS THINK EMPLOYERS AND GOVERNMENTS COULD DO TO ATTRACT, SATISFY AND RETAIN TEACHERS IN ALICE SPRINGS

Teachers participating in this research felt that job satisfaction was essential for attracting and retaining teachers, and that this was the responsibility of their employers. They were satisfied by intrinsic elements of teaching, but some felt frustrated rather than facilitated in their practice. Professional and social orientation and opportunities for professional growth should be provided. The assistant principal interviewed also suggested this.

Salary needs to compensate for the costs of living in Alice Springs and to demonstrate the status of teachers to the community, or to be replaced with other financial incentives such as help with accommodation, transport and communication costs. The teachers wanted to be treated more as valued professional colleagues by their principals and employers. The assistant principal interviewed believed that it needed to be acknowledged that the teacher's role is changing from that of a specialist academic to a generalist educator, and that staff would be retained if they could be trained to fill that role and if schools had a more collegial culture.

The research scientists interviewed felt that employers could make people more aware of the interesting and challenging nature of work in this region, and prepare staff better with strategies to deal with the physical and social conditions. Governments could give...
locality allowances and benefits and overcome ignorance about the lifestyle here. They would also be doing the right thing to support long-term projects and initiatives such as the Alice in Ten and the Desert Knowledge Economy.

Participants felt that the local, state and Commonwealth governments should work to reduce these living costs to attract and retain all workers and professional people. Governments should work on the social problems of Aboriginal people and towards giving teachers a better image in the community, and could provide more scholarships for local young and mature age people to study in Alice Springs, Darwin or interstate.

Some other ideas suggested by participants and the literature that may be considered to improve the satisfaction of people living in Alice Springs were:

- Attract more government funding by increasing political clout through the media and local political leaders, creating awareness and public pressure, and look to our own resources to increase local wealth (eg Dore in chap 1);
- Keep up to date with communications technology, in schools and businesses both in town and in the bush. (Wilson, 1998 in Chap 1) and make use of on-line education and commerce, encouraged by the government;
- Governments and organisations could seek out niche markets, for example for Aboriginal art, tourism, out of season produce, exotic produce, arid zone technology, Aboriginal culture and education (chap. 1);
- Encourage a unique regional culture and economy;
- Attract professional people such as teachers with incentive job packages;
• Encourage teachers to settle by contracting them in return for cheap home loans;
• Create contracted scholarships so that local people could train elsewhere and return here to work; and
• Increase employment and self-managed enterprises of aboriginal people.

CONCLUSION AND RECOMMENDATIONS
Attraction, recruitment, orientation, induction, satisfaction and retention should not be considered separately but as one process; a failure to adequately address one will have a weakening effect on the rest. Employers generally see value in attracting and recruiting the right people and of course wish to retain them, but tend to see orientation, induction and satisfaction as a luxury. They hope that if the job and conditions are reasonable and the candidate competent then the rest will look after itself, and it will if "reasonable" job performance and attrition is all that is hoped for. The research and literature outlined in this report however, strongly suggests that attrition is almost completely dependent on job satisfaction; if people love their job and find it gives a sense of meaning, efficacy and personal significance they will be reluctant to leave, and will be highly motivated in their performance.

Satisfaction, in turn, depends to some extent on the processes used to attract and recruit people and on the orientation to their job context and induction into the profession that they are given. It depends most on the design of the job and the planning of professional development that creates a variety of career paths to suit diverse people.
An organisation can make a decision, as did the Remote Health Service in Alice Springs, to limit the career path in that organisation to three years, after which employees must move on. By specialising in this way, the problem of what to do with loyal old employees who have rotated through almost every job in the organisation and have no new challenges in view for the next ten or more years is neatly disposed of. What remains is a dynamic and stimulating organisation full of fresh and enthusiastic people with the energy to tackle a demanding job, and no need for a structure of senior staff that can provide niches for deadwood. The success of this depends on a very strong orientation and induction program controlled by the leader of the organisation, who maintains strong direct relationships with every staff member for their three years in the service. These relationships are professional but very nurturing and supportive of the staff, centering on their top standard of work in return for continuous professional development. In this case, the career path is defined by the set retention period. The success of this action can be judged by the applicants who queued for these jobs because of the excellent professional development offered. This professional development is tied to the actual work done and to the specific context and had become specialist training not available elsewhere. There are other organisations working in the arid zone or with Aboriginal people who could copy this model, and it may be very useful for schools.

The Alice Springs research clearly showed that most secondary teachers felt they needed help from school leadership to increase their job satisfaction and professional growth. This investment would reward schools with a more productive and supportive staff, and with improved retention and attraction. Teachers want a more collegial relationship with
principals and to feel more valued for what they do by the school leadership and the community. Their weaknesses and failures should be reported to them in regular feedback, along with specific recognition of their successes and contributions to the school, and the principal should facilitate them in addressing their needs for improvement. The principal then, needs to act as a teacher of teachers and a leader of leaders, intimately professionally concerned with each staff member, knowing their goals and needs. Most of them were probably high achieving, "good" pupils who enjoyed their school years and the recognition that success there brought them, and their personality probably remains unchanged, but as adults they expect to gain this success and recognition as members of a team.

The following is a summary of how this whole process of attraction, orientation, satisfaction and retention may look for Alice Springs secondary schools:

Attraction:

* Design interesting jobs, pointing out the challenges, and include specific professional development opportunities tailored to the individual.

* Provide good or very good conditions, relocation benefits and inducements such as a broad-based rewards package to overcome the problem of isolation.

* Advertise the culture of the school and the town honestly and creatively.

* Work to increase help given to local school leavers and mature people, especially aboriginal, to train as teachers and to teach in Alice Springs.
Orientation and Induction:
*Create more formal, comprehensive and structured programs for orientation and
induction for new and novice teachers with mentoring linked to a Teachers' College or
University. Involve experienced teachers in this as their (accredited) professional
development.

Satisfaction and Retention:
*Provide cheaper fuel, airfares, communication and living costs.

*Create a career and salary structure with professional development (study and
networking) opportunities for a variety of career paths in schools.

*Accord teachers greater recognition and status.

*Make school leadership and decision making more collegial and based on 360degree
feedback.

*Encourage local people to enter an education career.

*Stimulate the regional culture and a more self-sufficient economy.

*Deal with social problems, especially of young people.

Schools involved in this research have received the results of interviews or questionnaires
completed by their staff, and this should provide them with a relevant starting point to
improve their own staff job satisfaction and hence their retention and attraction of staff.
This complete report will also be available if requested.

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APPENDIX A

Preliminary Survey Testing Motivation

(included here was a relevant cartoon joke)

Dear . . . . . .

For some study I am doing I would like to investigate staff retention in isolated schools using surveys and interviews as part of my research. Could you please help me by completing the following questionnaire and returning it to my pigeonhole by Friday. These will be read by no-one but me, but my reports will be available to any of you, and will probably be read by CT/CL. (no names or other personal details will be used)

Thanks, Anne Marshall

What are the most frustrating things you have encountered this semester?

*

*

*

What were the most satisfying things for you this semester?

*

*

*

Please number the following from 1, most important to you, to 20, least important:

A Participation on inter-departmental work teams (aside from House)
B Friendships on staff
C Teaching mainly or solely senior classes
D More pay
E Being free to go to the loo or have a coffee when the need arises
F Air conditioning that works
G Parking spaces allocated to departments
H Being used more in your specialist area
I Support from peers or superiors
J Private entrance to toilets
K An office more removed from sight and sound of pupils
L Being part of a Department or House teacher team
M Staffroom with separate lounge and work areas
N Being consulted more
O Lower teaching load / more responsibility
P Shaded car parking area
Q Having a more leisurely lunch, and afternoon tea before after school activities
R Having a place to lie down for half an hour
S A more private, quiet and roomy office, shared with only one other person
T An office close to more senior staff
Where are you on the Good Ship "Philippa"?

(drawing of ship at sea)

Any comments? . . .

Survey 1 June 15 1998

This survey aimed to discover general areas of dissatisfaction among the staff, for future investigation, and to test Maslow’s Hierarchy of needs. (p. 160 Mitchell) The ship diagram is aimed at discovering the rank of the respondee, as Maslow claims this has an effect on the ordering of needs.

The questions relate to Maslow’s hierarchy in the following order:

1. E, Q, R
2. F, P, B, I, L
4. H
APPENDIX B

QUESTIONNAIRE IA

August 1999

1. What attracted you to apply for your present job?

2. What do you find most satisfying about your work?

3. What do you find most satisfying about living in Alice Springs?

4. What do you find most dissatisfying about your job?

5. What do you find most dissatisfying about living in Alice Springs?

6. If you are planning to leave your job soon, why?

6b. What could induce you to stay?

7. If you have no plans to leave soon, why?

7b. What may cause you to leave in the future?

8. What do you think your employer could do to attract, satisfy and retain staff?

9. What could be done by the local/state/Federal government to attract and retain people in your profession in this location?

10. Age: under 27 28-35 36-42 43-50 50+ male/female 
experience in this work: first 2-5 5-10 10-15 15+ (years) 
years at present workplace: 1 2-5 5-10 10+ 

11. If the researcher has recorded your answers, please initial/sign to show that you feel this is an appropriate record of your responses, which will remain anonymous. Thank you for your time.
Dear Teaching Staff,

This Questionnaire is part of research I am undertaking for my M.Ed., and I would be most grateful if you could take a few minutes to complete it and return it promptly. Please feel free to add your own comments, to tick one or more responses or to prioritise some with numbers or omit some, as you like. I am a senior teacher at St. Philip's College and my research centres on how organisations in remote and rural areas can attract and retain professional staff.

Thankyou. Anne Marshall

1. What attracted you to apply for your present job?

- Alice Springs was a change of scene
- Already living here or had visited here
- Attracted by the reputation of this school
- It was a career move for me
- I believed I had something to contribute
- I needed a job
- I had personal contacts in the school
- I enjoy a non-city lifestyle
- Family reasons
- Interest in Aboriginal culture
- Other

2. What do you find most satisfying about your work?

- I feel I am making a meaningful contribution
- The school has a friendly and relaxed feeling
- I have good professional opportunities
- The students are pleasant
- I have enthusiastic colleagues
- I agree with the aims and ethos of the school
- The physical environment is pleasant
- I get good feedback from the leadership
- Other
3. What do you find most satisfying about living in Alice Springs?
- Everything is convenient and amenities are good
- The climate and scenery
- Friendly people and relaxed lifestyle
- Good social life
- I enjoy being near the wilderness and outback
- The community is dynamic and stimulating
- It's a good place for the family
- There is good work for my partner
- It's a place of escape

Other

4. What do you find most dissatisfying about your job?
- Problems with leadership, processes, structure of the school
- Professional isolation and lack of resources
- Lack of challenge
- Colleagues
- Low academic expectations in this community
- Small community problems eg. Role conflict, lack of privacy

Other

5. What do you find most dissatisfying about living in Alice Springs?
- Time / money cost of maintaining family, social and professional contacts
- High cost of living
- Town too small to provide social and cultural variety
- Summer too long and hot
- Social problems - drunkenness, begging, violence, rubbish, prejudice

Other

6. If you are planning to leave your job soon, why?
- Need for greater professional opportunities or satisfaction
- Family needs
- Personal development, eg travel, study

Other

6b. What could induce you to stay?
- Professional opportunities, more $, more satisfaction
- Personal development or emotional/social needs
- Family settled here
- Working to a contract

Other
7. If you have no plans to leave soon, why?

7b. What may cause you to leave in the future?

8. What do you think your employer could do to attract, satisfy and retain staff?
   Improve my job satisfaction [ ] (How? ....................................................

   Provide professional and social orientation to new staff [ ]
   Facilitate professional growth through networks and trips [ ]
   Offer more attractive salary packages [ ]
   Provide assistance / subsidy for accommodation [ ]
   Decrease extra duties [ ]
   Subsidise costs of transport, phone, internet [ ]
   Provide professional mentoring [ ]
   Ensure our academic standards are aligned with interstate and overseas [ ]
   Highlight lifestyle of Alice Springs [ ]
   Improve physical working conditions, eg. air conditioning, shade, childcare [ ]
   Other [ ] ........................................................................................................

9. What could be done by the local/state/ Federal government to attract and retain
   people in your profession in this location?
   Subsidise costs of transport, fuel, phone, internet [ ]
   Subsidise or lower living and accommodation costs [ ]
   Deal with social problems [ ]
   Give tax advantages [ ]
   Establish more trees and landscaping [ ]
   Provide more activities for teenagers [ ]
   More airconditioned shopping and leisure centres [ ]
   Other [ ] ........................................................................................................

10. Age: under 27 28-35 36-42 43-50 50+ male/female
    experience in this work: first 2-5 5-10 10-15 15+ (years)
    years at present workplace: 1 2-5 5-10 10+

11. Your responses will remain anonymous, and an analysis will be returned to your
    staff for comment. Thank you for your time.

    Anne Marshall
## APPENDIX D
### TABLE 1

Responses ordered by initial school. 35 participants. Second school where interviews were done is added to this with 22 participants. Multiple-choice tested schools with 13 participants and 11 participants, also added. Total participants, 81. Secondary teachers in Alice Springs. The scale indicates the number of times that response was mentioned, out of a total of a possible 81.

1. **What attracted you to apply for your present job?**

<table>
<thead>
<tr>
<th>Response</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
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<th>50</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Springs was a change of scene</td>
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<td>x</td>
</tr>
<tr>
<td>Already living here or had visited here</td>
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<td></td>
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<td>x</td>
</tr>
<tr>
<td>Attracted by the reputation of this school</td>
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<tr>
<td>It was a career move for me</td>
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<td>x</td>
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<tr>
<td>I believed I had something to contribute</td>
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<tr>
<td>I needed a job</td>
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<tr>
<td>I had personal contacts in the school</td>
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<tr>
<td>I enjoy a non-city lifestyle</td>
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<tr>
<td>Family reasons</td>
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<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Interest in Aboriginal culture</td>
<td>x</td>
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</table>

2. **What do you find most satisfying about your work?**

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<th>Response</th>
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<tbody>
<tr>
<td>I feel I am making a meaningful contribution</td>
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<tr>
<td>The school has a friendly and relaxed feeling</td>
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<tr>
<td>I have good professional opportunities</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>x</td>
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<tr>
<td>The students are pleasant</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>I have enthusiastic colleagues</td>
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<td></td>
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<tr>
<td>I agree with the aims and ethos of the school</td>
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<tr>
<td>The physical environment is pleasant</td>
<td></td>
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<td>x</td>
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<tr>
<td>I get good feedback from the leadership</td>
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</table>

3. **What do you find most satisfying about living in Alice Springs?**

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<tr>
<th>Response</th>
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<tbody>
<tr>
<td>Everything is convenient and amenities are good</td>
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<td>x</td>
</tr>
<tr>
<td>The climate and scenery</td>
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<td>x</td>
</tr>
<tr>
<td>Friendly people and relaxed lifestyle</td>
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<tr>
<td>Good social life</td>
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<tr>
<td>I enjoy being near the wilderness and outback</td>
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<tr>
<td>The community is dynamic and stimulating</td>
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<tr>
<td>It's a good place for the family</td>
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<tr>
<td>There is good work for my partner</td>
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<tr>
<td>It's a place of escape</td>
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</table>

4. **What do you find most dissatisfying about your job?**

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<th>Response</th>
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<tbody>
<tr>
<td>Problems with leadership, processes, structures</td>
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<tr>
<td>Professional isolation and lack of resources</td>
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<tr>
<td>Lack of challenge</td>
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<td>x</td>
</tr>
<tr>
<td>Colleagues</td>
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<td>x</td>
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<tr>
<td>Low academic expectations in this community</td>
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<td>x</td>
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<tr>
<td>Small community problems</td>
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<td>x</td>
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<tr>
<td>Community devalues teachers</td>
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</table>
5. What do you find most dissatisfying about living in Alice Springs?

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<tbody>
<tr>
<td>Time/money cost of maintaining family contacts</td>
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<tr>
<td>High cost of living</td>
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<td>Town too small to provide variety</td>
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<td>x</td>
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<td></td>
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<tr>
<td>Summer too long and hot</td>
<td></td>
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<td>x</td>
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<tr>
<td>Social problems</td>
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6. If you are planning to leave your job soon, why?

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<tbody>
<tr>
<td>Need for greater professional opportunities</td>
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<tr>
<td>Family needs</td>
<td></td>
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<td>x</td>
</tr>
<tr>
<td>Personal development</td>
<td></td>
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<td>x</td>
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<tr>
<td>Contract, job security</td>
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7. What could induce you to stay?

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<tbody>
<tr>
<td>Professional opportunities, more $, more satisfaction</td>
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<td>x</td>
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<tr>
<td>Personal development</td>
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<td>x</td>
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<tr>
<td>Family settled here</td>
<td></td>
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<tr>
<td>Working to a contract</td>
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10. What do you think your employer could do to attract, satisfy and retain staff?

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</thead>
<tbody>
<tr>
<td>Improve my job satisfaction</td>
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<tr>
<td>Provide professional and social orientation</td>
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<td>x</td>
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<tr>
<td>Facilitate professional growth</td>
<td></td>
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<td></td>
<td>x</td>
<td></td>
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<tr>
<td>Offer more attractive salary packages</td>
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<td>x</td>
</tr>
<tr>
<td>Accommodation assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Decrease extra duties</td>
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<tr>
<td>Subsidise costs of transport, phone, etc</td>
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<tr>
<td>Provide professional mentoring</td>
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<tr>
<td>Improve physical working conditions</td>
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<td>Academic standards</td>
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<tr>
<td>Highlight lifestyle of Alice Springs</td>
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</table>

9. What could be done by the local/state/Federal government to attract and retain people in your profession in this location?

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<tbody>
<tr>
<td>Subsidise costs of transport, fuel, phone, internet</td>
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<td>Subsidise or lower living and accommodation costs</td>
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<tr>
<td>Deal with social problems</td>
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<td>Give tax advantages/salary rise</td>
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<td>Establish more trees and landscaping</td>
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<tr>
<td>Provide more activities for teenagers</td>
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<tr>
<td>Give teachers a more positive image</td>
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</table>


ANALYSIS OF GRAPH 2

Q.1 Pattern (of priorities) is similar to the initial school, except for "career move" which is stronger, and "reputation of the school" a little weaker.
Q.2 "agree with the aims and ethos of the school" jumps out of the pattern as a stronger overall response than at the first school, otherwise, priorities are similar.
Q.3 Same pattern except for slight jumps to less for "good social life" and more for "good place for family"
Q.4 "Lack of challenge" and "colleagues" were less dissatisfying overall, and the perception that the community devalues teachers was stronger.
Q.5 Social problems were of overall greater concern than at the initial school
Q.6 Same pattern
Q.7 Same except "personal development" weaker
Q.8 "Decrease extra duties" slightly weaker
Q.9 "salary rise" and "activities for teens" rated higher

"WILD CARD" RESPONSES

Some participants had individual ideas that were interesting, and may be insights into creative solutions.

- "teacher to teacher" PR (by sending teachers away to conferences etc)
- make a video for overseas or interstate teachers highlighting the lifestyle benefits of Alice Springs
- provide more air-conditioned shopping centres or leisure centres
- scholarships with teaching contract for local students to enable them to train interstate ("get away"), travel home to visit NT family, then return here to teach a contracted time.
- Teacher exchange with Tasmania
- 5 year contract with low interest rates for home purchase, cancelled if you leave before 5 yr.
- Rotate staff from bush to town, and between town campuses

ANALYSIS OF COMPARATIVE GRAPH 1

Q.1 Attraction: The initial school seems to attract a lot of people who want a change; as it is a private school and advertises fairly aggressively and widely, perhaps this is because the advertisements stress challenge and vitality. None of the other schools shared this emphasis. Education Department ads also emphasise the freshness and challenges of the Territory.

All schools responded to "career move" strongly, and taking this with responses to Q.2 and 6, it suggests that a clearer career path in NT Education would be an attractor. Another one would be familiarity with the town and/or the school, so offering hospitality, hosting conferences, sending staff to conferences to network, etc. having tourists visit the school, all may be worth doing to increase this familiarity.

"Family", that is, the need for plentiful and varied work for partners, and a range of educational and leisure opportunities for children are important in attracting staff.

Schools which specialise in Aboriginal Education are a strong attraction for some teachers.

Teachers feel strongly that they want to "contribute" or "make a difference" to the students, and indirectly to the school and the community.
Q.2 & 4 Satisfaction: "Making a meaningful contribution" was universally the strongest satisfier. This suggests that teachers often have high needs for achievement, and as high achievers, they care about what they do, and so are particularly sensitive to lack of recognition and feedback from leadership. Low pay and bad working conditions relative to other people in the community with similar levels of tertiary training is perceived by teachers as a reflection of lack of esteem and respect for education and educators. This creates an unbalanced bargain where the workers feel they are giving deeply (time, energy, expertise, emotion) but not receiving regular feedback from the leadership. They then tend to look for this feedback in relationships with students or parents, which may weaken the leadership and unity in the school. The "system/employer/leadership" must provide this feedback - both encouraging and correcting.

The second strongest satisfier was "professional opportunity", which includes a career path, professional development training, and multi-skilling.

"The ethos of the school" was fairly strong satisfier for all the schools; teachers want to "believe in" what they do and to feel they are part of a team being lead towards a common goal. This means that "problems with leadership, structure and processes of the school" are very dissatisfying to teachers, as is not being able to agree with the aims and ethos of the school.

"Professional isolation" was a moderately strong dissatisfaction for all the schools, pointing to the need for some way of helping teachers meet together, or travel away for conferences or training.

It was noticeable that private schools are in a "sub-community" that insulates its teachers from the strong feelings of lack of respect from the community felt by other teachers.

Q.3 & 5 Alice Springs: The convenience, amenities and lifestyle of the town were appreciated by most teachers, with the noticeable exception of the Catholic and Lutheran Schools, where the teachers did not respond to these ideas, suggesting that they tend to form "sub-communities" with a certain social independence.

The climate and bush surroundings were moderately attractive. The problems of "isolation" and the expense and time involved in travel and communication were strong elements of dissatisfaction, but were felt less keenly by the "sub-communities", as was the feeling of being socially limited by the size of the town.

Q.6 Leaving: the two strongest reasons for leaving were seeking professional opportunity and meeting family needs. The first links back both to creating opportunities such as job rotation and multi-skilling within schools, and a career path, exchanges and help with further training. Family pressures can be addressed by more flexible leave arrangements and cheaper transport to main centres, more and varied jobs for partners, help for student/children. Teachers who are least dissatisfied with "leadership" and "colleagues" have much less desire to leave.

Q.7 Staying: Professional opportunity, salary and job satisfaction were the top priority in reasons for staying for all groups of teachers surveyed. This relates to the need expressed in Q.2 to feel they are making a meaningful contribution and are valued for it.

Q.8 What employers can do: Some form of financial relief for the costs of communication and transport was seen as most desirable by all groups, followed by salary increase.

Q.9 What government can do: I Lower communication and transport costs II Raise salaries or lower taxes III Lower living and accommodation costs
APPENDIX E

TABLE 2
RE-ORDERED PRIORITIES FOR ALL PARTICIPANTS

<table>
<thead>
<tr>
<th>1. What attracted you to apply for your present job?</th>
<th>0</th>
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<tbody>
<tr>
<td>It was a career move for me</td>
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<td>Alice Springs was a change of scene</td>
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<td>Already living here or had visited here</td>
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<td>I believed I had something to contribute</td>
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<td>I needed a job</td>
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<td>I had personal contacts in the school</td>
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<tr>
<td>Attracted by the reputation of this school</td>
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<td>Family reasons</td>
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<tr>
<td>Interest in Aboriginal culture</td>
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<td>I enjoy a non-city lifestyle</td>
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<thead>
<tr>
<th>2. What do you find most satisfying about your work</th>
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<tbody>
<tr>
<td>I feel I am making a meaningful contribution</td>
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<td>The school has a friendly and relaxed feeling</td>
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<tr>
<td>I agree with the aims and ethos of the school</td>
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<td>I have good professional opportunities</td>
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<td>The students are pleasant</td>
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<tr>
<td>I have enthusiastic colleagues</td>
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<td>The physical environment is pleasant</td>
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<tr>
<td>I get good feedback from the leadership</td>
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<table>
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<th>3. What do you find most satisfying about living in Alice Springs?</th>
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<th>60</th>
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</thead>
<tbody>
<tr>
<td>Everything is convenient and amenities are good</td>
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<tr>
<td>The climate and scenery</td>
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<tr>
<td>Friendly people and relaxed lifestyle</td>
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<tr>
<td>I enjoy being near the wilderness and outback</td>
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<tr>
<td>Good social life</td>
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<tr>
<td>It’s a good place for the family</td>
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<tr>
<td>The community is dynamic and stimulating</td>
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<tr>
<td>There is good work for my partner</td>
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<tr>
<td>It’s a place of escape</td>
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<th>4. What do you find most dissatisfying about your job?</th>
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<tbody>
<tr>
<td>Problems with leadership, processes, structures</td>
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<tr>
<td>Professional isolation and lack of resources</td>
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<tr>
<td>Low academic expectations in this community</td>
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<tr>
<td>Community devalues teachers</td>
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<td>&quot;Small community&quot; problems</td>
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<tr>
<td>Lack of challenge</td>
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<tr>
<td>Colleagues</td>
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5. What do you find most dissatisfying about living in Alice Springs?

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<td>Time / money cost of maintaining family contacts</td>
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<td>High cost of living</td>
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<tr>
<td>Town too small to provide variety</td>
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<td>Social problems</td>
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<tr>
<td>Summer too long and hot</td>
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6. If you are planning to leave your job soon, why?

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<td>Need for greater professional opportunities</td>
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<td>Family needs</td>
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<tr>
<td>Personal development</td>
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<td>Contract, job security</td>
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7. What could induce you to stay?

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<tbody>
<tr>
<td>Professional opportunities, more $, more satisfaction</td>
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<tr>
<td>Family settled here</td>
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<td>Personal development</td>
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<td>Working to a contract</td>
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8. What do you think your employer could do to attract, satisfy and retain staff?

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<tbody>
<tr>
<td>Improve my job satisfaction</td>
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<tr>
<td>Provide professional and social orientation</td>
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<td>Facilitate professional growth</td>
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<tr>
<td>Offer more attractive salary packages</td>
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<tr>
<td>Accommodation assistance</td>
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<td>Subsidise costs of transport, phone, etc</td>
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<tr>
<td>Provide professional mentoring</td>
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<tr>
<td>Academic standards</td>
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<tr>
<td>Decrease extra duties</td>
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<tr>
<td>Improve physical working conditions</td>
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<tr>
<td>Highlight lifestyle of Alice Springs</td>
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</table>

9. What could be done by the local/state/ Federal government to attract and retain people in your profession in this location?

<table>
<thead>
<tr>
<th>Reason</th>
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<tr>
<td>Subsidise costs of transport, fuel, phone, internet</td>
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<tr>
<td>Subsidise or lower living and accommodation costs</td>
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<td>x</td>
</tr>
<tr>
<td>Give tax advantages/salary rise</td>
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<td>Deal with social problems</td>
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<td>Provide more activities for teenagers</td>
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<td>Establish more trees and landscaping</td>
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<td>Give teachers a more positive image</td>
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"What can be done to attract, satisfy and retain Secondary teachers in Alice Springs?"

Research carried out by Anne Marshall, 1999.

INTERIM REPORT
SUMMARY OF METHODS AND PRELIMINARY RESULTS
November 18, 1999

Aims

At the time of initiating this research, there appeared that no information had been published on this question, although large investigations into similar issues have been carried out over the past decade in the USA and England, and were part of the concerns of the 1998 Australian Senate Committee on Employment, Education and Training. In NSW, Dinham and Scott have looked at teacher satisfaction and motivation as part of their "Teacher 2000" project, and Sarros and Sarros in Victoria are researching related issues such as teacher burnout.

The aim was to find the holistic picture of the attitudes and experiences that shape the process of behaviour relating to employment, satisfaction and retention of secondary teachers in Alice Springs, and to make some initial investigation into whether the themes discovered could be relevant to other professionals in Alice Springs. The town has a population of about 27,000 and is a dynamic regional centre, but is 1180km from a town equal to or larger than itself, making it very isolated.

As this town, by its extremity of isolation and the vitality of the local economy provides a "critical sample" of a rural or remote centre, I hope that what is discovered here might be of some relevance to the problem of retaining professionals to serve in other rural and remote locations.

Methods

This research uses a mixed method Inductive approach of semi-structured fifteen-minute interviews with 57 secondary teachers at two schools, one government and one independent, plus a multiple choice but open-ended, non-contact questionnaire participated in by 24 teachers at two other independent secondary schools in Alice Springs. Longer semi-structured interviews with senior staff in schools and other professional organisations were also used to provide triangulation for the first cycle of the research, to provide some depth, and to set up a second cycle of investigation that could be continued beyond the scope of this project.
The answers of participants in the interviews were used to form the questionnaire, and the strength of the response of all 81 participants to each suggestion or theme was used to order the suggestions to give a picture of the feelings and opinions of the participating teachers.

Results of comparing and combining responses from four schools

Attraction

Teachers at all schools participating in this research responded to "career move", as an attraction, strongly and taking this with responses to questions about satisfaction and leaving, it suggests that a clearer career path for teachers would be a definite attraction.

Alice Springs as a "change of scene" was the second strongest attraction overall. The initial school seems to attract a lot (two thirds of the participants) of people who want a change, amongst other reasons. As it is a private school and advertises widely, perhaps this is because the advertisements stress challenge and vitality. None of the other schools shared this emphasis. The Northern Territory Education Department advertisements also emphasise the freshness and challenges of the Territory, and about a quarter of participants working for the Northern Territory Education Department cited this as an attraction.

Another strong attraction is familiarity with the town and/or the school through already living here, or having visited or having a personal contact with the school. Offering hospitality, hosting conferences, sending staff to conferences, having tourists visit the school may all be worth doing to increase this familiarity. More could be done to bring local people into the schools. One participant had grown up in Alice Springs and entered a trade, then as a mature person gained a government scholarship to study teaching interstate on a contract to return to the Northern Territory. Local teacher training for both young and mature-age people, especially Aboriginal people could be looked into.

All schools could benefit from a higher positive profile by taking advantage of national events such as NAIDOC week to make videos of good things happening in the school and push for national broadcasting. Schools which specialise in Aboriginal Education are a strong attraction for some teachers, and schools could take advantage of the strong feeling of teachers that they want to "contribute" or "make a difference" to the students, and indirectly to the school and the community.

"Family", that is, the need for plentiful and varied work for partners, and a range of educational and leisure opportunities for children is also important in attracting staff.

Job Satisfaction

"Making a meaningful contribution" was universally the strongest satisfier. This suggests that teachers often have high needs for achievement, and as high achievers, they care about what they do, and so are particularly sensitive to lack of recognition and feedback.
from leadership. Low pay and bad working conditions relative to other people in the community with similar levels of tertiary training is perceived by teachers as a reflection of lack of esteem and respect for education and educators. They may tend to look for this feedback in relationships with students or parents, which may weaken the leadership and unity in the school. This appeared in my research as the emphasis younger teachers put on enjoying happy relationships with students and parents. The "system"/employer/leadership is looked to by teachers to provide this feedback, by both encouraging and correcting.

The "atmosphere" and ethos of the school was overall the second strongest satisfier, and was a dominant theme in all the schools. Teachers want to "believe in" what they do and to feel they are part of a team being lead towards a common goal. This means that "problems with leadership, structure and processes of the school" are very dissatisfying to teachers, as is not being able to agree with the aims and ethos of the school. This was the strongest response to the question on dissatisfaction "Professional opportunity," which included mentions by teachers of a career path, professional development training, and multi-skilling/job rotation was strong in all schools as a satisfier.

"Professional isolation" was a moderately strong dissatisfaction for all the schools, pointing to the need for some way of helping teachers meet together, or travel away for conferences or training. This need of the teachers would seem to marry nicely with the advantages it could bring to schools, mentioned under "Attraction" above. It was noticeable that private schools are in a "sub-community" that seems to insulate its teachers from the strong feelings of lack of respect from the community felt by other teachers, even though teachers in all the schools are paid a similar salary and the schools are comparable in their physical resources. A perception of low academic expectations in the community was a more universal dissatisfaction.

Satisfactions and Dissatisfactions with Alice Springs

The convenience, amenities, society and lifestyle of the town were appreciated by most teachers, with the noticeable exception of some church schools, where the teachers did not respond to these ideas, suggesting that they tend to form "sub-communities" with a certain social independence. The climate and bush surroundings were moderately attractive to teachers overall.

The problems of "isolation" and the expense and time involved in travel and communication to maintain family, social and professional networks were strong elements of dissatisfaction, but were felt less keenly by the "sub-communities", as was the feeling of being socially limited by the size of the town. The high cost of living and accommodation was the second greatest dissatisfaction, mentioned by more than half of the participants.
Reasons for Leaving

The two strongest reasons for leaving were seeking professional opportunity and meeting family needs. The first links back both to creating opportunities such as job rotation and multiskilling within schools, a career path, exchanges and help with further training. Some teachers suggested that family pressures could be addressed by more flexible leave arrangements and cheaper transport to main centres, more and varied jobs for partners, and help for dependent tertiary students who must or wish to study interstate. Teachers who are least dissatisfied with "leadership" and "colleagues" have much less desire to leave.

Reasons for Staying

The hope of professional opportunity, salary increases and job satisfaction were the top priority in reasons for staying for all groups of teachers surveyed. This relates to the need expressed to feel they are making a meaningful contribution and are valued for it.

What Employers can do to attract, satisfy and retain Teachers

The response to this question left no doubt that job satisfaction is outstanding for preventing attrition and attracting other staff according to the participants in this research. They believe that this is supported by providing professional and social orientation, facilitating professional growth, and offering more attractive salary packages to compensate for the costs of living in an isolated centre. Salary is seen as a mark of the status of teachers in the community by some, but for others it appears that it could be replaced with other financial incentives such as help with accommodation, transport and communication costs.

What Governments can do

Some form of financial relief for the costs of communication and transport was seen as most desirable by all groups, followed by financial assistance with living and accommodation costs, or a salary increase.

Dealing with social problems of Aboriginal people and teenagers was of moderate concern.

Teachers at government schools were more concerned than others that the governments (local, territory and national) could do more to give teachers a positive image in the community.

Scholarships with contracts for local school-leavers and mature age students to study teaching interstate or in the Territory and return here to work was another suggestion.
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