

**ADDRESSING TEACHER DEMOTIVATION IN PUBLIC SECONDARY SCHOOLS:
A CASE OF SELECTED SCHOOLS IN LUSAKA DISTRICT**

BY

MPOLI MCODE

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Requirements for the Award of the Degree of Masters of Business Administration in
Strategic Management**

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2020**

DECLARATION

I, Mpoli Mgode do here by declare that this dissertation represents my own work and it has not been previously submitted for a degree at the University of Zambia or any other institution of learning.

Authors Signature: Date:

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APPROVAL

This dissertation of Mpoli Mgode has been approved as fulfilment of the requirement for the award of the Degree of Masters of Business Administration in Strategic Management by the University of Zambia.

Examiner 1.....Signature.....Date.....

Examiner 2:Signature.....Date.....

Examiner 3:Signature.....Date.....

Chair Person

Board of Examiners:.....Signature.....Date.....

Supervisor: Name.....Signature.....Date.....

ABSTRACT

Motivation as a concept, is an essential element, which if well executed could enhance performance and commitment among teachers, especially in public secondary schools. While teacher motivation is of paramount importance, it had been observed that, several teachers working in public secondary schools in Lusaka District were highly demotivated. In this regard the researcher sought to address factors responsible for teacher demotivation in the ten selected public secondary schools of Lusaka District and provide workable strategies to reduce demotivation among teacher. In view of this, an Applied Research Design with a mixed method approach of an equal status was sequentially employed. In addition, the research was guided by Herzberg's Two Factor Theory of Job Satisfaction. Two instruments of data collection were used to gather primary data. A survey questionnaire was used to collect quantitative data in the first phase of the research and a Focus Group Discussion was employed to collect qualitative data in the second phase of the research. The quantitative data was analysed using the Chi-square test and the Pearson Correlation at the 5 percent confidence level and the qualitative data was analysed using Thematic Analysis. A total of 250 respondents were selected by a simple random technique to participate in the study. The findings of the study were that: female teachers, younger teachers aged between 20 and 29, Master's Degrees holders, teachers who saved between 31 and 40 years and Section Heads were the highly demotivated teachers. In addition, the study discovered that: lack of recognition for teachers' good performance, inadequate conditions in which teacher worked from (such as inadequate teaching and learning materials, inadequate infrastructure and high teacher pupil ratio), poor management style, poor professional status, inadequate remuneration, in adequate training and development programmes and poor interpersonal work relationships, were the factors responsible for teacher demotivation. The study therefore, recommended a number of motivation enhancing strategies to be employed in order to reduce teacher demotivation, among these strategies were that: promotions should be based on merit, improving working conditions by expanding the school infrastructure especially the classrooms to reduce the teacher pupil ratio which stood at 85 pupils to one teacher, Head teachers to be more: (democratic, friendly, objective and impartial), eliminating negative publicity to improve teachers' professional status in society, improving teachers' salaries, increasing funding for in-service and specialised training and decentralising decision making. The study also recommended that a similar study be conducted in other districts and provinces of Zambia in order to find a lasting solution to teacher demotivation especially in public schools.

Key Words: Teacher, Teacher Demotivation and Public Secondary Schools.

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DEDICATION

I dedicate this dissertation to my late father Mr. Boniface Mgode, my mother Patricia Chama, my husband Chibvalo Zombe, my sister Robinah Mgode my children Jedaiah Zombe and Jenice Zombe, my family and friends for their unconditional love and continued support.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
DEBS	District Education Board Secretary
GES	Ghanaian Education Service
HIV/AIDS	Human Immune Deficiency Virus and Acquired Immune Deficiency Syndrome
HoD	Head of Department
HSSREC	Humanities and Social Sciences Research Ethics Committee.
MoGE	Ministry of General Education.
TCZ	Teaching Council of Zambia
TSC	Teaching Service Commission
USA	United States of America
VSO	Volunteer Service Overseas
WB	World Bank.
WBDR	World Bank Development Report.

OPERATIONAL DEFINITION OF TERMS

Teacher: In this study, a teacher was defined by Belle (2007) as a classroom practitioner, whose main function is to offer formal instructions to learners and his or her professional activities involve the transmission of knowledge, attitudes and skills to the learners in a school (Belle, 2007). In addition Mwanza (2004) highlighted that teachers play a very vital role in the education of the learners, as they ensure that the learners have acquired relevant knowledge, skills and attitudes.

Teacher Demotivation: In this study, teacher demotivation was referred to as the psychological process that reduces and diminishes the motivational basis (Dornyei, 2001). According to Muhammad and Farid (2011) motivation is the desire and the drive that a person has to achieve set goals. In this regard therefore, a demotivated teacher would fail to effectively function and bring about the desired results for the learner, the school and the nation at large. Guay *et.al* (2010) added that, teacher demotivation involves certain forces which negatively affect teachers' performance.

Public Secondary Schools: In this study, public secondary schools, were referred to as, the educational institutions which are usually established, owned and managed by the state or government, where the final stage of schooling known as secondary education takes place (Dehaloo , 2011). Dehaloo added that, secondary education is the type of education which is in between the elementary or primary education and tertiary, or college and university education.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Motivation is an important aspect in the world of business, as it has a bearing on employees' morale, commitment and performance. The teaching fraternity is not an exception in this regard. According to Olurotimi, Asad and Abdulrauf, (2015) they suggested that, in order to ensure their satisfaction, commitment and performance, secondary school teachers need to be motivated. In addition, Watkins (2000) stated that, motivation among teachers is an integral part in ensuring quality secondary school education in a country. Gata (2014) further postulated that, the ability that the secondary school education system has, to produce the desired and intended results is solely dependent on the teachers and teachers' motivation. Therefore, if these teachers are demotivated, then the quality of secondary school education would be compromised and ultimately the nation's sustained social and economic development would be in serious jeopardy.

While, teacher motivation plays a vital role in the achievement of secondary school educational goals, demotivation on the other hand, negatively affects teachers' behaviour and performance in secondary schools. According to Olurotimi, Asad and Abdulrauf (2015) they further explained that, secondary school teachers who are demotivated, tend to be indifferent to their work, inefficient, exhibit low morale and high levels of absenteeism. Therefore, demotivation among secondary school teachers is detrimental to the success of the public secondary schools, education system and the nation at large. Whereas, teacher motivation is of great importance and teacher demotivation is detrimental to the success of the secondary schools education system and nation, it had been observed that, a high proportion of secondary school teachers working in public secondary schools in Zambia were demotivated. This assertion was backed by the studies conducted by Mutono (2010), Mwanza (2010) and Nyambe (2016) who revealed that, the majority of Zambian teachers working in public schools were demotivated. Therefore, this study sought to address teacher demotivation in selected public secondary schools of Lusaka District.

1.2 Background to the Study

There has been a realisation in the 21st century that, education is the panacea in ensuring any form of development in a country, especially in the third world countries like Zambia (Pailande, 2017). Due to this realisation, the 21st century has seen much emphasis on the provision and delivery of quality education in Zambia. However, in order to provide and deliver this quality education, it must be noted that, a teacher is at the core of this process. According to Belle (2007) a teacher is a classroom practitioner whose main task, is to impart relevant knowledge, attitudes and skills in learners in schools. Teachers therefore, are at the heart of every secondary school educational process and development at large. However, in Zambia teachers have been faced with a number of problems since the 1980s which affected their performance and one among them is teacher demotivation.

According to Mwanakatwe (2013) before independence and early years of independence in Zambia, the teaching profession was one of the highly respected and envied profession among Africans in Zambia. Some of the reasons for this high prestige among teachers were that, entry to the teaching profession was highly restricted and only students of high calibre went for teaching. The other reason was that, teachers were one of the highly paid civil servants compared to other professions, which enabled them to live a prestigious life. In addition teachers had privileges, they commanded respect in society and their occupation was highly rated. Due to the reasons stated above, teachers served with passion, diligence and showed high levels of motivation (Chakulimba, 1986). In addition, VSO (2002) further explained that, teachers in the past benefited from considerably high public respect and reasonable financial rewards.

However, these glories of teachers did not last forever, as the situation became different since the 1980s. This is because the teaching profession witnessed a lot of changes as teachers now were looked down upon, perceived as poor, lowly paid and generally worked under poor conditions of service, their education and training needs were neglected and they were mired in bureaucracies that supported neither their effective performance nor their career progression in their jobs (Hamaimbo, 2016). Over all, the teaching profession was regarded as a career of the last resort and for failure of someone to secure a more attractive career (Mwanakatwe, 2013).

Mwanakatwe (2013) stated that, due to the factors that have been highlighted, the teaching profession in Zambia became characterised with high attrition rate, constant turn over, deterioration in teachers' professional conduct, teachers' performance, professional commitment, absenteeism and lateness. Not only that, but also lack of confidence, low self-esteem in their professional role, and finally the teaching force became demoralised and frustrated. Over and above, it must be stated that teachers' motivation became fragile and started declining at an exponential rate (Mwanza 2010). Therefore, since 1980 demotivation among teachers in public schools has been one of the issues surrounding the secondary school education sector and the teaching profession in Zambia, which according to some scholars have affected the quality of education offered (Nyambe, 2016).

Nevertheless, there has been constant emphasis by the Ministry of General Education, the public and other relevant educational stakeholders on the need for teachers to work hard and improve the quality of education offered. However, according to Mutono (2010), despite the many problems surrounding the teaching profession in Zambia, little emphasis and effort has been made on improving the plight of teachers and reducing demotivation levels among them, which is the driver that could enable teachers perform effectively and bring about the desired outcome of quality education.

1.3 Statement of the Problem

Motivation among teachers is an important element for the success of any public secondary school and improvement especially in the teachers' and learners' performance. Mensah (2011) explained that motivation among teachers enhances their performance and commitment. However, Mutono (2010) stated that 90.3 percent of teachers working in Lusaka Province are demotivated. Due to this demotivation, the teaching profession in Lusaka province has been characterised with deterioration in: teachers' professional misconduct, teachers' performance, teachers' commitment to their work, absenteeism and lateness. Mutono added that, despite the many problems surrounding the teaching profession in Zambia, little or no effort has been made to improve the plight of teachers and enhance motivation among them. However, it must be noted that, there is little or no study that have investigated in depth, to address the problem of teacher demotivation in Lusaka District. The limited and available literature concentrated only on identifying the factors for demotivation. Therefore, this study sought to address teacher demotivation in public secondary schools: A case of selected schools in Lusaka District. If this

study remained undone the problem of teacher demotivation would persist and consequently cause the ultimate goal of education to be in serious jeopardy.

1.4 Aim of the Study

The study aimed at addressing teacher demotivation in public secondary schools in Lusaka District.

1.5 Research Objectives

- i. To describe the characteristics of teachers in public secondary schools in Lusaka District.
- ii. To address factors responsible for teacher demotivation in public secondary schools in Lusaka District.
- iii. To devise strategies to combat teacher demotivation in public secondary schools in Lusaka District.

1.6 Research Questions

- i. What are the demographic characteristics of teachers in public secondary schools in Lusaka District?
- ii. Why are teachers demotivated in public secondary schools in Lusaka District?
- iii. How can demotivation among teachers be reduced in public secondary schools in Lusaka District?

1.7 Significance of the Study

The study had enormous benefits to the Government, school management and the general public at large. This is because, the study sought to address factors responsible for teacher demotivation in public secondary schools, and provide workable strategies to reduce demotivation among teacher serving in public secondary schools in Lusaka District.

1.7.1 Government level

It must be noted that, the government is the employer of teachers in public secondary schools, through the Teaching Service Commission (TSC) and therefore, this research was of great importance as it informed policy makers regarding the problems faced by the teachers and the teaching profession. In addition, the study would help government as it endeavours to reduce and combat demotivation among teachers in public secondary schools.

1.7.2 School Management

The current study was of great importance, as the school management would be well informed of the best possible ways of dealing with the problem of demotivation among their teachers especially in dealing with those issues within their reach in their respective schools.

1.7.3 General Public

The study was significant to the general public as it adds knowledge to the existing body of knowledge, which would help them be well informed on the issues pertaining to the teachers and the teaching profession at large.

1.8 Hypothesis of the Study

According to Tromp and Kombo (2006) a research hypothesis is an assumption that explains the expected relationship between the independent and the dependent variables.

1.8.1 Demographic Characteristics

H₀ Null hypothesis: There was no relationship between the demographic characteristics of teachers and teachers' demotivation.

H₁ Alternative hypothesis: There was a relationship between the demographic characteristics of teachers and teachers' demotivation.

1.8.2 Recognition

H₀ Null Hypothesis: There was no relationship between recognition and teachers' demotivation

H₁ Alternative Hypothesis: There was a relationship between recognition and teachers' demotivation.

1.8.3 Working Conditions

H₀ Null Hypothesis: There was no relationship between the inadequate working conditions of teachers and teachers' demotivation.

H₁ Alternative Hypothesis: There was a relationship between the inadequate working conditions of teachers and teachers' demotivation.

1.8.4 Management Style

H₀ Null Hypothesis: There was no relationship between poor management style and teachers' demotivation.

H₁ Alternative Hypothesis: There was a relationship between poor management styles and teachers' demotivation.

1.8.5 Teachers' Professional Status

H₀ Null Hypothesis: There was no relationship between teachers' poor professional status and teachers' demotivation.

H₁ Alternative Hypothesis: There was a relationship between teachers' poor professional status and teachers' demotivation.

1.8.6 Remuneration

H₀ Null Hypothesis: There was no relationship between inadequate remuneration and teachers' demotivation

H₁ Alternative Hypothesis: There was a relationship between inadequate remuneration and teachers' demotivation.

1.8.7 Advancement and Growth

H₀ Null Hypothesis: There was no relationship between lack of growth and advancement and teachers' demotivation.

H₁ Alternative Hypothesis: There was a relationship between lack of growth and advancement and teachers' demotivation.

1.8.8 Interpersonal Relationships

H₀ Null Hypothesis: There was no relationship between poor interpersonal work relationships and teachers' demotivation.

H₁ Alternative Hypothesis: There was a relationship between poor interpersonal work relationships and teachers' demotivation.

1.8.9 Decision Making Process.

H₀ Null Hypothesis: there was no relationship between lack of teachers' involvement in decision making process and teachers' demotivation

H₁ Alternative Hypothesis: there was a relationship between lack of teachers' involvement in decision making process and teachers' demotivation

1.9 Scope and Location of the Study:

The study intended to address the factors responsible for teacher demotivation and strategies that could be used to reduce and combat demotivation among teachers in the ten selected public secondary schools in Lusaka District in Lusaka Province of Zambia. The study ran from February 2019 to March 2020. The ten selected public secondary schools were: Arakan Girls Secondary School, Chelston Secondary School, Chilenje Secondary School, Chunga Secondary School, Highland Secondary School, Kabulonga Boys Secondary School, Kamulanga Secondary School, Kamwala Secondary School, Matero Secondary School and Olympia Park Secondary School.

1.10 Limitations of the Study

The limitation of the study reflects the challenges the researcher anticipated and encountered whilst conducting the study. This research therefore, was limited by the financial constraint as the researcher met all the research expenses. In as much as the researcher could have wanted to conduct this research at a large scale, however, due to the financial constraint the research only covered few public secondary schools in Lusaka District of Zambia.

The other limitation the study suffered from, was that of the time factor. This research was limited as it was conducted under a short period of time and this limited the number of issues that were covered in the research.

Last but not the least, the study was limited due to the failure by the researcher to generalise the findings of the study to the entire population across the country. This was because, the study was conducted only in the ten selected public secondary school in Lusaka District. Therefore, the findings of the study could not be generalised across the entire country, due to the small sample size the study employed.

1.11 Organisation of the Dissertation

The organisation of the dissertation is a section in the dissertation which simply shows how chapters are arranged in the dissertation and what is contained in each chapter. Therefore, chapter one of the dissertation which is the introduction to the study provided introductory remarks and a detailed background to the issue of teacher demotivation. The chapter also contained the statement of the problem, aim of the study, it described the research objectives which mirrored the research questions. In addition, the chapter gave a justification to as why the study was undertaken. Furthermore, the research hypothesis, the scope of the study and limitations of the study were also highlighted. Finally, the chapter addressed the organisation of the dissertation, ethical consideration and a chapter summary.

Chapter two of the study which is the literature review, explained both theoretical and empirical evidence of the study. It gave different opinions from different authors pertaining to the demotivation of teachers. The study chapter also gave a description of the conceptual framework which formed the basis of this study, level of demotivation among teachers in public secondary schools and effects of teacher demotivation on teachers' performance, learners' performance and national development. In addition, an in-depth review of literature on the characteristics of demotivated teachers, factors responsible for the demotivation of teachers, suggestions to reduce teacher demotivation were also presented under this study chapter and finally a chapter summary was also presented.

In addition, chapter three of the dissertation which is a blue print of this study was provided for in chapter three of the study. Among the pertinent issues covered in this chapter included: research philosophy, research settings, research design, research methods, sampling techniques, study population, study sample size, data collection methods, data analysis,

models, tests and tools. The chapter also describes the research design matrix and finally a chapter summary was equally presented.

Furthermore, chapter four of the study presented the findings of the study from the data that was collected. The findings of the study in this chapter were presented in a form of tables, figures and charts. The results were then interpreted to give brief description and meaning to the statistics given in the data analysis and finally the chapter was summarised by point out the pertinent issues that were covered under this chapter.

The finding of the study presented in chapter four, were further discussed in detail in chapter five. In discussing the findings of the study, reference was made to the literature review, thereby drawing similarities and differences. Furthermore, the chapter was summarised by highlighting all the key concepts that were discussed in the chapter.

Chapter six of the study gave a summary of the study. Not only that, but also conclusions were drawn based on the findings of the study. In addition, recommendations aimed at reducing teacher demotivation were equally provided for in this study chapter. Finally, suggestions for future studies were also made explicit in this chapter with a chapter summary as the last component to be looked at.

1.12 Ethical Consideration

Looking at the nature of the study which involved human beings and according to the University of Zambia requirement and regulations, ethical approval was sought from the University of Zambia through the Humanities and Social Sciences Research Ethics Committee (HSSRC) to conduct this research. Therefore, it must be noted that, Ethical issues were strictly followed and respected in this study.

Furthermore, consent was obtained from the respondents before they participated in the study. Emphasis was made to the respondent that, their participation in this research was entirely voluntary. Participants had a choice to make, whether to participate or not to participate in the study. Kvale and Brinkmann (2009) postulates that, it is imperative to ensure respondents' confidentiality when conducting research. Therefore, it must be noted here that, in this study confidentiality was assured and ensured for the participants and their responses. In addition, the respondents were assured that, the information they provided was only to be used purely for academic purposes.

1.13 Chapter Summary

Chapter one of this study, gave a snap shot of what the study was all about and what was contained in the study. That is, the first chapter of this study presented significant information with regard to the introduction of the study, background to the study, the statement of the problem, the aim of the study, research objectives, research questions, significance of the study, research hypothesis, scope and location of the study, limitations of the study and finally, the organization of the study chapters and ethical consideration.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two of the study which constitutes the literature review, critically analysed the existing literature such as: Books, Magazines, Journals and Dissertations that are of relevance to the topic that is under study. According to Kombo and Tromp (2006) literature review was defined as a critical analysis and evaluation of the scientific and academic writing of other scholars that is of general or specialised relevance on particular area or topic of study. Therefore, this chapter examined the theory which was of significance to the topic of study as well as the studies conducted by other authors that were similar to the topic under study. The chapter was therefore, divided into three categories that is: the theoretical frame work, conceptual framework and empirical literature review.

2.2 Theoretical Review

The question of what motivates employees to behave in the manner in which they do towards work and in a work place, is an important question that needs to be understood, to manage the behaviour of employees in a work place. However, providing answers to such a question is not easy. Nevertheless, there are a number of scholars that have studied and developed ideas and theories that provide the basis for understanding the concept of motivation and other related issues of employees' behaviour. Despite the vast theories developed on employees' motivation, only Herzberg's Two Factor Theory of Job Satisfaction was discussed and guided this investigation.

2.2.1 Herzberg's Two Factor Theory of Job Satisfaction

Frederick Herzberg was born in 1923 in Massachusetts and died in 2000 at Salt Lake City. He was an American psychologist who later became a professor of management at Utah University. Herzberg became influential and most famous in the world of business management, especially after introducing the Job Enrichment and Motivator-Hygiene Theories. (Burton, 2012).

In trying to understand issues surrounding job satisfaction, Herzberg conducted a series of research in 11 different industries in Pittsburgh and its surrounding areas in the United States

of America (USA). In his study, Herzberg used 200 accountants and engineers as his participants, who were requested to describe specific situations where they felt exceptionally bad about their jobs, and later the same were asked to describe situations where they felt exceptionally good about their jobs (Burton, 2012).

From the study, Herzberg and his associates developed a theory they called Two Factor Theory of Job Satisfaction also known as the Motivator-Hygiene Theory. The Two factors were the Hygiene factors also known as dissatisfiers and Motivation factors called satisfiers. Herzberg believed that, in a work environment, employees are influenced by two sets of factors. That is the hygiene factors and the motivation factors. According to Burton (2012) the Hygiene factors are associated with the job context which are factors in the immediate work environment and usually extrinsic in nature. These hygiene factors included: company policies and administration, supervision, physical working conditions, job security, status, salary and interpersonal relationships. On the other hand, motivation factors related to the job content and usually they are intrinsic in nature. These motivation factors included: achievement, recognition, advancement, work itself, responsibility and growth.

From the study Herzberg discovered that, the factors that cause job dissatisfaction among employees when absent were not the same factors that brought about satisfaction among employees when present. (Belle, 2007). It was due to this discovery that Herzberg insisted that satisfaction is not necessarily the opposite of dissatisfaction. This is because the factors that lead to job dissatisfaction when absent were not the same factors that lead to job satisfaction when present. This entails that, the absence of hygiene factors do not cause satisfaction among employees. Therefore, it is the presence and improvement in the motivation factors which bring about real satisfaction among employees (Balle, 2007). Belle added that, a well satisfied employee will consequently perform at their optimal level in trying to achieve organisational goals.

It is important however to note that, both hygiene and motivation factors play a vital role in shaping employees' behaviour and attitudes towards their work. This is because, in order to achieve optimal employee satisfaction, it is imperative that motivational factors (satisfiers) which are intrinsic must be provided alongside with hygiene factors (dissatisfiers) which are extrinsic. Herzberg indicated that intrinsic factors alone will not lead to real employee satisfaction if the extrinsic factors present in the immediate work environment are deficient (Burton, 2012).

2.2.2 Weaknesses of Herzberg's Two Factor Theory

Herzberg can be criticised especially on what he termed as hygiene factors and motivation factors. For instance, most factors that Herzberg considers to be just hygiene factors, like salary, working condition, status and company policies, have indicated to be strong motivators in some studies conducted by other scholars like Bennell & Akyeampong (2007), Aryeetey, (2009), Dahaloo (2011), Mwanza (2010), Guajardo (2011). Ngazi (2014) and Nyambe (2016).

In addition, Herzberg's Two Factor Theory of Job satisfaction also does not account for individual personality traits and other demographic factors that could provide a different perspective to motivation or hygiene factors (Aryeetey, 2009).

2.2.3 Justification for the use of the Theory.

Despite the limitations that the theory suffered, Herzberg's Two Factor Theory has made significant contribution towards improving managers' basic understanding of employees' behaviour and attitudes in a work place. Herzberg's theory is very helpful to managers and employers in coming up with the best strategies to motivate the workforce. For example, if worker dissatisfaction is seen as the major problem then the hygiene factors must be improved. However, to improve performance the employers must endeavour to improve the motivators as well (Belle, 2007).

In addition, Herzberg's Two Factor Theory of Job Satisfaction provided some of the important variables, which formed the basis of this research such as: physical working conditions, remuneration, management style, status, interpersonal relationships, recognition and growth and advancements (Iwu, 2015).

Finally, Herzberg's Two Factor Theory of Job Satisfaction also guided this investigation, because the theory has been the most influential and widely used theory in motivational studies in recent decades.

2.3 Conceptual Framework

A conceptual framework is a model constructed usually by a researcher that explains the relationship between the main variables in the study. These variables are the independent and the dependent variables. In this regard, the conceptual framework serves as a basis for the researcher and the reader to understand either the causal or the correlational relationships

between the independent and the dependent variables in the study (Hussein and Agyem, 2018 and Manilla, 2010).

According to Crama and Howitt (2014) independent variables are those variables in a research that are stable and unaffected by other variables you are trying to measure. On the other hand, dependent variables are factors that are measured and usually are affected by the independent variable. Dependent variables are expected to change as a result of an experimental manipulation of the independent variables (Hussein and Agyem, 2018). In this study for instance, lack of recognition, inadequate working conditions, poor management styles, poor professional status, inadequate salaries, lack of growth and advancement and poor interpersonal work relationships would result in teachers being demotivated as shown in Figure 1.

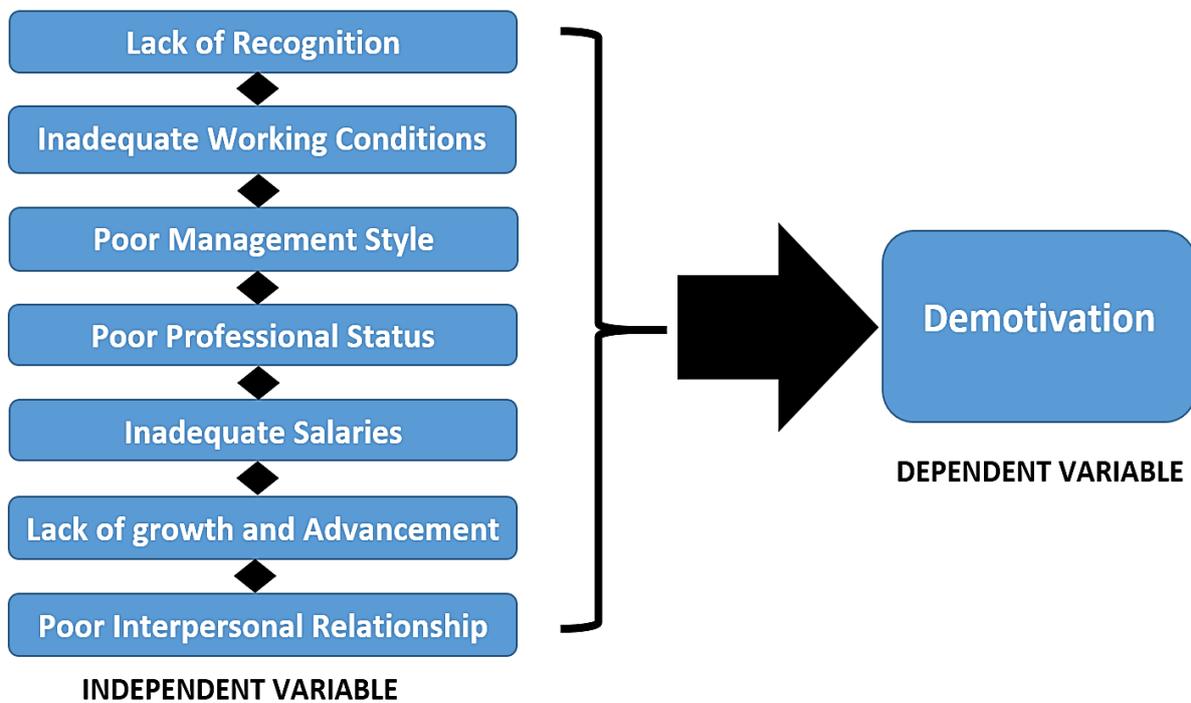


Figure 1: Conceptual Framework

Source: Author's construction

2.4. Definition of the terms

Teacher demotivation is the flip side and the opposite of teacher motivation and it concerns specific external forces that negatively affect teachers with regard to how they carry out their duties in the bid to achieve the objectives of their schools and the ultimate goal of the education

system at large (O'myei, 2001). Furthermore, the term teacher demotivation has been defined by Dornyei (2005) as those specific external forces that lower the motivation level of teachers, thereby changing their behaviour and intention on an ongoing activity. In addition Salami (2012) further defined teacher demotivation as the lack of effort, need and desire by the teachers in the teaching process. Not only that, but also Yan (2009) further highlighted that, demotivation does not necessarily mean that all the positive influences that might have originally made up the motivational basis of a behaviour have been completely gotten rid of, no, but it only means that, a strong demotivating or negative factor has overshadowed the present motivation even if there are other positive motives that are still present.

2.4.1 Level of Demotivation

According to the study conducted by Toshiko (2010) on teacher demotivational factors in the Japanese language teaching context, discovered that, in Japan the majority of school teachers who participated in the study, exhibited high levels of demotivation and low morale and this was attributed to additional responsibility, lack of monetary incentives and lack of training opportunities. However, the study by Toshiko was limited in nature, in that it only focused on Japanese language teachers and it did not include other teacher.

On the other hand, according to the study conducted in Taiwan by (Wang & Fwu, 2002) involving forty four (44) graduates of teacher education programs who were interviewed, showed that, while some teachers were less enthusiastic than others, most respondents were excited and happy to join the teaching profession (Wang & Fwu, 2002).

In contrast, according to (Guajardo, 2011) in a study she conducted in the eleven (11) Save the Children Country Offices, the staff in those countries reported that, the majority of the public school teachers in both Africa and Latin America were demotivated while the majority of teachers in Asian countries were mixed between “somewhat motivated” or “somewhat demotivated” (Guajardo, 2011).

According to Richardson (2014) in her study on teacher motivation in low-income countries revealed that, demotivation among teachers in the low-income countries was worryingly high and increasing at an exponential rate. While the degree of demotivation varied from country to country, it must be noted that, a large proportion of teachers in these public schools were unsatisfied with their jobs and they were demotivated to improve or stay in their profession.

Nonetheless, there were some general trends in the levels of teacher demotivation across the developing world. According to the Cross National study that was conducted, on teacher motivation in Sub-Saharan Africa, reported that the motivation levels of teachers in Sub-Saharan Africa varied from country to country (Bennell, 2004). For instance, in a study conducted in Sierra Leone by ActionAid, a major Non-governmental organization, discovered that over 80 percent of secondary school teachers were highly demotivated and that they did not want to remain teachers. However, in another study in which teachers and school managers were directly asked about teacher motivation, the study reported that the majority of teachers were less demotivated and had high levels of morale. Only 13 percent of the teachers reported that they were demotivated and did not enjoy teaching and did not want to stay in the profession any longer (Bennell, 2004).

Similarly, a study conducted by VSO (2002) across Zambia, Papua New Guinea and Malawi revealed that teachers' demotivation in these countries was both fragile and increasing at an alarming rate. The study indicated that, teachers had low self-esteem in their roles and felt that they were not respected by the community (VSO, 2002).

Mwanza (2010) stressed that, in Zambia there were strong concerns by various stakeholder that a high proportion of teachers working in government schools were demotivated. Mwanza's study confirmed the assertions made in the study conducted by Bennell and Akyeampong (2007) on teacher motivation in Sub-Saharan Africa including Zambia which revealed that, school teachers were highly demotivated. For instance, in Zambia alone the study revealed that demotivation levels were high among teachers and who constituted 86 percent and 88 percent for both rural and urban teachers respectively. Mwanza's study further confirmed that, there was deterioration in the morale, commitment and professionalism among teachers. This kind of conduct among teachers was strongly associated to the fact that teachers were demotivated and this negatively affected the students' academic performance. In addition, VSO (2007) stressed that the teaching profession was facing a crisis of teacher demotivation which threatened the ability of national Governments to achieve the internationally agreed upon targets to expand and improve education.

2.4.2 Effects of Teacher Demotivation

Salami (2012), explained that, demotivation in the broadest sense creat a barrier for a continuing, improving, interesting and enjoyable teaching and learning, as both teachers and

the learners did not have the enthusiasm and interest to teach and learn and this consequently negatively affected the performance of teachers at their jobs and learners especially at their examination.

According to Nyakundi (2012), he explained that, demotivation among teachers was believed to have had negatively impacted on the teachers as it affected their performance and the performance of their students. In addition, Bannell and Akyeampong (2007) postulated that demotivation among teachers resulted in deterioration of teachers' professional conduct, poor performance and their commitment, absenteeism and lateness. Furthermore, the World Bank Development Report (WBDR) (2004) revealed that, the deterioration in teachers' professional conduct in Zambia was very distressing. The WBDR further highlighted that, teachers sometimes reported for work but did nothing, simply idling around the school. In addition, in her study Mutono (2010) explained that, the 90.3 percent level of demotivation among teachers in Lusaka province had brought about deterioration in teachers' professional conduct, performance, commitment, absenteeism and lateness.

Carmody ((2004) emphasised that, demotivation among teachers negatively affect teachers' behaviour and performance in a number of ways which include: deterioration in the standards of teachers' professional conducts and professional performance. In addition, the World Bank (2004) asserted that, Zambia's teachers especially in the urban areas showed undesirable professional performance and this had been attributed to their demotivation. All in all, it must be noted that teachers constitutes a large proportion of the labour force in most countries around the world and therefore, their demotivation impacts generally on the overall development of a country (Richardson, 2014).

2.5 Demographic Characteristics of Teachers

Demographic factors are those factors that are peculiar to individual employees, and include age, gender, job tenure, occupational level, educational level, marital status and salary scales. With regard to the demographic characteristics the research findings of several studies indicated varying degrees of demotivation levels among teachers at their workplaces. According to Deholoo (2011) demotivation levels were low among teacher who were relatively older with the highest demotivated being reported by the younger teachers. With regard to gender, Dehaloo explained that females teachers were less demotivated than the males teachers. However, a study conducted by Wangai (2012) indicated that female teachers were more

demotivated than the male teachers. With regard to job tenure Shenyagwa (2014) explained that the longer serving teachers were more demotivated than those who had served for a shorter period of time.

With respect to educational level, Wangai (2012) found that, the teachers who were Master's holder were more demotivated than teacher who did not advance much in their education. According to the study conducted by Shenyagwa (2014) it was revealed that, teachers who held a higher position in schools were less demotivated than teachers who did not hold any position in schools.

2.6 Demotivational Factors

From the literature review, one of the factors that caused demotivation among teacher in public secondary schools was lack of teachers' satisfaction with their job. According to Nyakundi (2012) job satisfaction relates to perceptions and expectations individual teachers have about their job and what it should provide. He further asserted that, teachers who are not satisfied with their job tended to be demotivated, and characterised with low morale, low productivity, absenteeism and lateness. In addition, Robbins (2005) explained that, job satisfaction entails a positive feeling or pleasing emotional state that teachers draw from their teaching experience. This definition in the nutshell suggests that, from their experience, teachers are able to form attitudes, feelings, beliefs and behaviour toward their job.

In addition, Seniwoliba (2013) revealed that, teachers were demotivated and the major reason for their demotivation was the high levels of job dissatisfaction, a number of reasons were cited to be responsible for their job dissatisfaction and among these were: inadequate remuneration, poor working conditions, lack of recognition and inadequate training and development programmes. Seniwoliba (2013) was supported by other scholars like Bennell and Akyeampong (2007) and Wangai (2011) who also reported high levels of job dissatisfaction in public secondary schools which consequently contributed to the demotivation of teachers in the public secondary schools. Therefore, it must be noted that if teachers were dissatisfied with their work, then their dissatisfaction caused demotivation among them.

Furthermore, teachers in public secondary schools were demotivated because of lack of recognition for their effort. Recognition at work places involves the acknowledgement and appreciation of employees' behaviour or effort such as their accomplishment of organisational goals and objectives which could be verbal or written and promotion (Nganzi, 2014). Nganzi,

(2014) emphasised that, recognition is one of the most important tool in the world of business which managers and business owners could use to promote employees' motivation and organisational success (Nganzi, 2014).

According to the study conducted by Ayale (2014) revealed that, lack of recognition for good performance of teachers had negatively affected their motivation, productivity as well as school effectiveness. Ayale added that, not recognising teachers' good effort brought about demoralisation among teachers thereby, affecting their performance. The above assertions were greatly supported by Herzberg's Two Factor Theory of Job Satisfaction which suggested that recognition is a very strong motivation factor, which if well executed could bring about employee satisfaction in their places of work.

The other factor identified in most of the literature reviewed to be a contributing factor to teachers' demotivation was the poor working conditions which teachers were subjected to. Working conditions had been defined by Yassin, Abdi and Abdigani (2013) as the working environment and all other related circumstances which affect labour in the work places. Koontz and Weinrich (1998), Armstrong (2006), Muhamed (2013) and Nyambe (2016), reported that, most of the public schools in which they conducted their research did not provide adequate working conditions for teachers to work effectively and lack of teaching facilities, work space (staff room) work load (class size) were the common factors cited.

According to the study conducted by Hettiarachchi (2013) in Sri Lanka on the aspects of motivation and demotivation among English language teacher in Sri Lankan public schools, discovered that limited facilities for teaching and learning in schools caused overcrowding in the classrooms. Overcrowded classrooms which was caused by the inadequacy of facilities and infrastructure made it very difficult for teachers to carry out their duties (Salami, 2012). Moreover, crowded classrooms were very difficult to control and put extra strain on the teachers which made it more difficult to manage the classroom and consequently this was reflected badly on the students' performance especially in their examinations and also students failed to comprehend lessons (Richardson, 2014).

In addition, Belle's (2007) study highlighted that, teachers did not feel proud to work in unattractive environments with unclean surroundings and poor maintained facilities and infrastructure. Such an environment did not motivate teachers to work hard and achieve their work goals. Nyambe (2016) in her study concluded that, teachers who worked in unattractive

environments with poor facilities had low morale and had the tendency of being absent from work without a good reason. The findings of the above researchers contradicted Herzberg's Theory. This is because, according to Herzberg working condition is just a hygiene factors which only prevent dissatisfaction when adequate but does not bring about satisfaction and consequently motivation among employees in a work place (Belle, 2007).

Poor company policies or poor management style was yet another factor identified from the literature reviewed to be one of the causes of demotivation among teachers in public secondary schools. Machumu and Keitila (2015) defined management as the method by which a person or a group of people influences others in achieving organisational goals and objectives. In addition, Adeyemi and Adu (2013) further described management as the process of influencing the activities of a group of people under a leader's jurisdiction with the sole purpose of achieving organisational goals. Forsyth (2000) further explained that, the kind of management style employed in an organisation may certainly affect the ease with which employees may be motivated in an organisation. Furthermore, Machumu and Keitila (2015) emphasised that for a school to have a good school based management, it required an effective school leadership.

The studies conducted by Bennell and Akyeampong (2007), Muhamad (2013) and Nyambe (2016) found out that, teachers were not happy with the management styles that existed in their respective schools and this was another factor that demotivated teacher serving in public secondary school. This is because, most school Heads teachers and other higher education authorities in public schools operated in a very hierarchical and authoritarian systems with limited or no opportunities for teachers to participate especially in decision making. Teachers were usually looked at as only implementers of policies and their perspectives and needs were not considered. They further illustrated that, teachers subjected to these types of management had little sense of self-determination which seriously undermined their job satisfaction and motivation (Okoth and Ochom, 2015).

Furthermore, Mbobola's (2013) study on a comparative study of the effectiveness of trained management Head teachers with those untrained revealed that, poor management skills contributed to the demotivation of teachers in the selected schools in Chongwe District. Shenyagwa (2014) in her study on motivation and job satisfaction among secondary school teachers in Tanzania further highlighted that, dictatorship kind of leadership discouraged teachers from performing effectively. Belle (2007), Sullivan (2013) and Andende (2016), in their studies postulated that, teachers were demotivated when the Head teacher used a

dictatorship style of leadership and they added that excluding teachers' in decision making process reduced teachers' morale as they felt not important when they were not consulted by their school Head teacher on school matters. The findings by the above scholars contradicted with Herzberg's theory of job satisfaction as he asserted that Leadership style was a hygiene factor that would reduce dissatisfaction in a work environment if it is appropriate and would cause dissatisfaction if there is poor leadership style in an institution but it does not satisfy an employee.

From the literature reviewed it had been observed that teachers' professional status is one of the issues that had greatly demotivated teachers serving in public secondary schools. It was observed that the status of teachers in many Sub-Saharan countries including Zambia had declined in recent decades. In their studies VSO (2002), Bennell and Akyeampong (2007), Mwanza (2010), Ngazi (2014) and Hamaimbo (2016) discovered that, teachers felt that, they were not appreciated and accorded the respect they deserved. This is because society looked at teachers as losers and a job of the last resort. The community despised the teaching profession, which had lost its prestige and status in society. According to the above scholars, such negative stereotyping had made the teaching profession highly frustrating and demotivating. According to Herzberg the status of an employee is a hygiene factors as it is extrinsic and therefore, issues of status does not bring about real satisfaction. It could only reduce the dissatisfaction of employees and not to satisfy them.

Furthermore, inadequate remuneration was identified as another factor that contributed to the demotivation of teachers in public secondary schools. Ngazi (2014) defined remuneration as the monetary or financial benefits in form of pay or salaries, wages, bonuses, incentives allowances and rewards that are given to an employee by the employer for the work done.

According to the literature review inadequate remuneration especially salaries had caused demotivation among teachers serving in the public secondary schools. According to the study conducted by Ngazi (2014) revealed that, when teachers' salaries or pay were not adequate dissatisfaction set in and this increased teachers demotivation and lowered their performance. The study by Dahaloo (2011) on the motivation and job satisfaction of secondary school teachers in kwazulu- Natal, reviewed that 88 percent of teachers felt that their pay was inadequate and that their salaries did not keep pace with the country's inflation.

In addition, if salaries were increased it was by a very small percentage, however this increment was accompanied by raises in taxes which eventually lowered the disposable income of the teachers. The above assertions were in line with the works of scholars like Bennel and Akyeampong (2007) Guajardo (2011) and Ngazi (2014) who indicated that, teachers' remunerations was inadequate, in most African countries, except for few countries like the Francophone African countries. This is because teachers' total pay did not cover their basic needs and later alone enable teachers to enjoy a reasonable standard of living.

According to the study by Guajardo (2011) and Ngazi (2014) revealed that because of the inadequate remunerations, teachers were forced to look for secondary employment like private tutoring. Guajardo (2011) further highlighted that, secondary employment created divided attention and loyalty among teachers which in turn undermined their motivation to perform in their primary duties which was "teaching", in their schools which was the core purpose they were employed as teachers and this had impacted negatively on the quality of education offered in public secondary schools. Ngazi emphasised that due to this inadequate salary teachers were not able to afford adequate and decent living conditions and this demotivated them.

On the other hand, Guajardo (2011) in her study, she further highlighted that, there was little or no evidence, which showed that, pay or salary reduces demotivation among teachers. This assertion was supported by Dalamnoy and Sedlacek (2000) who noted that, across the board salary increment in Brazil for example, were inefficient in reducing teachers' demotivation and increasing their performance. In addition, Herzberg had refuted remuneration to be a motivating factor among employees. He explained that, remuneration was just a hygiene factor. It does not lead to real motivation but only reduces dissatisfaction if it is adequately provided and increases dissatisfaction when it is inadequate.

Inadequate training and development programmes was yet another factor identified to have caused demotivation among teachers in public secondary schools. According to the study conducted by Shenyagwa (2014) on motivation and job satisfaction among secondary school teachers in Tanzania: A comparative study of selected public and private secondary schools in Kinondoni municipality revealed that, teachers in schools which did not have training and development programmes were highly demotivated and this affected their commitment towards their job, compared to schools that had such programmes. Shenyagwa (2014) was supported by Bennel and Akyeampong (2007) who asserted that, lack of attractive career

structures and lack of opportunities for teachers' professional development greatly demotivated teachers.

Poor interpersonal work relationship had equally contributed to the demotivation of teachers. Interpersonal relationships are defined by Ayale (2014) as the day to day interactions that exist between co-workers or employers and employees. These interactions can be sometimes pleasant but could also be a source of conflict and frustration. Ayale (2014) further asserted that, in order to build effective working relationships, employees must be able to engage with others in a more positive and productive way.

According to the previous studies conducted by Ayale (2014), Shenyagwa (2014) revealed that schools that had bad interpersonal relationships among teachers and management demotivated teachers to a greater extent that it became a source of poor academic performance and to some extent teachers' turnover. On the other hand, schools that exhibited good employee relationship showed relatively lower levels of teachers' demotivation. However, the findings of the above scholars contradicted Herzberg's Theory of job satisfaction. According to Herzberg interpersonal relationships is a hygiene factor that reduces dissatisfaction among employees when adequate but it does not lead to employee satisfaction even if it is adequate

2.7 Strategies for Combating Teacher Demotivation in Public Secondary Schools:

There were a number of strategies proposed and or recommended by various scholars that could be used to motivate teachers especially in public schools. These strategies involve government interventions, Ministry of Education, educational stakeholders, District Education Board Secretary (DEBS) and school management "Head Teachers, Deputy and other school senior management officials.

One of the strategies the literature put to light was the use of recognition of teachers for their job well done. Musungu, Kasandi and Wamocha, (2008) and Kamunjeru, (2015) stressed the need for school Head teachers to come up with ways of motivating their teachers, both monetary and non-monetary means. This was in order to reduce the high level of teachers' demotivation, and improve their commitment and performance. In their studies, Masaiti and Naluyele (2011), Kabutu *et al* (2014), and Nyambe (2016) recommended the presentation of awards, prizes, gifts, presents, praises and certificates to deserving teacher to reduce their demotivation and bring about higher performance in various subjects. Kofi and Dwamah (2013), further asserted that, recognising teachers' hard work is an important incentive for

reducing teacher demotivation and a way of motivating other teachers and consequently bring about good performance.

Masaiti and Naluyele (2011) stated that, there was need to strengthen the use of recognition of teachers for their good performance by both employers and supervisors in a bid to reduce demotivation among teachers in public secondary schools. Masaiti and Naluyele (2011) further stressed that, careful consideration should be given to verbal recognition for good performance from supervisors, who are Head Teachers, Deputy Head teachers and immediate supervisor or Heads of Department (HOD). Not only that, but, students and parents must also show verbal appreciation for teachers' efforts. Furthermore, Masaiti and Naluyele (2011) in their study on strategies to retain and motivate employees in Zambia, advocated for the Ministry of Education to design a recognition program for its employees to reduce demotivation and turn over. They further suggested that, during the process of designing the program, managers at all levels in the system should be involved in coming up with the types of recognition to be used as these are in a better position to know what motivates teachers better. (Masaiti and Naluyele 2011).

The use of promotion among teachers had been seen as a vital strategy for ensuring lower levels of demotivation among teachers in public secondary schools. Mwanza (2010), Seniwoliba (2013), Olurotimi, Asad and Abdulrauf (2015) and Kamunjeru (2015) in their studies recommend that, schools and stakeholder should develop a system of promotion based on clearly specified and transparent performance related criteria and not on seniority that could be used when promoting teachers. This would ensure fairness in the promotion processes and teachers would appreciate it as a way of combating demotivation among them and consequently increasing their performance.

In addition, Mwanza (2010) in his study on teacher demotivation in Zambia: the case of basic school teachers in Mufulira District added that, the Ministry of Education should consider introducing more positions for promotion. This will entail more teachers getting promoted and assuming more responsibilities. Kabutu *et al* (2014) added that, school Head teachers must provide opportunities for shared leadership. That is, Head teachers should ensure that teachers are given more responsibilities other than that of just classroom teaching. This is because, according to Maroa (2013) responsibility among teachers in public secondary schools was viewed as a strong factor to deal with the demotivation of teachers. The findings of Kabutu and Maroa were in consistence with the views of Herzberg who postulated that, giving more

responsibilities to employees is a motivation factor, which if well executed would bring about desired satisfaction among employees.

According to the number of studies reviewed, there was almost a general consensus that, the conditions in which teachers operated from should be improved if public schools were to achieve lower levels of demotivation among their teachers (Kamunjeru, 2015). In addition, Chafwa (2012) and Nyambe (2016) indicated the need for school management especially Head teachers in Zambia to ensure that the school environment in terms of facilities and teaching and Learning materials was conducive enough for the teachers. This could greatly reduce demotivation among teachers and improve their job performance. Furthermore, a study conducted by Belle (2007) on the role of secondary school principals in motivating teachers in Flacq District of Mauritius added that, despite the financial and authority constraints that most school Head teachers might have in Mauritius, secondary school principals should assume their roles as resource providers to ensure that important facilities, resources and materials are available to teachers as this was a way to combat teachers' demotivation.

From the vast literature reviewed, there was a general understanding that most school management "Head Teachers" seemed to be lacking in their leadership styles which had greatly contributed to the demotivation of teachers in public secondary schools (Muhammad, 2013). Therefore, Mwanza (2010) had advocated that, there must be improved school management. This can be achieved through improved training in various disciplines of human relation and leadership or management style, motivation, human resource, communication and performance management of Head teachers and other teachers with substantive management responsibilities. This is so, that, they do not demotivate teachers by being autocratic way of doing things (Bennell and Akyeampong, 2007).

Furthermore, Andende (2016) stressed that the Ministry of Education should only promote school Head teacher who had done leadership and management courses because they would be able to understand their teachers. In addition, Andende (2016) explained that good management of schools by school Head teachers could effectively reduce the demotivation of teachers. In the same light of leadership style most teachers cited autocratic methods of leadership by school Head teachers as one of their major demotivating factors. It is in this view that, Dehaloo (2011), Chafwa (2012), Kamunjeru, (2015), and Andende (2016) advocated for Head teachers to improve their management skills from more autocratic to more democratic methods. Andende further explained that, democratic type of leadership greatly reduces the demotivation

level of teachers and make them feel part of the institution. In addition, Nyambe (2016) emphasised the need for the school Head teachers to conduct supervisory activities by visiting classes regularly so that they can get first-hand information on the performance of the teachers and the learners. Nyambe explained that well supervision would enable school Head teachers know their teachers better and would know what best would motivate them.

Other scholars have identified the improvement of professional status as a way of reducing demotivation among the teachers. In a study by Seniwoliba, (2013) expressed that, government had an important role to play in uplifting the professional status of teachers. Seniwoliba, (2013) urged the government to recognize the pivotal role teachers play in education and provide adequate resources which would reduce their demotivation greatly and enable them execute their duties effectively.

Seniwoliba, (2013) further stressed the need by government and other educational stakeholders to sensitize and create awareness in the society to recognize the status and the important role that teachers played in the education of the learners. This could be achieved through the use of Mass media that is both electronic and print media. In his study on teacher motivation and job satisfaction in senior high school in Tamale Metropolis of Ghana, Seniwoliba, (2013) highlighted that, teachers had low self-esteem and felt not respected by community and society in general. Therefore, he indicated that the provision of effective training, decent working conditions and improved remuneration could be used as a way of restoring and uplifting of teachers' self-esteem, dignity and status and consequently reduce the demotivation level among them.

Despite remuneration being disqualified by Herzberg as a motivational factor, a number of studies by others scholars had recommended remuneration as one of the major strategies of reducing the demotivation of teachers in public secondary schools. In his Mwanza (2010) recommended strongly that public school teachers be well remunerated to ensure they were not demotivated. Bennell and Akyeampong (2007) in their study added that, improvement in pay would significantly help teacher especially those in relatively high-cost urban centres who were unable to meet their basic household needs which had forced many to find other sources of income. However, they had argued that secondary employment had contributed to the deterioration of the quality of education in most Public schools in Low income and developing countries. Kofi and Dwumah (2013) further added that, for those teachers who could not earn additional income they simply lived in poverty.

Bennell and Akyeampong (2007) further highlighted that, given the severity of the fiscal crisis that besets most African governments, pay increases for public school teachers may be completely unaffordable from domestic resources. Therefore, governments should consider soliciting for external funding from the international community. Given their strong commitment to the attainment of education for all goals with acceptable learning outcomes, the international community could supplement teachers' pay in these African countries. The bottom line here was that teachers' salaries in most Anglophone Africa countries should be increased otherwise teachers would always remain demotivated (Kofi and Dwumah, 2013).

Kabuto (2014) postulated that, with regard to policy interventions, government should undertake and design salary structures that could encourage higher levels of motivation and job satisfaction among teachers. Seniwoliba (2013) further added that, civil and public servants in different establishments with equal qualifications should be placed on the same salary scale to avoid disparity and eliminate the perception of inequity. In this respect Seniwoliba (2013) suggested that, salary parity analysis must be conducted to ensure that conditions of service of teachers and other sectors of the economy were equitable, this would help eliminate demotivation among certain groups of teachers especially those who perceive inequity in pay as their demotivating factor.

From the literature review studies had shown strong indication that, offering teachers further training could help develop them more. Masaiti and Naluyele (2011) in their study on strategies to retain and motivate employees in Africa: Examining the case of the Ministry of Education in Zambia, recommended for the Ministry of Education to invest in their employees in terms of education and development as this was seen as an important factor in keeping teachers less demotivated, satisfied and return them. Kabuto *et. al* (2014) further echoed the need for the Government to grant more scholarships and study leave for its Senior High School teachers. This was in order to reduce teachers' demotivation and improving their knowledge base and performance. The works of Kabuto *et. al* (2014) were in consistency with those of Maroa (2013) who advocated for more funding to the schools by the Ministry of Education to enable school Head teachers to organise in-service programmes in their schools for teachers as this was realised as a good way of reducing demotivation among their teachers.

Furthermore, Kabutu *et.al* (2014) indicated that there was need for the Ministry of Education in Nakuru District to organize skills up-grading and in-service training programmes regularly. Olurotimi, Asad and Abdulrauf (2015) explained that, by attending trainings, it would help

teachers cope with the emerging challenges in schools and teachers would develop their confidence in teaching their subjects and become less demotivated and more committed to their work. Morao (2013) added that, teachers' personal and professional growth had a positive influence on teachers' demotivation and subsequently their performance.

The other important strategy in the reduction of teachers' demotivation in public secondary schools was the involvement of teacher in the formulation of educational policies (Bennell and Akyeampong 2007, Masaiti and Naluyele 2011). Furthermore, Kabutu *et. al* (2014) explained that involving teachers in formulation of education policies would enable teachers to provide inputs which would impact on their livelihood in a positive manner and the policies formulated will address issues affecting teachers directly than those issues that only affect general education. In addition, Nyambe (2016) explained that the involvement of teachers in the formulation of policies makes the decision making process bottom-up. Bottom up decision making enables the teachers to own the policy and gives them a sense of belonging and this could reduce demotivation among teachers to a greater extent (Masaiti and Naluyele, 2011).

2.8 Overview of Literature Review

The literature review indicated a number of factors responsible for teacher demotivation. Among these factors the common ones were: lack of job satisfaction, lack of recognition inadequate physical working conditions, poor management and leadership style by school management teachers' poor professional status, inadequate remuneration, lack of training and development, and poor interpersonal relationship. The literature review suggested that, the absence or inadequate provision of the factors stated above caused teachers in public secondary schools to be demotivated. On the other hand, if these factors were adequate in schools, teachers tended to be less demotivated.

2.8.1 African Perspective

There was vast literature in the African context on teacher demotivation. According to the studies which were reviewed the majority of these studies postulated that high proportion of teachers working in the public secondary schools in most African countries were demotivated. This assertion was supported by researchers such as VSC (2002) and Bennell (2004) Bennell Akyeampong (2007) and Guajardo (2011), who concluded that, teachers in public secondary schools were demotivated. The common factors cited for this demotivation included: poor working conditions, inadequate remuneration, poor management style, inadequate training and

development programmes, lack of recognition for teachers good work, poor work relationship and poor professional status.

However, other studies have shown contradictory results with regard to teacher demotivation. There were countries where the levels of demotivation among teachers working in public secondary schools had been recorded to be low. In the study by Bennell and Akyeampong (2007) on the impact of HIV and AIDS epidemic on education in Botswana, Malawi and Uganda, the study revealed that, teachers' demotivation in Botswana and Uganda was reasonably low but Malawi showed high levels of teacher demotivation. Another study by Bennell. (2004) on the impact of AIDS epidemic on teacher motivation in Tanzania, Mozambique, Kenya and Uganda noted that, morale among teachers was interestingly high. Akyeampong (2003) also confirmed the assertion in a study conducted on the review of secondary education in Ghana who also concluded that, teachers' morale was high and demotivation was reasonably low among teachers in public secondary school.

It must be noted that, the studies that had been reviewed were important to the current study as they provided relevant information and variables which formed the basis of this study. On the other hand, these studies concentrated on identifying factors for teacher demotivation. However, there was little or no study to explore the strategies for combating teacher demotivation which was the thrust of this study.

2.8.2 Zambian Perspective

According to the study conducted by Mwanza (2010) on teacher demotivation in Zambia: the case of basic school teachers in Mufulira District, concluded that, the extent of demotivation among teachers was very high. In addition, the consequences of demotivation among teachers caused high absenteeism, indulgence in secondary employment like private tutoring, transmission of negative ideas about teaching, and misconduct. Furthermore, poor salaries, condition of service, delays in putting teachers on pay role, low prestige of basic school teaching and poor relation with supervisors were the factors responsible for teachers' demotivation. Furthermore, Mwanza's study concentrated on finding the extent of poor teacher motivation, the main reasons for poor teacher motivation and finally it investigated the effects of poor motivation on teachers' commitment to work, but did not investigate in depth what could be the possible solution to teacher demotivation which was the main focus of the current

study. Furthermore, the study concentrated on Basic school teachers, whereas the current study involved both basic and high school teachers.

In addition Mutono (2010) in her study on the factors affecting motivation in Zambia, revealed that, 90.3 percent of the teachers working in Lusaka province were demotivated. Therefore, because of this demotivation, the teaching profession in Lusaka province had been characterised with deterioration in teachers': professional conduct, performance, commitment, absenteeism and lateness. However, Mutono's study concentrated on identifying the factors for demotivation and did not investigate in depth the strategies on how best to address teacher demotivation especially in Lusaka District. In addition, the study was conducted at the provincial level thereby included all the district in Lusaka Province therefore, the findings of this study were not specific to Lusaka District.

Another study conducted by Nyambe (2016) on the extent to which Head teachers motivated teachers to work effectively: A case of selected secondary schools in Ndola urban District. This study of Nyambe was relevant to the current study as it investigated one of the important variable of the current study, the study concluded that, Head teachers did not motivate teachers as they did not provide the necessary teaching and learning materials that teachers needed to work effectively, the school Head teachers rarely involved teachers in decision making, the school Head teachers rarely supervised the teachers due to their busy schedules and lastly the Head teachers did not provide teachers with enabling environment for them to teach effectively. However, Nyambe's study had a sample size of 33 and employed only a qualitative approach which seemed inadequate to generalise the findings of the study to the entire population compared to the current study which uses a mixed method approach and has a sample size of 250.

In addition, Andende (2016) conducted a research on Head teachers' leadership style and their effects on teachers' morale in selected primary schools of Zambezi District in the North-Western Province of Zambia. The study discovered that, there was a relationship between Head teachers' leadership style and teachers' morale and performance. Also that there was need to combine democracy and autocratic style of leadership. However, Andende's study only investigated one aspect which was a variable in the current study but the current study has a number of factors that were being examined.

2.9 Chapter Summary

Chapter two of this study reviewed books, magazines, journals and dissertation especially those that were of relevance to the current study. That is, the chapter discussed Herzberg's Theory of Job Satisfaction which is of paramount importance to the study, conceptual framework and the existing literature which were relevant to the issues being studied and in relation to the objective of the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A research methodology is the blue print that describes the methods applied in carrying out the research study, it answers how a research will be conducted (Kombo and Tromp, 2006). This chapter therefore, discussed the research philosophy, research settings, research design, research methods, sampling techniques, study population, study sample size, data collection methods, data analysis, model, tests, tool and finally a research design matrix.

3.2 Research Philosophy

The study employed the methodological philosophical assumption. This assumption was described by Mertens (2015) as inductive, emerging and shaped by the researcher's experience in collecting and analysing the data (Mertens, 2015). The methodological assumption therefore, is a science of finding out, the procedures for scientific investigation (Mertens, 2015). This philosophical assumption was used in this study because the study employed the scientific method which sought to generate solutions and solve specific problems.

3.3 Research Settings

The study was conducted in ten selected public secondary school in Lusaka District in Lusaka Province of Zambia. The selected schools were: Arakan Girls Secondary School, Chelston Secondary School, Chilenje Secondary School, Chunga Secondary School, Highland Secondary School, Kabulonga Boys Secondary School, Kamulanga Secondary School, Kamwala Secondary School, Matero Secondary School and Olympia Park Secondary School

3.4 Research Design

A research design is a blueprint or a road map that guides the researcher in his or her research to find answers to the research questions. (Kombo & Tromp, 2006 and Kumar, 2014). In addition, Creswell (2009) postulated that, a research design entails the entire research process. In light of the above, an Applied Research Design was employed in this study as the study endeavoured to address the problem of teacher demotivation in public secondary schools. This

was done by investigating amongst teachers themselves and developing workable strategies that could be used in trying to reduce demotivation among them in the ten selected public secondary schools in Lusaka District. This was in consistence with Baimyrzaeva (2018) who asserted that, an Applied Research Design seeks to generate solutions and solve specific problems of individuals, organisations and industries. Thus, the current study sought to investigate possible strategies that could be used to address the challenge of demotivation among teachers in the selected public secondary schools in Lusaka District of Zambia.

3.5 Research Methods

The study employed a mixed method approach which was conducted sequentially with an equal status. A mixed methods approach was useful in this study in order to have a deeper understanding of the issues under study and generalise the findings of the study to the population (Creswell, 2009). In addition, a mixed method was employed in this study so as to capitalise on the strengths of the two approaches and compensate for the weaknesses of each approach (Bryman, 1988). It must be noted here that, when the quantitative data was collected it was limited in that it did not provide in-depth information on the issues that were being investigated. Therefore, a Focus Group Discussion was later employed to supplement the quantitative data and provided a deeper understating especially on the strategies that must be used in the quest to reduce and combat demotivation among teachers.

3.6 Sampling Techniques

Orodho (2009) defined sampling techniques as the methods for the selection of individuals, objects and items. Simply put, a sampling technique is a method of drawing a sub set to be used in the study from which, information is collected and be able to draw conclusions about the entire set. For this study, firstly, a cluster method of sampling was employed to determine the number of schools to be employed in the study. Orodho (2009) added that cluster sampling technique is a method of sampling where the entire population is divided into groups or clusters and a random sample is conducted to draw items to be included in the study from these clusters. Looking at how vast Lusaka District is with thirty-one (31) public secondary schools, it was prudent that, the researcher divided the district into zones from which schools were selected for study and measurement. This was in consistence with the work of Kombo and Tromp (2006) who highlighted that, where the population is dispersed across a wide geographic region, it is more appropriate to use a cluster random sampling technique.

Secondly, the schools were selected by a systematic random sampling technique, where every second school in the list (per Zone) was selected to avoid biasness. This was supported by Kombo and Tromp (2006) who asserted that a systematic random sampling technique enables every member of the population to have an equal chance of inclusion in the study.

Thirdly, in the current study, the researcher employed a simple random or probability sampling technique to select public secondary school teachers in the ten selected public secondary schools in Lusaka District. Teachers were selected by a simple random technique so as to ensure that all the teachers in the ten selected public secondary schools of Lusaka District had an equal opportunity to be selected to take part in the study. In addition, this method of selecting teachers ensured that biasness in the selection process was reduced. This was in agreement with Kombo and Tromp (2006) who explained that, probability sampling ensures that different units in the selected population have an equal probability of being chosen for the study.

3.7 Study Population

A population of a study according to Kombo & Tromp (2006) is an entire group of individuals, objects or items that are common in nature, from which, a specific group or sample is drawn to be used in a research. In this study, the population were teachers and school Head teachers from public secondary schools in Lusaka District found in Lusaka province of Zambia.

3.8 Study Sample Size

The sample size for this study was 250 respondents, of which ten respondents were school Head teachers and 240 were ordinary teachers from the ten selected public secondary schools in Lusaka District. In addition, among the selected public secondary schools to be included in the study were: Arakan Girls Secondary School, Chelston Secondary School, Chilenje Secondary School, Chunga Secondary School, Highland Secondary School, Kabulonga Boys Secondary School, Kamulanga Secondary School, Kamwala Secondary School, Matero Secondary School and Olympia Park Secondary School.

3.9 Data Collection Methods

Kombo & Tromp (2006) defined data collection as the gathering of specific information with the sole purpose of refuting or proving some facts. In research, there are various techniques that researchers can employ to gather such relevant information. However, in the current study

a structured questionnaire with both closed-ended and open-ended questions was administered to collect quantitative data from the respondents during the first phase of the research. Considering the large study sample of this study a survey questionnaire was more appropriate to collect adequate information, and also it helped save time (kombo & Tromp, 2006). In the second phase of the research a Focus Group Discussion was equally used to collect qualitative data from the respondents. This was achieved by putting teachers in groups where they were required to discuss the best and possible strategies to be used in order to reduce demotivation among teachers in the ten selected public secondary schools in Lusaka District. A Focus Group Discussion was used in the current study so as to get a deeper understanding of what teachers needed in order to reduce the demotivation levels among them.

3.10 Data Analysis

According to Kombo and Tromp (2006) data analysis refers to the examination of the data that has been collected in a study and making deductions and inference. It involves uncovering underlying structures, extracting important variables, detecting anomalies and testing assumptions. In order to achieve this in the current study, the quantitative data was analysed using the Chi-square test and a Simple Pearson Correlation test to determine the relationship between the independent and dependent variables. On the other hand, qualitative data was analysed by the use of Thematic Analysis, whereby themes were created, and similar responses were grouped according to the themes created. Furthermore, frequencies and percentages were generated by the use of Microsoft excel based on the responses given under each theme.

3.11 Models and Tests of the Study

In this study a Chi-square test was used to determine if the independent variables had an effect on the dependent variable. According to Mindrila (2013) a Chi-square is a statistical test which measures the association between two categorical variables which are independent and dependent variables. In addition, a Chi-square test was used in this study considering the large sample size of the study. This was in consistence with Mindrila who added that, Chi-square tests are suitable for sample sizes that are sufficiently large.

Not only that, but a Simple Pearson Correlation test was also used in this study to determine the strength of the relationships between the independent variables and the dependent variable. According to Shober (2018), Pearson Correlation Coefficient is a statistical measure of the strength of a linear relationship between paired data, in this case, the independent and

dependent variables. In addition, the Pearson Correlation Coefficient test helps to measure and analyse the degree of a relation between variables, that is whether strong, weak or no relationship at all.

3.12 Tools

In this study a Statistical Package for Social Sciences (SPSS) and Microsoft excel were used to describe quantitative and qualitative data respectively. In addition, tables and bar charts were used to present quantitative data, whereas, pie charts were used to present qualitative data.

3.13 Research Design Matrix

The research design matrix of the study comprises the research objectives, research questions, sampling techniques, data collection and data analysis as shown in Table 3.1.

Table 3.1: Research design matrix

Research Objectives	Research Questions	Population and sampling of unit of analysis	Data collection methods	Data analysis methods
To describe the demographic characteristics of teachers in public secondary schools	What are the demographic characteristics of teachers in public secondary schools	Secondary school teachers from selected public secondary schools in Lusaka District were enlisted	Survey Questionnaire	Bivariate data analysis
To address factors responsible for teacher demotivation in public secondary school	Why are teachers demotivated in Public secondary schools	Secondary school teachers from selected public secondary schools in Lusaka District were enlisted	Survey Questionnaire	Bivariate data analysis
To devise strategies to combat demotivation among teachers in public secondary schools	How can teachers demotivated be reduced in public secondary schools	Secondary school teachers from selected public secondary schools in Lusaka District were enlisted	Focus Group Discussion	Thematic analysis

3.14 Chapter Summary

The research methodology of a study describes how a research was conducted and how the research questions were answered. Therefore, this chapter discussed important components of the research which among them included: the research philosophy the research settings, research design, research methods, sampling techniques, study population, study sample size, data collection methods, data analysis, models, tests, tools and a research design matrix.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study from the survey questionnaires that were self-administered to the teachers in the 10 selected public secondary schools in Lusaka District and Focus Group Discussion.

4.2 Demographic Characteristics of Teachers in Lusaka District

The first objective was to describe the demographic characteristics of teachers in public secondary schools in Lusaka District. In this investigation, the study incorporated a number of characteristics of teachers that could have a bearing on their demotivation. Among these characteristics were: gender, age, years in the service, level of education and current position.

4.2.1 Gender

Gender was one of the demographic characteristics of teachers that was considered in this investigation. Table 4.1 shows the gender of respondents which was also cross tabulated against motivation. Respondents were asked to state whether they were male or female and if they were motivated or demotivated. The data presented in Table 4.1 revealed that, of the total number of respondents 44.4 percent were male, out of which 34.2 percent reported to be motivated and 65.8 percent were demotivated. On the other hand, 55.6 percent of the respondent were female and among these 28.8 percent of the female were motivated, while 71.2 percent were demotivated. Hence, only 31.2 percent of the total respondents were motivated, while 68.8 percent were demotivated.

Table 4.1: Chi-square test results for cross tabulation between gender and motivation

Motivation * gender Cross tabulation					
			What is your gender		Total
			Male	Female	
Are you motivated as a teacher	Yes	Count	38	40	78
		% within Are you motivated as a teacher	48.70%	51.30%	100.00%
		% within What is your gender	34.20%	28.80%	31.20%
	No	Count	73	99	172
		% within Are you motivated as a teacher	42.40%	57.60%	100.00%
		% within What is your gender	65.80%	71.20%	68.80%
Total		Count	111	139	250
		% within Are you motivated as a teacher	44.40%	55.60%	100.00%
		% within What is your gender	100.00%	100.00%	100.00%

In addition, a correlations test was done to determine the relationship between the gender of the respondents and being motivation. From Table 4.2 the test showed a Pearson Correlation of 0.574 which was a strong positive relationship. It had a significance level of 0.049 which meant that, there was 95.1 percent confidence that a relationship existed between the respondents' gender and their motivation. From the results of the test, the study rejected the null hypothesis which stated that there was no significant relationship between the gender of the teachers and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the gender of the teachers and teachers' demotivation because the Pearson correlation was positive and the p-value was less than 5 percent.

Table 4.2: Correlations test results between gender and motivation

Correlations			
		Are you motivated as a teacher	What is your gender
Are you motivated as a teacher	Pearson Correlation	1	0.574
	Sig. (2-tailed)		0.049
	N	250	250

4.2.2 Age

Age as a characteristic of teachers was investigated in this study to see if it had any bearing on the demotivation of teachers in public secondary schools of Lusaka District. Table 4.3 showed the age groups of the respondents and these were cross tabulated with teachers' motivation. In the study, respondents were asked what their age was and if they were motivated or demotivated. Table 4.3 indicated that 8.4 percent of the respondents were in the age group between 20 to 29 years and out of this age group 19.0 percent were motivated, whereas 81.0 percent were demotivated. The other age group was that of 30 to 39 years which represented 57.2 percent, of whom 32.2 percent were motivated and 67.85 percent were demotivated. In addition, the age group 40 to 49 years represented 8.0 percent of the total respondents and among these 36.4 percent reported to be motivated, while 63.6 percent were demotivated. Finally, the last category were those aged 50 years and above and of these 20.0 percent were motivated and 80.0 percent were demotivated.

Table 4.3: Chi-square test results for cross tabulation between age and motivation

Motivation * Age Cross tabulation							
			What is your age				Total
			20-29	30-39	40-49	50+	
Are you motivated as a teacher	Yes	Count	4	46	24	4	78
		% within Are you motivated as a teacher	5.10%	59.00%	30.80%	5.10%	100.00%
		% within What is your age	19.00%	32.20%	36.40%	20.00%	31.20%
	No	Count	17	97	42	16	172
		% within Are you motivated as a teacher	9.90%	56.40%	24.40%	9.30%	100.00%
		% within What is your age	81.00%	67.80%	63.60%	80.00%	68.80%
Total	Count	21	143	66	20	250	
	% within Are you motivated as a teacher	8.40%	57.20%	26.40%	8.00%	100.00%	
	% within What is your age	100.00%	100.00%	100.00%	100.00%	100.00%	

Furthermore, in order to establish whether or not a relationship existed and how strong it was, a correlations test was performed. From the test results presented in Table 4.4, the study showed a Pearson Correlation of 0.617 which was a strong positive relationship. It had a significance

level of 0.050 which meant that, there was 95 percent confidence that a relationship existed between the respondents' age and their motivation. From the Pearson Correlations test results, the study rejected the null hypothesis which stated that there was no significant relationship between teachers' age and teachers' demotivation and accepted the alternative hypothesis that there was a significant relationship between teachers' age and teachers' demotivation because the Pearson correlation was positive and the p-value was less than 5 percent.

Table 4.4: Correlations test results between age and motivation

Correlations			
		Are you motivated as a teacher	What is your age
Are you motivated as a teacher	Pearson Correlation	1	0.617
	Sig. (2-tailed)		0.050
	N	250	250

4.2.3 Years in Service

Furthermore, years in service or tenure was included among the characteristics of teachers that were investigated in this study. Table 4.5 showed the years the respondents had served as teachers and this was cross tabulated with teachers' motivation. Respondents were asked how many years they had served in the profession and if they were motivated or demotivated. Table 4.5 indicated that, teachers who served for 0 to 10 years represented 50.8 percent and of these 30.7 percent reported to be motivated, whereas 69.3 percent were demotivated. The other category of the respondents was for those who served for 11 to 20 years who represented 37.2 percent of the total number of the respondents, among these 30.1 percent were motivated and 66.9 percent were demotivated. In addition, the respondents who served for 21 to 30 years were another category who represented 6.0 percent of the total respondents, among this category 33.3 percent were motivated, while 66.7 percent were demotivated. Not only these, but also those that served for 31 to 40 years in the teaching profession were part of this investigation, representing 2.0 percent and out of these 20.0 percent were motivated and 80.0 percent were demotivated. Furthermore, 2.4 percent of the respondents represented those teachers that had served for 41 to 50 years of which 66.7 percent indicated that they were motivated and only 33.3 percent of this category were demotivated. Finally, the teachers that served for 50 years and above represented 1.6 percent of the total respondents who among these 25.0 percent were motivated and 75.0 percent were demotivated.

Table 4.5: Chi-square test results for cross tabulation between the years of service and motivation

Motivation * years of service Cross tabulation									
			How many years have you served in the teaching profession						Total
			0-10	11-20	21-30	31-40	41-50	51+	
Are you motivated as a teacher	Yes	Count	39	28	5	1	4	1	78
		% within Are you motivated	50.00%	35.90%	6.40%	1.30%	5.10%	1.30%	100.00%
		% within years of service	30.70%	30.10%	33.30%	20.00%	66.70%	25.00%	31.20%
	No	Count	88	65	10	4	2	3	172
		% within Are you motivated	51.20%	37.80%	5.80%	2.30%	1.20%	1.70%	100.00%
		% within years of service	69.30%	69.90%	66.70%	80.00%	33.30%	75.00%	68.80%
Total	Count	127	93	15	5	6	4	250	
	% within Are you motivated	50.80%	37.20%	6.00%	2.00%	2.40%	1.60%	100.00%	
	% within years of service	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

A correlation test was done on the years of service and motivation and these were presented in Table 4.6. The test results showed a Pearson Correlation of 0.544 which is a strong positive relationship. It had a significance level of 0.048 which meant that, there was 95.2 percent confidence that a relationship existed between the respondents' years of service and their motivation. From the test results given in Table 4.6, the study rejected the null hypothesis which stated that there was no significant relationship between the teachers' years of service and teachers' demotivation and accepted the alternative hypothesis that a relationship existed between teachers' years of service in the profession and their demotivation because the Pearson correlation was positive and the p-value was less than 5 percent.

Table 4.6: Correlations test results between years of service and motivation

Correlations			
		Are you motivated as a teacher	How many years have you served in the teaching profession
Are you motivated as a teacher	Pearson Correlation	1	0.544
	Sig. (2-tailed)		0.048
	N	250	250

4.2.4 Level of Education

The level of education was yet another demographic characteristic of teachers working in public secondary schools that was included in the study. The researcher wanted to find out if teachers' level of education had any influence on their demotivation. Respondents were asked what their highest level of education was and if they were motivated or demotivated. Table 4.7 showed the responses given by the respondents on their highest level of education and this was cross tabulated against motivation. From Table 4.7 it was revealed that, 16.8 percent of the total respondents were diploma holders, among these 42.9 percent reported to be motivated, while 57.1 percent were demotivated. The other category of the respondent were Bachelor's Degree holders who represented 71.6 percent and among these 29.1 percent indicated that they were motivated, whereas 70.9 percent were demotivated. The Master's Degree holders were yet another group of the respondent making up 11.6 percent of the total number of the respondent, out of these 27.6 percent indicated to be motivated, while 72.4 percent were demotivated.

Table 4.7: Chi-square test results for cross tabulation between the level of education and motivation

Motivation * highest level of education Cross tabulation						
			What is your highest level of education			Total
			Diploma	Bachelors	Master's Degree	
Are you motivated as a teacher	Yes	Count	18	52	8	78
		% within Are you motivated	23.10%	66.70%	10.30%	100.00%
		% within highest level of education	42.90%	29.10%	27.60%	31.20%
	No	Count	24	127	21	172
		% within Are you motivated as a teacher	14.00%	73.80%	12.20%	100.00%
		% within highest level of education	57.10%	70.90%	72.40%	68.80%
Total	Count	42	179	29	250	
	% within Are you motivated as a teacher	16.80%	71.60%	11.60%	100.00%	
	% within highest level of education	100.00%	100.00%	100.00%	100.00%	

In order to determine if a relationship existed between teachers' level of education and motivation a correlation test was conducted as shown in Table 4.8. According to the correlation test which was performed, a Pearson Correlation of 0.713 was obtained which showed a strong positive relationship. It had a significance level of 0.012 which meant that, there was 96.8

percent confidence that a relationship existed between the respondents' highest level of education and their motivation. Based on these test results, the study rejected the null hypothesis which stated that there was no significant relationship between teachers' highest level of education and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between teachers' level of education and teachers' demotivation, this was because the Pearson correlation was positive and the p-value was less than 5 percent.

Table 4.8: Correlations test results between the level of education and motivation

Correlations			
		Are you motivated as a teacher	What is your highest level of education
Are you motivated as a teacher	Pearson Correlation	1	0.713
	Sig. (2-tailed)		0.032
	N	250	250

4.2.5 Current Position

In order to understand the issue at hand better, the researcher wanted to know if the positions that teachers held in school had any impact on their demotivation. In view of this, respondents were asked what position they held and if they were motivated or demotivated. The responses given by the respondent were presented in Table 4.9, which were also cross tabulated with motivation as shown. The statistics given in Table 4.9 showed that 56.4 percent of the respondents were subject teachers, of these 29.1 percent were motivated, while 70.9 percent were demotivated. The other group of the respondents were the grade teachers who represented 25.2 percent of the total respondents among these 38.1 percent reported to be motivated, whereas 61.9 percent were demotivated. 1.6 percent of the respondents were guidance teachers and out of these 25.0 percent were motivated, while 75.0 percent were demotivated. Section Heads were equally among the respondents who constituted 6.0 percent of the total number of respondents, among these 13.3 percent were motivated and 86.7 percent were demotivated. Finally, the Heads of Departments were among the respondents and constituted 10.8 percent of the total number of respondents and among these 37.0 percent were reported to be motivated and 63.0 percent were demotivated.

Table 4.9: Chi-square test results for cross tabulation between the current position and motivation

Motivation * current position Cross tabulation								
			What is your current position in the school					Total
			Subject Teacher	Class/Grade Teacher	Guidance Teacher	Section Head	Head of Department	
Are you motivated as a teacher	Yes	Count	41	24	1	2	10	78
		% within Are you motivated	52.60%	30.80%	1.30%	2.60%	12.80%	100.00%
		% within current position	29.10%	38.10%	25.00%	13.30%	37.00%	31.20%
	No	Count	100	39	3	13	17	172
		% within Are you motivated	58.10%	22.70%	1.70%	7.60%	9.90%	100.00%
		% within current position	70.90%	61.90%	75.00%	86.70%	63.00%	68.80%
Total	Count	141	63	4	15	27	250	
	% within Are you motivated	56.40%	25.20%	1.60%	6.00%	10.80%	100.00%	
	% within current position	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

In addition, a correlation test was conducted as shown in Table 4.10. The test gave a Pearson Correlation of 0.618 which was a strong positive relationship. It had a significance level of 0.038 which meant that there was 96.8 percent confidence that a relationship existed between the respondents' current position and their motivation. Therefore, based on these test results, the study rejected the null hypothesis which stated that there was no significant relationship between the current position of teachers' in schools and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the current position teachers held in schools and teachers' demotivation, because the Pearson correlation was positive and the p-value was less than 5 percent.

Table: 4.10: Correlations test results between the current position and motivation

Correlations			
		Are you motivated as a teacher	What is your current position in the school
Are you motivated as a teacher	Pearson Correlation	1	0.618
	Sig. (2-tailed)		0.038
	N	250	250

4.3 Demotivational Factors

The second objective of this research was to address the factors that caused demotivation among teachers. There were a number of factors identified as leading to demotivation among teachers in the ten selected public secondary schools in Lusaka District. Among the factors that were investigated included:

4.3.1 Recognition

Recognition as a factor was incorporated into the study, to find out if it had any bearing on the demotivation of teachers in public secondary schools. However, recognition was divided into two aspects which were promotion and reward.

4.3.1.1 Promotion

Promotion is one of the methods used in order to recognise teachers' good performance Table 4.11 showed responses of the research participants with regard to promotion and motivation. Respondents were asked if they had been promoted before and if this motivated or demotivated them. From the data given in Table 4.11, 33.6 percent of the respondents indicated that they had been promoted and of these 39.3 percent were motivated and 60.7 percent were demotivated. 66.4 percent of the respondents reported that they had not been promoted and among these, only 27.1 percent were motivated, while 72.9 percent were demotivated.

Table 4.11: Chi-square test results for cross tabulation between promotion and motivation

Motivation * promotion Cross tabulation					
			Have you ever been promoted		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	33	45	78
		% within Are you motivated as a teacher	42.30%	57.70%	100.00%
		% within Have you ever been promoted	39.30%	27.10%	31.20%
	No	Count	51	121	172
		% within Are you motivated as a teacher	29.70%	70.30%	100.00%
		% within Have you ever been promoted	60.70%	72.90%	68.80%
Total	Count	84	166	250	
	% within Are you motivated as a teacher	33.60%	66.40%	100.00%	
	% within Have you ever been promoted	100.00%	100.00%	100.00%	

Furthermore, a Chi-square test was conducted on promotion as shown in Table 4.12. A Chi-Square test was done to show if a relationship existed between the independent and the dependent variables. A P-value of 0.050 was realised showing that a relationship existed between promotion and the motivation of teachers, and it had a confidence level of 95.0 Percent. Following the Chi-square test results, the study rejected the null hypothesis which stated that a relationship did not exist between lack of promotion and teachers' demotivation and accepted the alternative hypothesis that a relationship did exist between lack of promotion and teachers' demotivation because the p-value was equal to 5 percent.

Table 4.12: Chi-square tests results between promotion and motivation

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.853a	1	0.050		
Continuity Correction b	3.307	1	0.050		
Likelihood Ratio	3.785	1	0.049		
Fisher's Exact Test				0.050	0.035
Linear-by-Linear Association	3.838	1	0.050		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.21.					
b Computed only for a 2x2 table					

4.3.1.2 Reward

The use of reward is another method that is used in order to recognise teachers' good performance. Table 4.13 showed responses of the research participants on reward system and motivation. Under this aspect respondents were asked if their good performance was rewarded and if they were motivated or demotivated. The data presented in Table 4.13 indicated that 46.8 percent of the respondents reported that their good performance was rewarded and out of these, 42.7 percent were motivated and 57.3 percent were demotivated. On the other hand, 53.2 percent of the total respondents indicated that they had not been rewarded for their good performance and of these, only 21.1 percent were motivated and 78.9 percent were demotivated.

Table 4.13: Chi-square test results for cross tabulation between reward and motivation

motivation * good performance rewarded Cross tabulation					
			Is good performance rewarded		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	50	28	78
		% within Are you motivated	64.10%	35.90%	100.00%
		% within Is good performance rewarded	42.70%	21.10%	31.20%
	No	Count	67	105	172
		% within Are you motivated as a teacher	39.00%	61.00%	100.00%
		% within Is good performance rewarded	57.30%	78.90%	68.80%
Total	Count	117	133	250	
	% within Are you motivated as a teacher	46.80%	53.20%	100.00%	
	% within Is good performance rewarded	100.00%	100.00%	100.00%	

Through the use of a Chi-square test as indicated in Table 4.14, inference was made that a relationship existed between being rewarded and the motivation of teachers, as a P- value of 0.001 was realised and it had a confidence level of 99.9 percent. Based on the Chi-square test result the research rejected the null hypothesis which stated that a relationship did not exist between lack of reward and teachers' demotivation and accepted the alternative hypothesis that a relationship did exist between lack of reward and teachers' demotivation, because the p-value was less than 5 percent.

Table 4.14: Chi-square tests results between reward and motivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.632a	1	0.000		
Continuity Correction b	12.641	1	0.000		
Likelihood Ratio	13.73	1	0.000		
Fisher's Exact Test				0.001	0.001
Linear-by-Linear Association	13.578	1	0.000		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.50.					
b Computed only for a 2x2 table					

4.3.2 Working Conditions.

Working conditions was yet another factor that was investigated in this study and the researcher wanted to know if working conditions had any effect on the motivation of teachers especially in the ten selected public secondary schools of Lusaka District. Working conditions as a factor was investigated under different subdivisions which were: adequacy of teaching and learning materials, adequacy of facilities, work load and security.

4.3.2.1 Teaching and Learning Materials

The teaching and learning materials are things that both teachers and learners need in their teaching and learning process. In this study, the respondents were asked if the teaching and learning materials in their schools were adequate or not and if that motivated or demotivated them. Table 4.15 shows the responses from the participants on the adequacy of the teaching and learning materials in the ten selected public secondary schools which were also cross tabulated against teacher motivation. From the data presented in Table 4.15, it was evident that only 24.0 percent of the respondents reported that their teaching and learning materials were adequate to enable them do their jobs effectively and among these 31.7 percent were motivated, whereas 68.3 percent were demotivated. On the other hand, 76.0 percent of the respondents indicated that they did not have adequate teaching and learning materials and out of these, 31.1 percent were motivated and 68.9 percent were demotivated.

Table 4.15: Chi-square test results for cross tabulation between the adequacy of teaching and learning materials and motivation.

Motivation * adequacy of teaching and learning materials and tools					
			Are the teaching and learning materials and tools adequate in your school		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	19	59	78
		% within Are you motivated as a teacher	24.40%	75.60%	100.00%
		% within adequacy of teaching and learning materials	31.70%	31.10%	31.20%
	No	Count	41	131	172
		% within Are you motivated as a teacher	23.80%	76.20%	100.00%
		% within adequacy of teaching and learning materials	68.30%	68.90%	68.80%
Total	Count	60	190	250	
	% within Are you motivated as a teacher	24.00%	76.00%	100.00%	
	% within adequacy of teaching and learning materials	100.00%	100.00%	100.00%	

In addition, through a Chi-square test, the study established that a relationship existed between the adequacy of teaching and learning materials and the motivation of teachers. This is because a P-value of 0.049 was achieved showing that it had a confidence level of 95.1 percent as shown in Table 4.16. Based on these test results, the research rejected the null hypothesis which stated that there was no relationship between the inadequacy of teaching and learning materials and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the inadequacy of teaching and learning materials and teachers' demotivation, because the p-value was less than 5 percent.

Table 4.16: Chi-square tests results between the adequacy of teaching and learning materials and motivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.008a	1	0.029		
Continuity Correction b	0	1	0.015		
Likelihood Ratio	0.008	1	0.029		
Fisher's Exact Test				0.049	0.050
Linear-by-Linear Association	0.008	1	0.029		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.72.					
b Computed only for a 2x2 table					

4.3.2.2 Adequate Facilities

The other factor that was investigated under working condition was the adequacy of facilities in the ten selected public secondary schools in Lusaka District. Respondents were asked if their schools had adequate facilities like: classrooms, staff rooms, furniture and convenience rooms. Table 4.17 showed respondents' opinion on the adequacy of facilities in their schools and these were cross tabulated with teachers' motivation. The statistics above indicated that, 39.6 percent of the total respondents reported that their schools had adequate facilities and of these, 35.8 percent were motivated and 64.2 percent were demotivated. On the other hand, 60.4 percent of the respondents indicated that their schools did not have adequate facilities and of these only 24.2 percent were motivated, while 75.8 percent were demotivated.

Table 4.17: Chi-square test results for cross tabulation between the adequacy of facilities and motivation

Motivation * adequate facilities Cross tabulation					
			Does the school have adequate facilities (class rooms, staff room furniture)		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	24	54	78
		% within Are you motivated as a teacher	30.80%	69.20%	100.00%
		% within Does the school have adequate facilities (class rooms, staff room furniture)	35.80%	24.20%	31.20%
		No	Count	75	97
		% within Are you motivated as a teacher	43.60%	56.40%	100.00%
		% within Does the school have adequate facilities (class rooms, staff room furniture)	64.20%	75.80%	68.80%
Total		Count	99	151	250
		% within Are you motivated as a teacher	39.60%	60.40%	100.00%
		% within Does the school have adequate facilities (class rooms, staff room furniture)	100.00%	100.00%	100.00%

Furthermore, through the use of a Chi-square test as shown in Table 4.18, a relationship was established between the adequacy of facilities and teachers' motivation. This was because the Chi-square test gave a P-value of 0.049 giving us a confidence level of 95.1 percent. Based on the Chi-square test results, the study rejected the null hypothesis which stated that there was no significant relationship between the inadequacy of facilities and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the inadequacy of facilities and teachers' demotivation, because the p-value was less than 5 percent.

Table 4.18: Chi-square tests test results between the adequacy of facilities and motivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.696a	1	0.050		
Continuity Correction b	3.179	1	0.049		
Likelihood Ratio	3.768	1	0.048		
Fisher's Exact Test				0.049	0.036
Linear-by-Linear Association	3.682	1	0.050		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.89.					
b Computed only for a 2x2 table					

In relation to the respondents who indicated that their school did not have adequate facilities, they cited a number of reasons for their answer. Therefore, Figure 2 shows reasons respondents gave as to why they said their schools did not have adequate facilities. From the data given in Figure 2, it was seen that 12.0 percent of the respondents said that their schools had inadequate infrastructure. Not only that, but also 8.4 percent of the respondents reported that their schools lacked funding. Furthermore, 7.2 percent indicated that there was lack of resources. In addition, of the total number of respondents, 16.4 percent indicated that they did not have enough classrooms, whereas 8.8 percent said that they did not have enough convenience rooms, and finally, 7.6 percent reported that there was small stuff space for teachers to work from

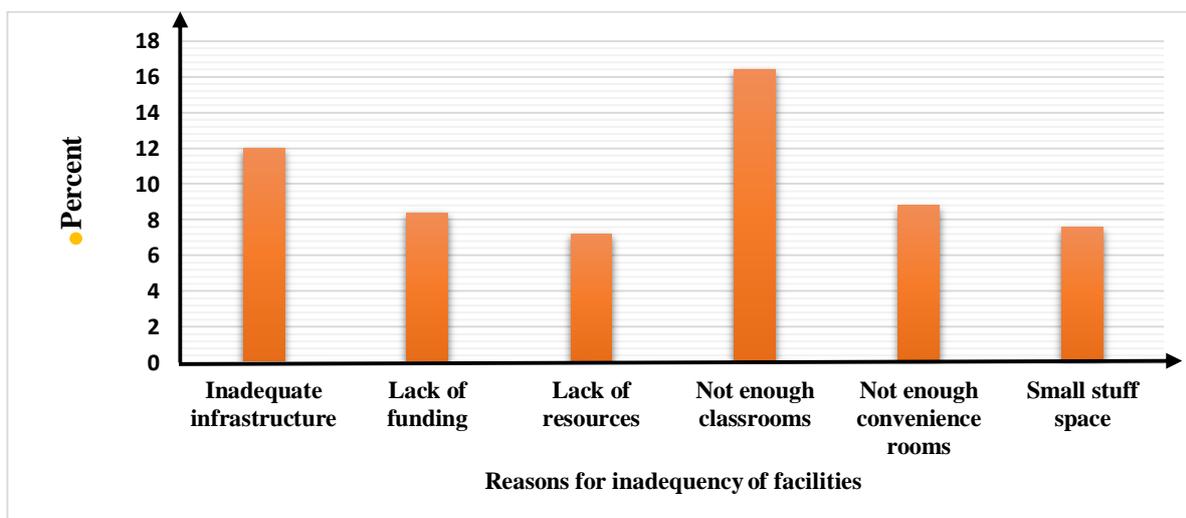


Figure 2: Inadequacy of facilities

4.3.2.3 Work Load

In addition, the work load was another issue that was investigated under working conditions. Table 4.19 presented responses on the work load which were cross tabulated with teachers' motivation. Respondents were asked if they were happy with the work load that they had been assigned or not and if they were motivated or demotivated by it. The statistics given in Table 4.19 showed that 40.0 percent of the respondents were happy with the work load assigned to them and of these respondents, 36.0 percent reported that they were motivated and 64.0 percent were demotivated. Whereas 60.0 percent of the respondents indicated that they were not happy with the work load assigned to them and out of these, only 28.0 percent reported that they were motivated, while 72.0 percent were demotivated.

Table 4.19: Chi-square test results for cross tabulation between the work load and motivation

Motivation * work load Cross tabulation					
			Are you happy with the work load you have been assigned		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	36	42	78
		% within Are you motivated as a teacher	46.20%	53.80%	100.00%
		% within Are you happy with the work load you have been assigned	36.00%	28.00%	31.20%
	No	Count	64	108	172
		% within Are you motivated as a teacher	37.20%	62.80%	100.00%
		% within Are you happy with the work load you have been assigned	64.00%	72.00%	68.80%
Total	Count	100	150	250	
	% within Are you motivated as a teacher	40.00%	60.00%	100.00%	
	% within Are you happy with the work load you have been assigned	100.00%	100.00%	100.00%	

With regard to the work load of teachers in the selected public secondary schools in Lusaka District, a Chi-square test was done to show if a relationship existed between the independent and the dependent variables as shown in Table 4.20. Therefore, according to the Chi-square

test a P-value of 0.021 was computed. This showed that a relationship did exist between the work load assigned to the teachers and their motivation and it had a confidence level of 97.9 percent. Basing the decision on the Chi-square test results, the study rejected the null hypothesis which stated that there was no existence of a relationship between the poor work load and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the poor work load and teachers' demotivation because the p-value was less than 5 percent.

Table 4.20: Chi-square tests results between work load and motivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.789a	1	0.018		
Continuity Correction b	1.436	1	0.023		
Likelihood Ratio	1.776	1	0.018		
Fisher's Exact Test				0.021	0.011
Linear-by-Linear Association	1.782	1	0.018		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 31.20.					
b Computed only for a 2x2 table					

In addition, the respondents who indicated that they were not happy with the work load assigned to them gave reasons for their response as shown in Figure 3. Among the reasons cited were that 17.2 percent of the respondents indicated the increase in the teacher pupil ratio, whereas 28.4 percent of the respondents cited the increase in the work load itself and finally, out of the total respondents 14.4 percent cited the shortage of resources.

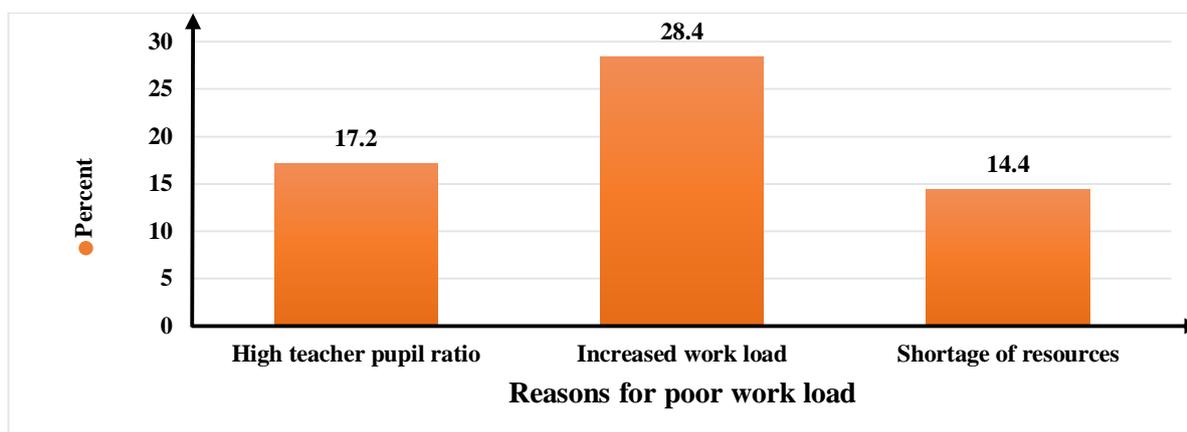


Figure 3: Work load

4.3.2.4 Security

Furthermore, the security of the schools was another issue that was investigated under the working conditions. Table 4.21 shows respondents' views on the security of their schools and this was cross tabulated with teachers' motivation. Respondents were asked if the security or safety of their school environment was adequate and if they were motivated or demotivated by that. Out of the total number of the respondents, 44.0 percent of them indicated that their schools were secured and out of these, only 28.2 percent were motivated and 71.8 percent were demotivated. Whereas 56.0 percent of the respondents reported that their schools were not secured and of these, 33.6 percent were motivated and 66.4 percent were demotivated.

Table 4.21: Chi-square test results for cross tabulation between the security of the school and motivation

Motivation * security of the school Cross tabulation					
			Is the security of the school environment adequate		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	31	47	78
		% within Are you motivated as a teacher	39.70%	60.30%	100.00%
		% within Is the security of the school environment adequate	28.20%	33.60%	31.20%
	No	Count	79	93	172
		% within Are you motivated as a teacher	45.90%	54.10%	100.00%
		% within Is the security of the school environment adequate	71.80%	66.40%	68.80%
Total	Count	110	140	250	
	% within Are you motivated as a teacher	44.00%	56.00%	100.00%	
	% within Is the security of the school environment adequate	100.00%	100.00%	100.00%	

Based on the Chi-square test results presented in Table 4.22 the study showed that there was no relationship between the security of the school and teachers' motivation with a P-value of 0.442 and a confidence level of 55.8 percent. Because of the Chi-square test results given in Table 4.22, the study accepted the null hypothesis which stated that there was no significant relationship between lack of security of the school and the teachers' demotivation and rejected the alternative hypothesis that there was a relationship between lack of security of the school and teachers' demotivation, because the p-value was more than 5 percent.

Table 4.22: Chi-square tests results between the security of the schools and motivation

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.986a	1	0.321		
Continuity Correction b	0.541	1	0.462		
Likelihood Ratio	1.055	1	0.304		
Fisher's Exact Test				0.442	0.236
Linear-by-Linear Association	0.982	1	0.322		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.93.					
b Computed only for a 2x2 table					

According to the study, those respondents who indicated that their schools were not secured were probed further to give reasons for their response and a number of factors were brought to light with regard to this issue as shown in Figure 4. The statistics given in Figure 4, showed that among these respondents 5.6 percent of them, cited that the schools had a lot of outlets, whereas 11.2 percent of the respondents cited broken doors and windows. In addition, 10.0 percent of the respondents gave open gates as their reason. Not only that, but also 15.6 percent of the respondents cited lack of guards. While 6.8 percent of the respondents cited lack of lockers to safeguard valuables and finally, 6.8 percent cited theft in the car parks.

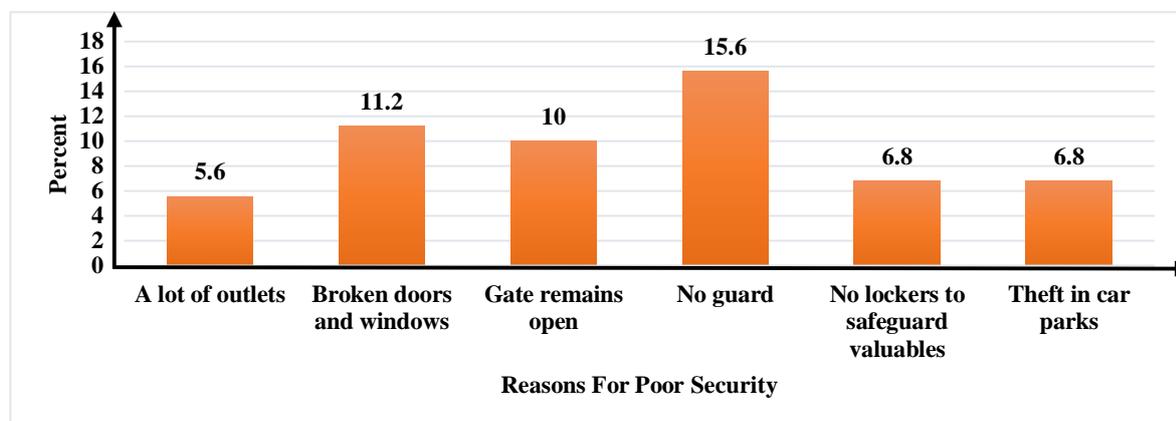


Figure 4: Security of the school

4.3.3 Leadership and Management Style

The other factor that was considered for investigation in this study, was the management style. Respondents were asked if their school Heads teachers motivated them for positive and higher performance and if that motivated or demotivated them. The responses given under this aspect were presented in Table 4.23 and they were cross tabulated with teachers' motivation. According to the data presented in Table 4.23, out of the total number of the respondents, 43.6 percent indicated that their school Head teachers inspired them for positive and higher performance. And of these 40.4 percent were motivated, while 59.6 percent were demotivated. Whereas, 56.4 percent of the respondents reported that they were not inspired by their school Head teachers and among these 24.1 percent were motivated, while 75.9 percent were demotivated.

Table 4.23: Chi-square test results for cross tabulation between the school Head teachers' management style and motivation

Motivation * school Head motivate you for positive and higher performance Cross tabulation					
			Does the school Head motivate you for positive and higher performance		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	44	34	78
		% within Are you motivated as a teacher	56.40%	43.60%	100.00%
		% within Does the school Head motivate you for positive and higher performance	40.40%	24.10%	31.20%
	No	Count	65	107	172
		% within Are you motivated as a teacher	37.80%	62.20%	100.00%
		% within Does the school Head motivate you for positive and higher performance	59.60%	75.90%	68.80%
Total	Count	109	141	250	
	% within Are you motivated as a teacher	43.60%	56.40%	100.00%	
	% within Does the school Head motivate you for positive and higher performance	100.00%	100.00%	100.00%	

In addition, the study reviewed that a relationship existed between management style and teacher's motivation. This was evident from a Chi-square test results presented in Table 4.24 which presented a P-value of 0.009, thereby, giving a confidence level of 99.1 percent. Looking at the P- value given, the research rejected the null hypothesis which stated that there was no

existence of a relationship between the school management style and the teachers' demotivation and accepted the alternative hypothesis that there existed a relationship between the school Head teachers' management style and teachers' demotivation, because the p-value was less than 5 percent

Table 4.24: Chi-square test results between the school Head teachers' management style and motivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.566a	1	0.006		
Continuity Correction b	6.828	1	0.009		
Likelihood Ratio	7.539	1	0.006		
Fisher's Exact Test				0.009	0.005
Linear-by-Linear Association	7.536	1	0.006		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 34.01.					
b Computed only for a 2x2 table					

A number of issues arose among the respondents who reported that they were not happy with their school management style. This was evident in Figure 5. Among these respondents 5.2 percent of them said that their school Heads teacher only awarded those older in the system. Whereas, 13.6 percent said that their school Head teachers were biased. In addition, 7.6 percent of the respondent indicated that there was a difference in teachers' goals and management's expectations. Furthermore, 6.0 percent of the respondents stated that their school Head teachers were ever negative towards teachers, and 7.6 percent of the respondents said that their school Head teachers exercised favouritism. Not only that, but also 8.85 percent of the respondents reported that their school Head teachers were more fault finding than they praised positivity. Whereas, 2.45 percent of the respondents indicated that their school Head teachers did not have good communication with their teachers and finally, of the total number of respondents 5.2 percent stated that their school Head teachers only awarded them verbally.

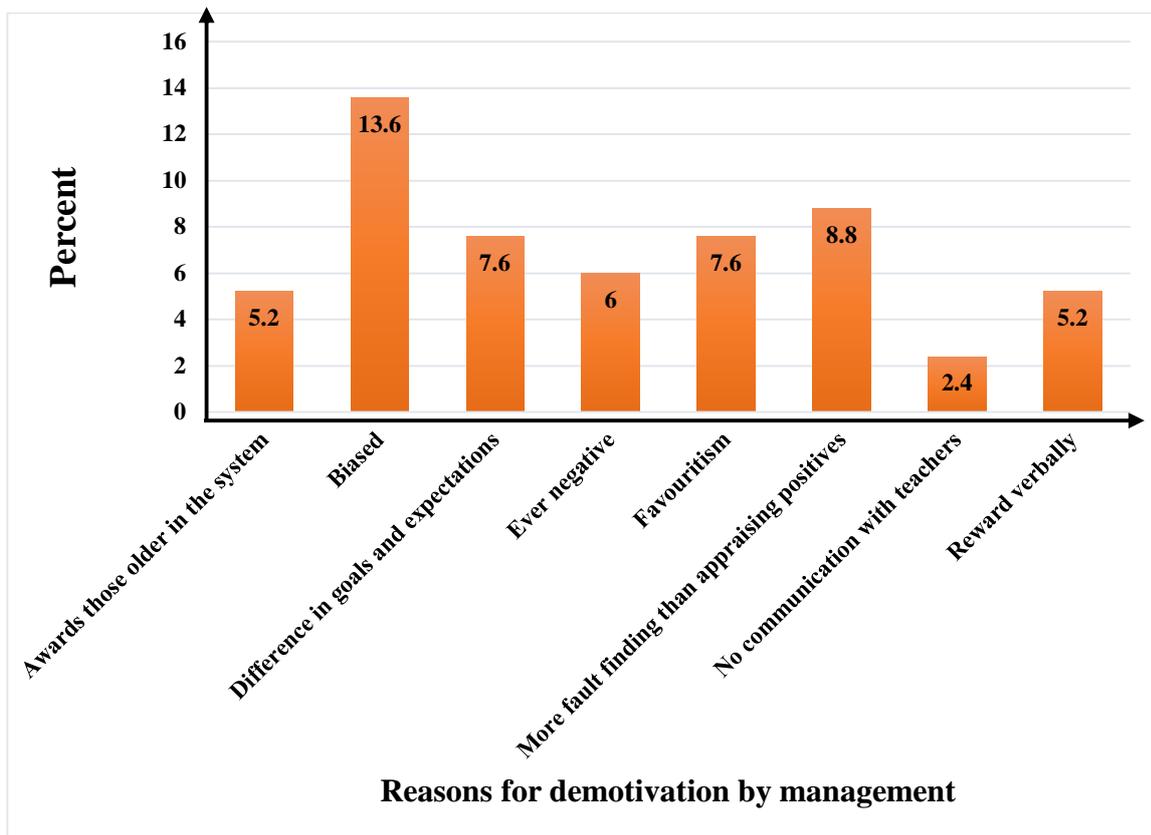


Figure 5: Reasons for demotivation by management

4.3.4 Professional Status

The professional status of teachers was also among the factors investigated in the study. Table 4.25 showed participants' responses on the status of teachers in society and these responses were cross tabulated with teachers' motivation. Research participants were asked if they were happy with the status they had been given in society as a teacher and if that motivated or demotivated them. As presented in the Table 4.25, among the total number of respondents 46.4 percent stated that they were happy with the status they had been given in society and out of these 40.5 percent were motivated, while 59.5 percent were demotivated. On the other hand, 53.6 percent of the respondents reported that, they were not happy with their status in society as a teacher and among these respondents, only 23.1 percent were motivated and 76.9 percent were demotivated.

Table 4.25: Chi-square test results for cross tabulation between the teachers’ professional status in society and motivation

Motivation * happy with the status given as a teacher in society Cross tabulation					
			Are you happy with the status you have been given as a teacher in society		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	47	31	78
		% within Are you motivated as a teacher	60.30%	39.70%	100.00%
		% within happy with the status by society	40.50%	23.10%	31.20%
	No	Count	69	103	172
		% within Are you motivated as a teacher	40.10%	59.90%	100.00%
		% within happy with the status by society	59.50%	76.90%	68.80%
Total	Count	116	134	250	
	% within Are you motivated as a teacher	46.40%	53.60%	100.00%	
	% within happy with the status by society	100.00%	100.00%	100.00%	

In addition, a Chi-square test was conducted as shown in Table 4.26 to establish if a relationship existed between the independent and the dependent variables. The test revealed that a P-value of 0.004 was given which showed that there was a relationship that existed between the status of the teachers in society and the teachers’ motivation, giving a confidence level of 99.6 percent. Based on the test results presented in Table 4.26, the study rejected the null hypothesis which stated that there was no existence of a relationship between teachers’ professional status in society and teachers’ demotivation and accepted the alternative hypothesis that a relationship did exist between teachers’ professional status in society and teachers’ demotivation as the p-value was less than 5 percent.

Table 4.26: Chi-square test results between the teachers’ professional status in society and motivation.

Chi-Square Tests						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	8.752a	1	0.003			
Continuity Correction b	7.961	1	0.005			
Likelihood Ratio	8.774	1	0.003			
Fisher's Exact Test				0.004	0.002	
Linear-by-Linear Association	8.717	1	0.003			
N of Valid Cases	250					
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.19.						
b Computed only for a 2x2 table						

In trying to probe further, to understand why some respondents were not happy with the status of the teachers in society a number of issues were uncovered, as it is evident in Figure 6. Among the respondents who stated that they were not happy with the status of teachers in society, 2.8 percent among them cited that teaching as a profession was associated with failure. Whereas, 8.0 percent reported that the teaching profession had been down-graded. While, 8.8 percent of these respondents stated that teachers were looked down upon. In addition, 11.2 percent of the respondents indicated that teaching was looked at as a low salary career. Whereas, 5.2 percent among these respondents stated that teachers were not given incentives. Furthermore, 5.6 percent of the respondents reported that teachers were not respected. The other 5.6 percent of the respondents stated that pupil's failure was always blamed on teachers and finally, 6.4 percent said teachers were despised.

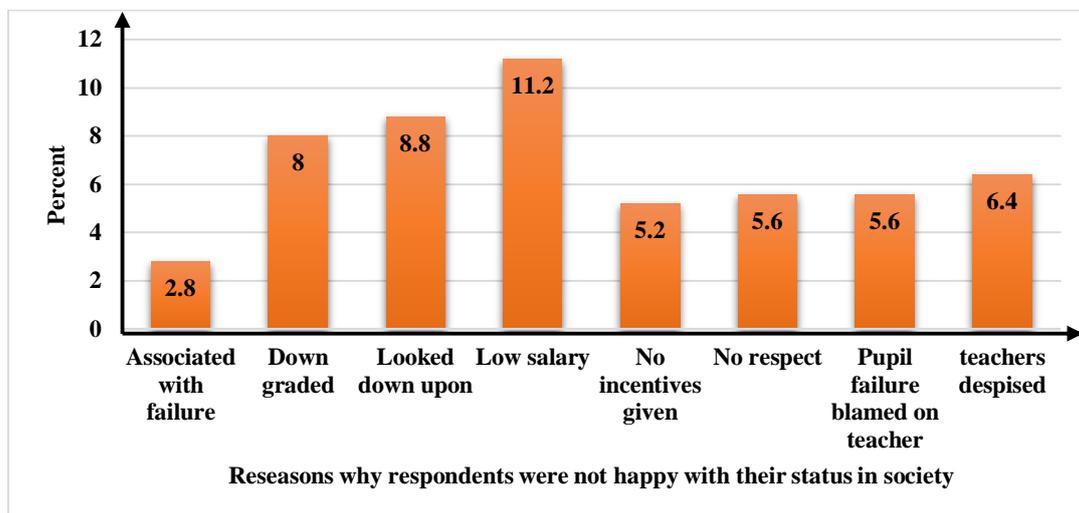


Figure 6: Why respondents were not happy with their status in society

4.3.5 Adequate Salary

Furthermore, remuneration was equally investigated in this study. Table 4.27 showed the participants responses in relation to the teachers' salaries which was also cross tabulated against teachers' motivation. Respondents were asked if the salaries they received was adequate to afford them decent living conditions and if that motivated or demotivated them. From the data presented in table 4.27, the study revealed that, only 16.8 percent of the total number of the respondents reported that their salaries were adequate and of these 81.0 percent were motivated and only 19.0 percent were demotivated. On the other hand, 83.2 percent of the respondents indicated that their salaries were not adequate and among these only 21.2 percent were motivated while, 78.8 percent were demotivated.

Table 4.27: Chi-square test results for cross tabulation between the adequacy of teachers' salaries and motivation

Motivation * adequacy of salary Cross tabulation					
			is the salary you receive adequate to afford you descent living		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	34	44	78
		% within Are you motivated as a teacher	43.60%	56.40%	100.00%
		% within is the salary you receive adequate to afford you descent living	81.00%	21.20%	31.20%
	No	Count	8	164	172
		% within Are you motivated as a teacher	4.70%	95.30%	100.00%
		% within is the salary you receive adequate to afford you descent living	19.00%	78.80%	68.80%
Total		Count	42	208	250
		% within Are you motivated as a teacher	16.80%	83.20%	100.00%
		% within is the salary you receive adequate to afford you descent living	100.00%	100.00%	100.00%

In trying to establish if a relationship existed between the independent and the dependent variables, a Chi-square test was conducted as shown in Table 4.28. Therefore according to the Chi-square test results a P-value of 0.005 was realised showing that, there was a relationship between the adequacy of teachers' salaries and teachers' motivation, thereby giving a confidence level of 99.5 percent. Based on the Chi-square test results, the study rejected the null hypothesis which stated that there was no relationship between the inadequacy of teachers' salaries and teachers' demotivation and accepted the alternative hypothesis that a relationship existed between the inadequacy of teachers' salaries and teachers' demotivation, as the p-value was less than 5 percent.

Table 4.28: Chi-square test results between the adequacy of teachers' salaries and motivation.

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	58.212a	1	0.005		
Continuity Correction b	55.459	1	0.007		
Likelihood Ratio	54.794	1	0.006		
Fisher's Exact Test				0.005	0.003
Linear-by-Linear Association	57.979	1	0.004		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.10.					
b Computed only for a 2x2 table					

4.3.6 Growth and Advancement

In this study growth and advancement was investigated under two aspects. That is, the in-service, out-service and specialised training as well as career and profession growth.

4.3.6.1 In-service, Out Service and Specialised Training

Table 4.29 shows participants' responses on in-service, out-service and specialised skills training and these were cross tabulated with teachers' motivation. Respondents were asked if their schools provided in-service, out-service and specialised skills training and if that motivated or demotivated them. The statistics given in Table 4.29 showed that, 51.6 percent of the respondents stated that they had such opportunities and out of these 40.3 percent indicated that, they were motivated while 59.7 percent were demotivated. Whereas, 48.4 percent of the respondents reported that they did not have such opportunities and among these only 21.5 percent were motivated, while 78.5 percent were demotivated.

Table 4.29: Chi-square test results for cross tabulation between in-service, out-service and specialised skills training and motivation

Motivation * In-service, out-service and specialised skills training Cross tabulation					
			In-service, out-service and specialised skills training		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	52	26	78
		% within Are you motivated as a teacher	66.70%	33.30%	100.00%
		% within In-service, out-service and specialised skills training	40.30%	21.50%	31.20%
	No	Count	77	95	172
		% within Are you motivated as a teacher	44.80%	55.20%	100.00%
		% within In-service, out-service and specialised skills training	59.70%	78.50%	68.80%
Total	Count	129	121	250	
	% within Are you motivated as a teacher	51.60%	48.40%	100.00%	
	% within In-service, out-service and specialised skills training	100.00%	100.00%	100.00%	

Through the use of a Chi-square test, the study tried to show if a relationship existed between the independent and the dependent variables. As evident from the statistics presented in Table 4.30 the Chi-square test established a P-value of 0.002 which showed that, there was a relationship that existed between in-service, out-service and specialised skills training and the motivation of teachers, giving a confidence level of 99.8 percent. Based on the test results of

the Chi-square, the study rejected the null hypothesis which stated that there was no relationship between lack of in-service, out-service and specialised skills training and the teachers' demotivation and accepted the alternative hypothesis that there was a relationship between lack of in-service, out-service and specialised skills training and the teachers' demotivation, because the p-value was less than 5 percent.

Table 4.30: Chi-square test results between the in-service, out-service and specialised training and motivation.

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.305a	1	0.001		
Continuity Correction b	9.447	1	0.002		
Likelihood Ratio	10.466	1	0.001		
Fisher's Exact Test				0.002	0.001
Linear-by-Linear Association	10.264	1	0.001		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 37.75.					
b Computed only for a 2x2 table					

4.3.6.2 Career and Professional Growth

Furthermore, career and professional growth was equally investigated. Table 4.31 revealed participants' responses with regard to career and professional growth and these responses were cross tabulated with teachers' motivation. Respondents in this study, were asked if their schools provided them with career and professional growth and if that motivated or demotivated them. From the statistics given in table 4.16 above it was seen that, among the respondents 66.4 percent of them stated that, they were provided with such opportunities and among these respondents 35.5 percent indicated that they were motivated, whereas, 64.5 percent of the respondent reported that, they were demotivated. On the flip side, 33.6 percent of the respondents reported that they did not have such opportunities and among these respondents only 22.6 percent of them were motivated, while 77.4 percent were demotivated.

Table 4.31: Chi-square test results for cross tabulation between career and professional growth and motivation

Motivation * career and professional growth/ advancement Cross tabulation					
			career and professional growth/ advancement		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	59	19	78
		% within Are you motivated as a teacher	75.60%	24.40%	100.00%
		% within career and professional growth/ advancement	35.50%	22.60%	31.20%
	No	Count	107	65	172
		% within Are you motivated as a teacher	62.20%	37.80%	100.00%
		% within career and professional growth/ advancement	64.50%	77.40%	68.80%
Total	Count	166	84	250	
	% within Are you motivated as a teacher	66.40%	33.60%	100.00%	
	% within career and professional growth/ advancement	100.00%	100.00%	100.00%	

In trying to determine the type of relationship that existed between career and professional growth and teachers' motivation, a Chi-square test was conducted as shown in Table 4.32. From this test, a P-value of 0.043 was computed which also gave a confidence level of 95.7 percent. These statistics shows that, a relationship did exist between the career and professional growth and teachers' motivation. In addition, having looked at the P- value from the Chi-square test, the study rejected the null hypothesis which stated that there was no relationship between lack of career and professional growth and the teachers' demotivation and accepted the alternative hypothesis that a relationship did exist between lack of career and professional growth and teachers' demotivation. This is because the p-value is less than 5 percent.

Table 4.32: Chi-square test results between career and professional growth and motivation

Chi-Square Tests						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	4.339a	1	0.037			
Continuity Correction b	3.758	1	0.053			
Likelihood Ratio	4.482	1	0.034			
Fisher's Exact Test				0.043	0.025	
Linear-by-Linear Association	4.322	1	0.038			
N of Valid Cases	250					
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.21.						
b Computed only for a 2x2 table						

4.3.7 Interpersonal Relationships

The other factor under investigation was the interpersonal relationships. The researcher wanted to find out if interpersonal relationships had any influence on the motivation of teachers. This factor was studied under three different themes of work relationships. These themes were: relationship among co-workers, relationship with immediate supervisor and relationship with the school Head teachers.

4.3.7.1 Work Relationship with Co-workers.

Table 4.33 shows the responses of participants with regard to their relationship with co-workers and these were cross tabulated against teachers' motivation. Respondents were asked to describe their work relationships with their co-workers and if that motivated or demotivated them. From the statistics given in table 4.17 above, 95.2 percent said their co-workers were friendly and of these 32.8 percent were motivated and 67.2 percent were demotivated. Out of the total number of the respondents only 4.8 percent said their co-workers were not friendly and among these, all the respondents indicated that they were demotivated thereby, making the total percentage of demotivated teachers to be 100 percent.

Table 4.33: Chi-square test results for cross tabulation between teachers' work relationship with their co-workers and motivation

Motivation * relationship with co-workers Cross tabulation					
			relationship with co-workers		Total
			Friendly	Non Friendly	
Are you motivated as a teacher	Yes	Count	78	0	78
		% within Are you motivated as a teacher	100.00%	0.00%	100.00%
		% within relationship with co-workers	32.80%	0.00%	31.20%
	No	Count	160	12	172
		% within Are you motivated as a teacher	93.00%	7.00%	100.00%
		% within relationship with co-workers	67.20%	100.00%	68.80%
Total	Count	238	12	250	
	% within Are you motivated as a teacher	95.20%	4.80%	100.00%	
	% within relationship with co-workers	100.00%	100.00%	100.00%	

In addition, a Chi-square test was conducted in order to determine if a relationship existed between the independent and the dependent variables. Based on the Chi-square test results presented in table 4.34, the study established that a relationship existed between the work relationships of teachers with their co-workers and teachers' motivation. This inference was arrived at through the use of a Chi-square test, which indicated a P-value of 0.020, thereby, giving a confidence level of 98.0 percent. Because of the Chi-square test results given above, the research rejected the null hypothesis which stated that there was no existence of a relationship between teachers' poor work relationship with their co-workers and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the teachers' poor work relations with their co-workers and teachers' demotivation, because the p-value was less than 5 percent.

Table 4.34: Chi-square tests test results between teachers' work relationship with their co- workers and motivation.

Chi-Square Tests						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	5.716a	1	0.017			
Continuity Correction ^b	4.291	1	0.038			
Likelihood Ratio	9.247	1	0.002			
Fisher's Exact Test				0.020	0.010	
Linear-by-Linear Association	5.693	1	0.017			
N of Valid Cases	250					
a 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.74.						
b Computed only for a 2x2 table						

4.3.7.2 Work relationship with immediate Supervisors.

The other relationship that was investigated was the work relationship between teachers and their immediate supervisors. Table 4.35 shows the responses of the participants on their work relationship with their immediate supervisor and these were cross tabulated against teachers' motivation. Respondents were asked to describe their work relationships with their immediate supervisors and if that motivated or demotivated them. From the data presented in Table 4.35, revealed that 92.4 percent of the respondent said that their immediate supervisor were friendly and of these 32.0 percent were motivated and 68.0 percent were demotivated. On the other hand, 7.6 percent of the respondents reported that their immediate supervisor were not friendly and only 21.1 percent were motivated and 78.9 percent were demotivated.

Table 4.35: Chi-square test results for cross tabulation between teachers’ work relationship with their immediate supervisor and motivation

Motivation * Relationship with immediate supervisor Cross tabulation					
			Relationship with immediate supervisor		Total
			Friendly	Non Friendly	
Are you motivated as a teacher	Yes	Count	74	4	78
		% within Are you motivated as a teacher	94.90%	5.10%	100.00%
		% within Relationship with immediate supervisor	32.00%	21.10%	31.20%
	No	Count	157	15	172
		% within Are you motivated as a teacher	91.30%	8.70%	100.00%
		% within Relationship with immediate supervisor	68.00%	78.90%	68.80%
Total	Count	231	19	250	
	% within Are you motivated as a teacher	92.40%	7.60%	100.00%	
	% within Relationship with immediate supervisor	100.00%	100.00%	100.00%	

Furthermore, A Chi-square test was done to show if a relationship existed between the independent and the dependent variables as shown in Table 4.36. The study established that a relationship existed between the work relationship between teachers and their immediate supervisors and teachers’ motivation. This is because a P-value of 0.044 was realised which showed that a relationship existed between the work relationship between teachers with immediate supervisor and the motivation of teachers, giving a confidence level of 95.6 percent. Based on the Chi-square test results, the study rejected the null hypothesis which stated that there was no existence of a relationship between teachers’ poor work relationship with immediate supervisor and teachers’ demotivation and accepted the alternative hypothesis that there was a relationship between teachers’ poor work relationship with their supervisors and teachers’ demotivation. This was because the p-value was less than 5 percent.

Table 4.36: Chi-square test results between teachers’ work relationship with their immediate supervisor and motivation

Chi-Square Tests						
	Value	Df		Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.986a	1		0.032		
Continuity Correction b	0.541	1		0.046		
Likelihood Ratio	1.055	1		0.030		
Fisher's Exact Test					0.044	0.023
Linear-by-Linear Association	0.982	1		0.032		
N of Valid Cases	250					
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.93.						
b Computed only for a 2x2 table						

4.3.7.3 Work Relationship with Head Teachers

Teachers work relationship with their school Head teachers was equally investigated in this study. Table 4.37 shows teachers' responses on their work relationships with their Head teachers and this was cross tabulated with teachers' motivation. Respondents were asked to describe their work relationships with their Head teacher and if that motivated or demotivated them. The statistics given in Table 4.37 revealed that, 91.2 percent of the total respondents indicated that their school Head teachers were friendly and of these 32.5 percent were motivated and 67.5 percent were demotivated. Whereas, the remaining 8.8 percent of the respondents reported that their school Head teachers were not friendly and among these only 18.2 percent were motivated and 81.8 percent were demotivated.

Table 4.37: Chi-square test results for cross tabulation between teachers' work relationship with their Head teacher and motivation

Motivation * Relationship with head/ deputy head teacher Cross tabulation					
			Relationship with head/ deputy head teacher		Total
			Friendly	Non friendly	
Are you motivated as a teacher	Yes	Count	74	4	78
		% within Are you motivated as a teacher	94.90%	5.10%	100.00%
		% within Relationship with head/ deputy head teacher	32.50%	18.20%	31.20%
	No	Count	154	18	172
		% within Are you motivated as a teacher	89.50%	10.50%	100.00%
		% within Relationship with head/ deputy head teacher	67.50%	81.80%	68.80%
Total	Count	228	22	250	
	% within Are you motivated as a teacher	91.20%	8.80%	100.00%	
	% within Relationship with head/ deputy head teacher	100.00%	100.00%	100.00%	

In addition, the researcher wanted to test hypothesis to show what type of relationship existed between the independent and the dependent variables as shown in Table 4.38. This was achieved by the use of a Chi-square test which gave a P-value of 0.022 with a confidence level of 97.8 percent. These two figures show that a relationship existed between teachers' work relationship with their school Head teachers and teachers' motivation. Therefore, because of the Chi-square test results as shown in Table 4.38, the research rejected the null hypothesis which stated that there was no existence of a relationship between the teachers' work relationship with their school Head teachers and teachers' demotivation and accepted the

alternative hypothesis that there was a relationship between the teachers' work relationship with their school Head teachers and teachers' demotivation because the p-value was less than 5 percent.

Table 4.38: Chi-square test results between teachers' work relationship with their Head teachers and demotivation.

Chi-Square Tests					
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.905a	1	0.016		
Continuity Correction b	1.298	1	0.025		
Likelihood Ratio	2.085	1	0.014		
Fisher's Exact Test				0.022	0.012
Linear-by-Linear Association	1.897	1	0.016		
N of Valid Cases	250				
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.86.					
b Computed only for a 2x2 table					

4.3.8 Decision Making Processes

Finally, the other factor that was investigated was the involvement of teachers in decision making process in the ten selected public secondary schools in Lusaka District. Table 4.39 shows responses of the participants on decision making process which were also cross tabulated against teachers' motivation. Under this factor, respondents were asked if they were involved in the decision making processes concerning their schools and their teaching jobs and if that motivated or demotivated them. As evident from the statistics given in Table 4.39, 52.4 percent of the total respondents reported that, they were involved in the decision making process and 37.4 percent of these respondents were motivated and 62.2 percent were demotivated. Whereas, 47.6 percent of the respondent stated that they were not involved in the decision making process and among these respondents only 24.4 percent were motivated while 75.6 percent were demotivated.

Table 4.39: Chi-square test results for cross tabulation between the involvement of teachers in decision making processes and motivation

Motivation * involvement in decision making processes Cross tabulation					
			Are you involved in decision making processes concerning your school and your teaching job		Total
			Yes	No	
Are you motivated as a teacher	Yes	Count	49	29	78
		% within Are you motivated as a teacher	62.80%	37.20%	100.00%
		% within involvement in decision making processes	37.40%	24.40%	31.20%
	No	Count	82	90	172
		% within Are you motivated as a teacher	47.70%	52.30%	100.00%
		% within involvement in decision making processes	62.60%	75.60%	68.80%
Total	Count	131	119	250	
	% within Are you motivated as a teacher	52.40%	47.60%	100.00%	
	% within involvement in decision making processes	100.00%	100.00%	100.00%	

Furthermore, the study established that a relationship existed between the teachers' involvement in decision making process and teachers' motivation. This assertion was arrived at after conducting a Chi-square test as shown in Table 4.40 which gave a P-value of 0.029 with a confidence level of 97.1 percent. Based on the Chi-square test result given, the research rejected the null hypothesis that there was no significant relationship between the teachers' involvement in decision making processes and teachers' demotivation and accepted the alternative hypothesis that there was a relationship between the teachers' involvement in decision making process and teachers' demotivation because the p-value was less than 5 percent.

Table 4.40: Chi-square test results between the involvement of teachers in decision making process and motivation.

Chi-Square Tests						
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	4.936a	1	0.026			
Continuity Correction b	4.347	1	0.037			
Likelihood Ratio	4.982	1	0.026			
Fisher's Exact Test				0.029	0.018	
Linear-by-Linear Association	4.916	1	0.027			
N of Valid Cases	250					
a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 37.13.						
b Computed only for a 2x2 table						

4.4 Strategies to reduce Teacher Demotivation in Public Secondary Schools

The third objective was to devise strategies that could be used in the reduction of demotivation among teachers working in public secondary schools in Lusaka District. To achieve this, Focus Groups were created for teachers to discuss some of the strategies that could be employed in ensuring that demotivation among teachers was reduced. Out of the selected schools two Focus Groups were created in each school, giving a total of twenty Focus Groups. The responses that were obtained from these Focus Groups were presented using pie charts.

4.4.1 How to Recognise Teachers' Performance

With regard to recognition, Figure 7 shows the responses of the participants on the best ways to recognise teachers' performance. Groups were asked to discuss some of the best ways in which teachers' performance can be recognized. From Figure 7 it is clear that 50 percent of the participants' responses indicated that learner assessment would help in the recognition of a teachers' performance, 15 percent of the responses were that teachers should be given incentives as a sign of recognition for their performance. Whereas, 10 percent wanted to be given bonuses, offering of rewards and appreciating their dedication were other ways of recognising teachers' performance and only 5 percent of the responses recommended for the use of evaluation of their performance, as a way of recognising teachers' good performance.

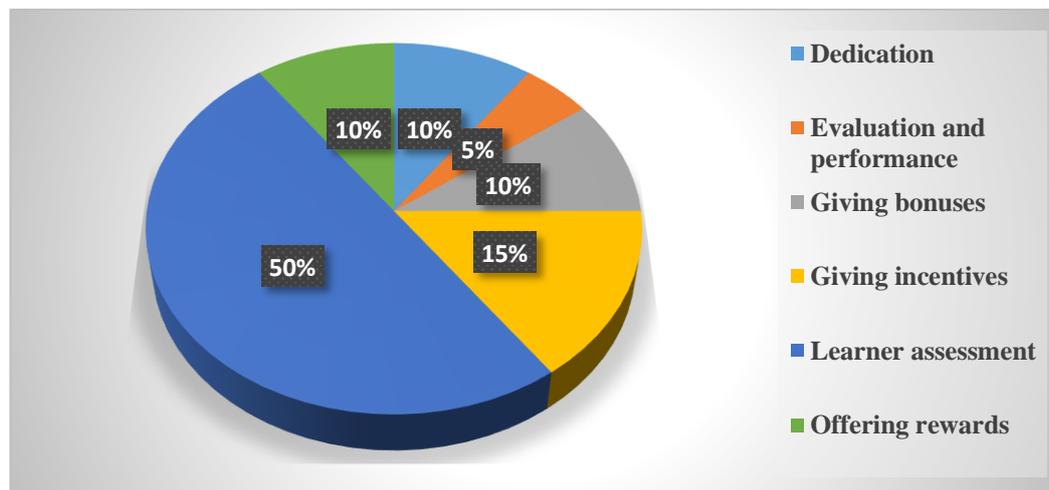


Figure 7: Best way to recognise teachers' performance

4.4.2 Implementation of Promotional Policies

The other issue that was brought to light from the group discussions was that of promotion. Figure 8 presented participants' responses given on how best the Ministry of General Education

can implement the promotional policy. Participants in the Groups Discussions were asked on how best the Ministry of General Education can implement the promotional policy. Among the responses that were given, 40 percent said it should be based on merit, whereas 25 percent responses said all stakeholders should be involved when offering such promotions, not only that, but also 15 percent of the responses indicated that there should be monitoring of the policy and finally, 20 percent reported that there should be transparency when promoting officers.

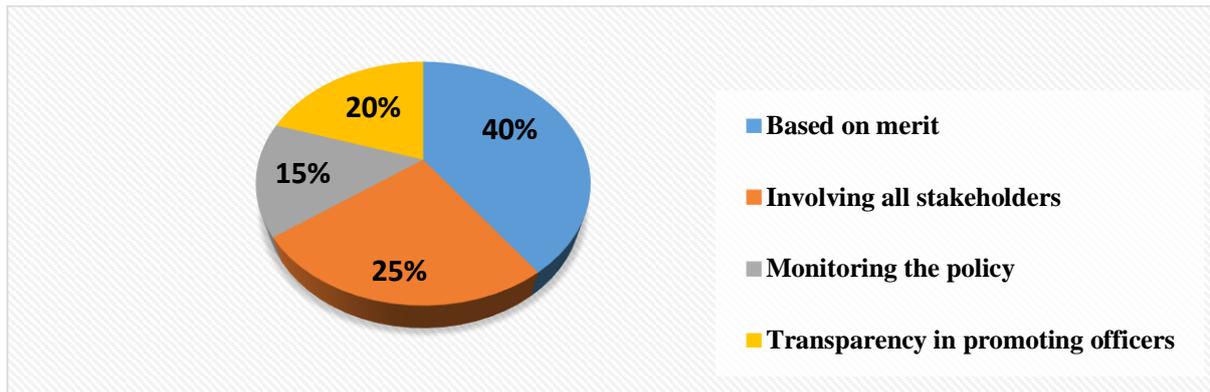


Figure 8: Implementation of the promotional policy by Ministry of General Education

4.4.3 Improvement of Working Conditions

Participants' responses on how to improve the physical working conditions were presented in Figure 9. Groups were asked what should be done to improve the physical working conditions. Among the responses given, 30 percent said by building more infrastructure, 5 percent said building houses for teachers and building more secondary schools respectively. 10 percent said by improving conditions of service and 25 percent said by providing teaching and learning materials and the reduction of teacher pupil ratio.

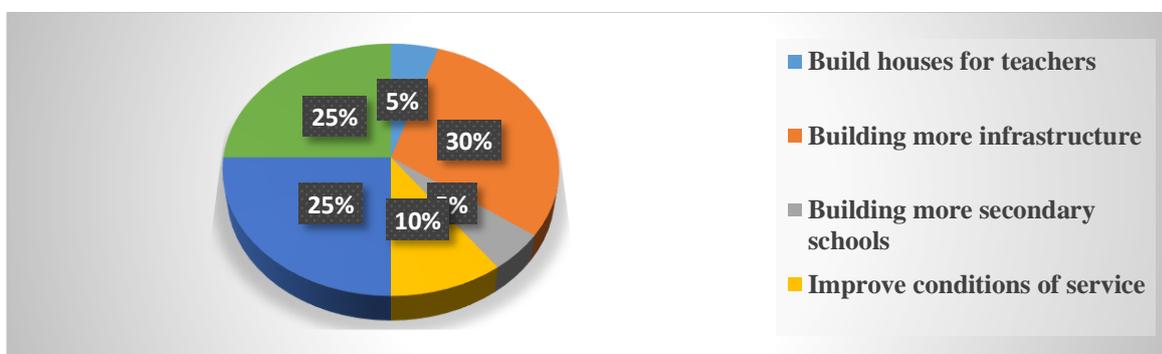


Figure 9: Improvement of the physical working conditions

4.4.4 Management Style

With regard to management styles, Figure 10 presented the Focus Group Discussions results on the type of management teachers wanted to see from their school Head teachers. Groups were asked what type of leadership they wanted to see from management and 5 percent of the responses said that they wanted to see action or result based leadership, whereas, 55 percent stated that they wanted a democratic type of leadership. In addition, 5 percent of the responses indicated a type of management which was impartial. Furthermore, 15 percent said that school Head teachers should be more-friendly and finally, 20 percent said they should be objective.

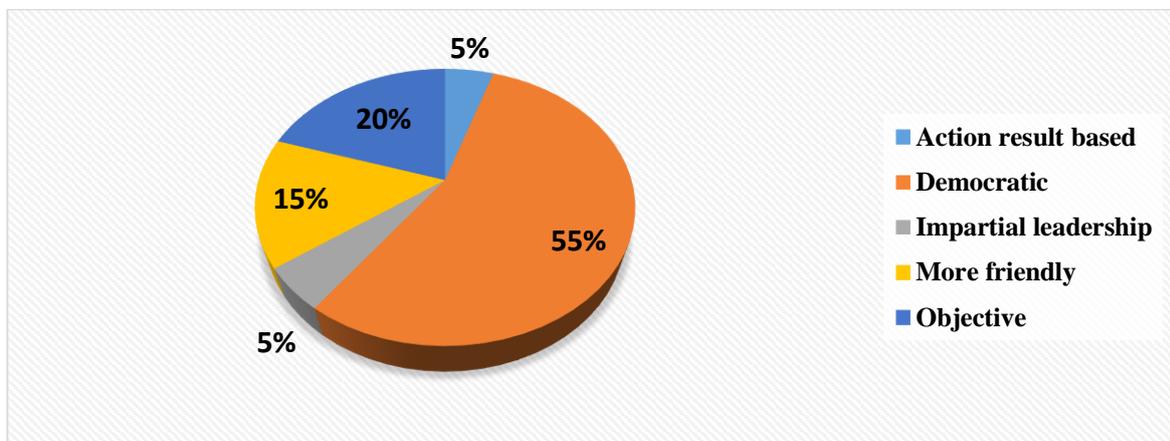


Figure 10: type of management to see from school management

4.4.5 Improvement of Teachers' Professional Status

With respect to teachers' professional status, Figure 11 shows the responses of the participants on improving the professional status of teachers in society. In the Focus Group Discussions, participants were asked what must be done to improve the status of the teachers in society. Participants gave a number of responses, among these were that 10 percent stated that discipline should be put on teachers' misconduct. Whereas, 25 percent said society should be educated on the importance of teachers. Apart from that, 55 percent indicated that there should be elimination of bad publicity of teachers, while 10 percent stated that there should be an enhancement of professionalism among teachers. In addition, 20 percent reported that there was need for government recognition of the profession and finally 30 percent indicated that there should be a salary increment.

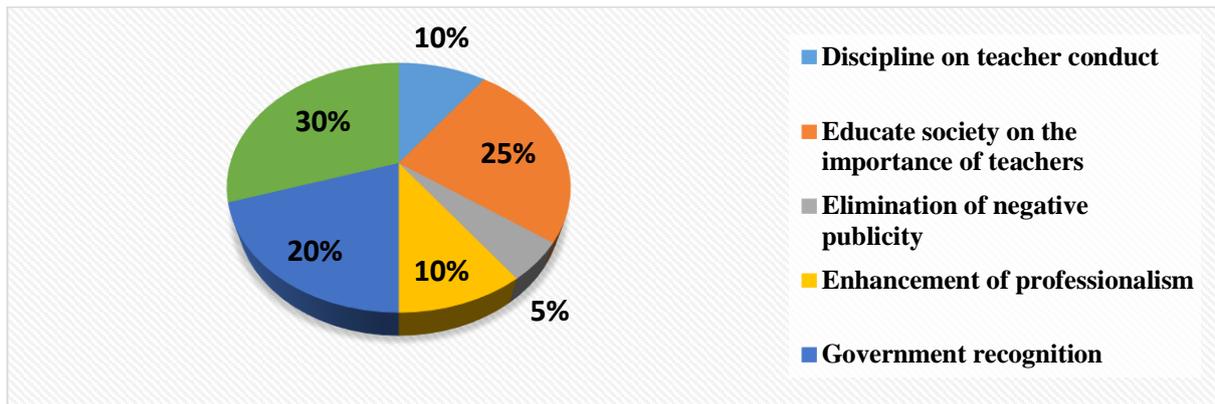


Figure 11: Improving teachers' professional status in society

4.4.6 Improvement of Teachers' Salaries

With regard to the improvement of teachers' salaries, participants' responses were presented in Figure 12. Groups were asked how best teachers' salaries could be improved. From the responses given, 10 percent said by adding allowances and 20 percent demanded for the change of financial policies. Furthermore, 15 percent said by creating the same salary scale for people with the same qualification despite the field of work. Not only that, but 5 percent reported that there should be an introduction of overtime payments and reintroduction of advances respectively and finally 45 percent indicated that there should be a salary increment.

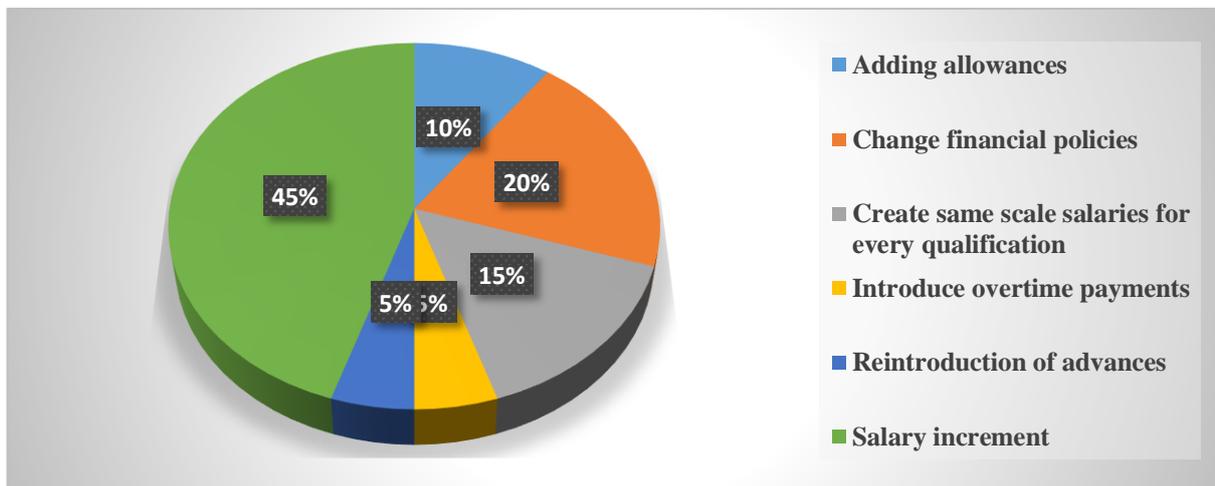


Figure 12: Improvement of teachers' salaries

4.4.7 Provision of incentives

In addition, the responses that participants gave on the kind of incentives to be provided for during the group discussions were presented in Figure 13. Groups were asked what incentives

should be provided for teachers. From the discussion groups, 15 percent of the responses on the matter suggested for the full sponsorship of the in-service training and offering allowances respectively. 10 percent demanded for the provision of internet, offering of leave benefits provision of bonuses, reduction in school fees for teachers’ school going children and offering rewards. Finally, 20 percent indicated the provision of monetary incentives.

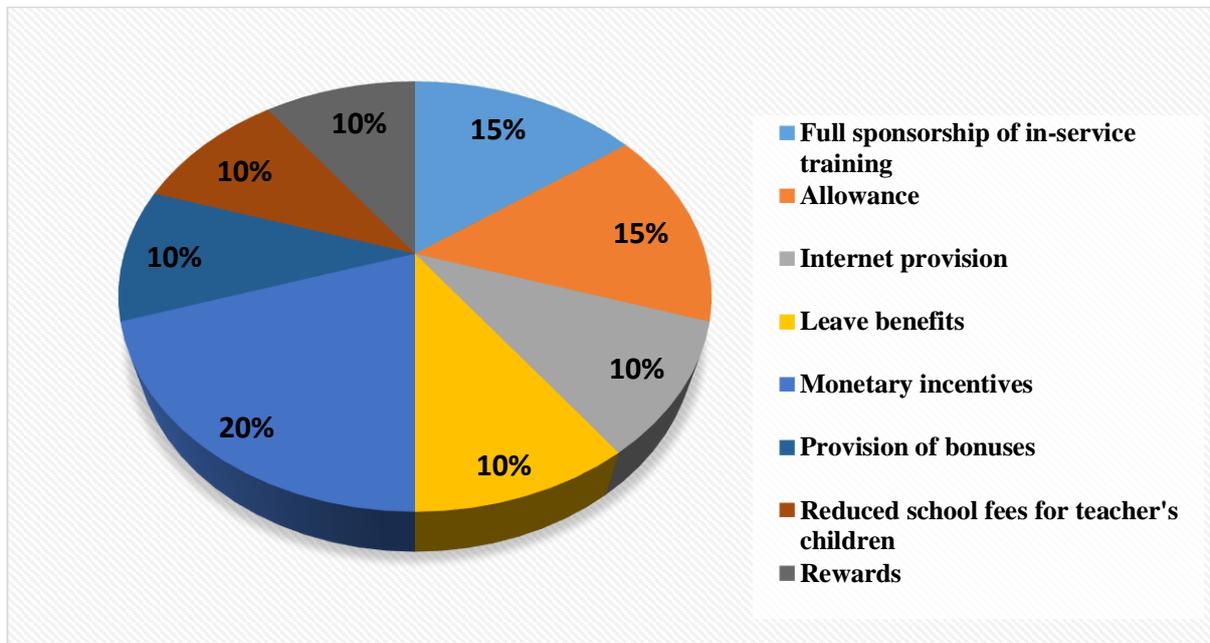


Figure 13: Provision of Incentives

4.4.8 Enhancement of In-service Programmes

With regard to the in-service programmes, Figure 14, presents responses from participants on how to enhance teachers’ in-service programmes in schools. Groups were asked how in-service teacher programs could be enhanced in schools. Among the responses that were given 30 percent advocated for the Continuous Professional Development (CPD) to be encouraged as a way of motivating teachers to work and love their work. On the other hand, 25 percent of the responses recommended for an increase in government funding for these programs to enable more teachers to develop their skills and qualifications. Furthermore, 20 percent of the responses indicated that there should be an introduction of allowances for teachers who would like to pursue these in-service programs. In addition, 15 percent of the responses advocated for an increase in funding for the in-service programs. Finally, among the responses 10 percent said that these programs should be made mandatory.

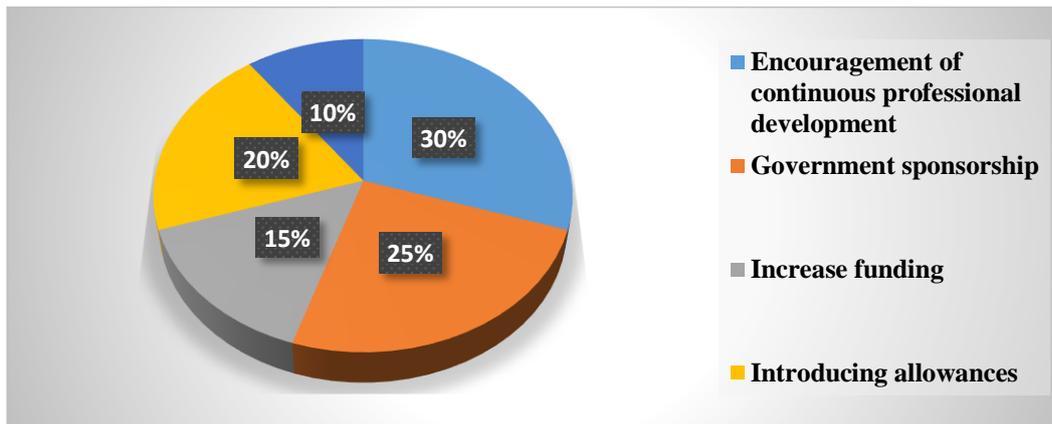


Figure 14: Enhancement of Teachers' in-service Programmes

4.4.9 Inclusion of Teachers' in Decision Making

The responses that participants gave on teachers' involvement in decision making process during the group discussions were presented in Figure 15. Within their groups, participants were asked how best could teachers be included in the decision making process at ministerial level. Among the responses given, 20 percent stated that, teachers should be allowed to attend meetings and that they should have a union representative. Furthermore 10 percent indicated that teachers should be part of the policy formulation and getting teachers' views. Not only that, but 5 percent of the responses said that they should be conducting a referendum at every school and teachers should be consulted on major issues before a decision is made. Finally, 15 percent said decision making should be decentralized and that teachers should be involved in the development of the education curriculum.

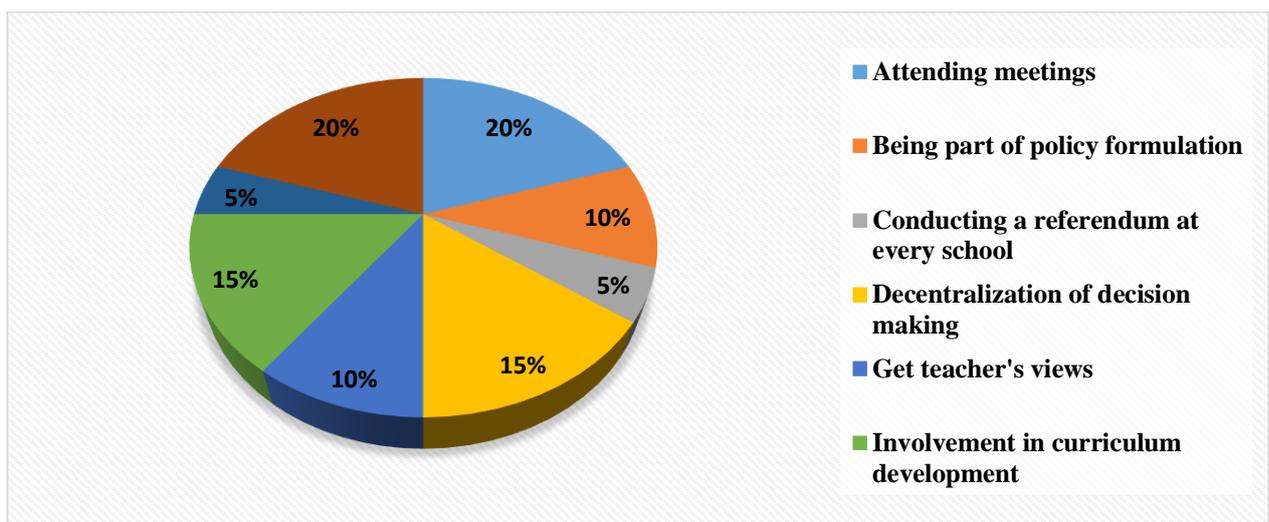


Figure 15: Inclusion of teachers in decision making at ministerial level

4.5 Chapter Summary

Chapter four of this study presented the findings of the study in relation to the three research objectives which were set for the study. To start with the chapter presented the findings on the demographic characteristics of teachers in the ten selected public schools in Lusaka District of Zambia. The chapter also presented the findings of the study on the various factors that caused demotivation among teachers in the ten selected public schools in Lusaka District. In addition, hypothesis were tested especially for objective one and two. Finally the chapter presented strategies on how best teacher demotivation can be reduced in the selected public secondary schools in Lusaka District.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discussed the research findings presented in chapter four of the study on addressing teacher demotivation in public secondary schools in the ten selected public secondary school in Lusaka District while making reference to the literature review. The discussion was presented according to the research objectives of the study which were:

- i. To describe demographic characteristic of teachers in public secondary schools in Lusaka District.
- ii. To address the factors responsible for teacher demotivation in public secondary schools in Lusaka District.
- iii. To devise strategies to combat teacher demotivation in public secondary schools in Lusaka District.

5.2. Demographic Characteristics of Teachers

In this study, the demographic characteristics are those factors that are peculiar to individual teachers and have an impact on teachers' demotivation. Therefore the demographic characteristics included in this study were: gender, age, years of service, level of education and the positions that teachers held in their respective schools.

5.2.1 Gender

This study consisted of both the female and the male participants. According to the findings presented in chapter four, Table 4.1 indicated that, more females teachers participated in the study compared to the male teachers. Out of the total number of the participants that were employed in the study, the female teachers represented 55.6 percent, out of which only a minority group among them, representing 28.8 percent indicated that they were motivated and a higher proportion of 71.2 percent were demotivated. On the other hand, the male counterparts represented 44.4 percent of the total number of respondents in the study of which 34.2 percent were motivated and 68.8 percent were demotivated.

Looking at the statistics given above, it was seen that more female teachers were demotivated in the selected public secondary schools in Lusaka District compared to their male counterparts. The findings of this study were in consistence with the research findings of Wangai (2012) who conducted a study on the factors affecting job satisfaction among public school teachers of Mwatate District in Kenya. Wangai concluded that female teachers were more demotivated compared to the male teachers. In addition, according to the Chi-square test which was conducted, this study discovered that the gender of the teachers had an impact on their demotivation. It was unfortunate however, that no further investigations were done to understand the reasons that caused female teachers to be more demotivated than their male counterparts.

5.2.2 Age

From this study it was evident that, respondents who were relatively younger, that is, those aged between 20 and 29 years were more demotivated than those that were older. It must be noted that this age group consists of people who are in their prime age, very adventurous and too hyper active, hence these teachers find the teaching job to be very monotonous and boring. This is so because they keep on doing the same job and same things over and over again. This category of teachers' need a more interesting, attractive career and career structure that could enable them apply themselves fully and develop themselves.

The findings of this study were supported by Dehaloo (2011) who in his study, on the motivation and job satisfaction of secondary school teachers in Kwazuku Natal, revealed that, the demotivation level was higher among teachers who were younger, with the least demotivated being reported among the older or those teachers that had advanced in age. Inference was therefore made that, the age of the teachers impacted on their demotivation. It must be noted however that the study did not probe further into understanding what could be the possible causes for older teachers to be less demotivated.

5.2.3 Years of Service

The statistics presented in Table 4.5 showed that 50.8 percent of the teacher had worked for 0 to 10 years and of these 30.7 percent were motivated and 69.3 percent were demotivated. 37.2 percent had worked for 11 to 20 years and of these, 30.1 percent were motivated and 69.9 percent were demotivated. 6.0 percent of the respondents had worked for 21 to 30 years and of these 33.3 percent were motivated and 66.7 percent were demotivated. 2.0 percent worked for

31 to 40 years and of these only 20.05 percent were motivated and 80.0 percent were demotivated. Furthermore, 2.4 percent of the respondents worked for 41 to 50 years and of these 66.7 percent were motivated and 33.3 percent were demotivated. And only 1.6 percent of the respondents said that they had worked for 50 years and above and of these 25.0 percent were motivated and 75.0 percent were demotivated. Based on the findings of the study, it was established that, teachers that had saved for a longer period of time were less demotivated compared to those that had saved for lesser years. In addition, it must be noted that, based on the Chi-square test results, the study concluded also that the years that teachers had served had an impact on their demotivation. The findings of the study were totally in agreement with the work of Shenyagwa (2014) who also concluded that, the longer saving teachers were less demotivated than those who had saved for a shorter period of time.

5.2.4 Highest Level of Education

With regard to the highest level of education, the study revealed that, highly educated teachers with Masters Degrees were the most demotivated teachers, with the lowest being the least educated who were Diploma holders. This is so because Masters Degrees is not yet recognised by the Ministry of General Education. The highest qualification there is so far, is a Bachelor's Degree and so, all teachers that had attained their master's education still received the same salary as the Bachelor's Degree Holders, and this was said to be very demoralising and demotivating to the highest level.

In addition, it must also be noted that, by holding a Master's Degree does not put these teachers at an advantage in any way. As stated earlier, the Ministry of General Education in Zambia does not recognise Master's Degree. It is therefore, not guaranteed that by virtual of holding a Master's Degree a teacher will hold any position in a school. In most cases the public secondary school were actually managed by Diploma and at rare times Degree Holders. The Ministry of General Education does not provide a proper and a good career structure. It must therefore be stated that, this trend in the General Education is very devastating, demoralising and highly demotivating. In addition, based on the Chi-square test results in this current study, inference was made that the level of education of teachers affected their demotivation. However, the study did not investigate further, to understand why teachers with Diplomas were the least demotivated.

The findings of this study, confirmed the work of Wangai (2012) who also discovered that, teachers who were highly educated with Masers Degree were more demotivated compared to the teachers who did not advance much in their education.

5.2.5 Current Position

Furthermore, it must be noted that, in this current study the Section Heads among this category were the ones who were the most demotivated. Section Heads as a managerial position is a well-recognised position by the Ministry of General Education with well stipulated duties and responsibilities. However, it must be noted here that, this position does not attract any monetary and non-monetary incentives. Most respondents reported that they did so much work compared to even Heads of Departments, yet the pay check went to the Heads of Departments only. In this study, teachers who were Section Heads expressed displeasure at this and stated that, this was demoralising and demotivated them to a greater extent.

From the statistics given it was seen that teachers who held a position in school or those with extra responsibilities in schools were less demotivated except for the Section Heads. In addition, the majority (56.4 percent) of the respondents in this study did not hold any higher positions as they were merely subject teachers. This showed that not having any extra responsibility caused teachers to be demotivated in what they did as they felt not trusted and appreciated.

This assertion was greatly supported by Shenyagwa (2014), who conducted a research on motivation and job satisfaction among secondary school teachers in Kinondoni. Shenyangwa discovered that, teachers who held a higher position in schools were less demotivated than teachers who did not hold any positions in school and this affected their demotivational level. In as much as it is not possible for everyone to hold positions in a school, it is imperative that school management equitably distribute responsibilities among the teachers. Katubu *et al.* (2014) explained that, school management need to embrace the principle of shared leadership. However, as these positions are created and given, it is important that they attract an incentive so that teachers in those positions do not feel that they work for nothing.

5.3. Demotivational Factors

There were various factors that affected teachers' demotivation in the ten selected public secondary schools in Lusaka District. Among these factors that were investigated were:

recognition, working conditions, management style, professional status, remuneration, training and development and interpersonal work relationships.

5.3.1 Lack of Recognition

Lack of recognition was identified as a factor that caused demotivation among teachers in the ten selected public secondary schools in Lusaka District. Two methods of recognising teachers' hard work, that is, promotion and reward were investigated. From the data analysis in Tables 4.11 and 4.13, it clearly indicated that teachers wanted their effort to be appreciated either through the use of promotions or rewards as a way of recognising their effort. Therefore, it is important to note that not recognising teachers' hard work, negatively affected teachers, thereby causing demotivation among them. This was because, when teacher were not recognised for their work they felt their work was not valued and appreciated.

In this current study, it was seen that teachers whose hard work was not recognised either through promotions or the use of rewards were more demotivated compared to the teachers who were recognised and yet demotivated. In addition, it was clear from the literature review that promotion and reward played a vital role in the reduction of demotivation among public secondary school teachers. The findings of the current study with regard to recognition, were in agreement with the study by Ayale (2014) who equally discovered that, the demotivational levels of teachers who had not been promoted or rewarded were relatively higher compared to the teachers who had been promoted or rewarded. Ayale (2014) further stressed that, school management should concentrate on both financial and non-financial rewards as a form of recognition, as non- financial means were equally critical in reducing demotivation among teachers serving in public secondary schools.

Furthermore, Ayale (2014) indicated that, not recognising teachers' good performance negatively affected teachers, thereby causing demotivation and lack of productivity among them. In addition, Ayale (2014) illustrated that, if public school teachers were not recognised for their good effort it brought about demoralisation and consequently demotivation among teachers. Not overlooking Herzberg's Theory which posits that, recognition is a strong motivation factor which if well executed, to a greater extent, satisfy an employee and this could lead to the reduction of demotivation among teachers. The flip side of this is also true. In this study Herzberg's idea on recognition was very much appreciated.

Therefore, there was need for the school managers and the Ministry of General Education to recognise teachers for their good work either through promotions or use of other rewards which could include both financial and non-financial means, as they are also critical in an effort to reduce demotivate and enhance motivation among teachers.

5.3.2 Poor Working Condition

The conditions in which teachers operated from was seen as one of the factors that caused teachers' demotivation in public secondary schools. A number of issues were investigated under this factor, among these were: adequacy of teaching and learning materials, adequacy of facilities, work load and finally the security of the school as indicated in the discussion below.

5.3.2.1 Inadequacy of Teaching and Learning Materials

According to this current study, the majority of teachers in the ten selected public secondary school in Lusaka District were demotivated and one of the reasons for their demotivation was the inadequacy of the teaching and learning materials in these public schools. Respondents stated that, materials both for the teachers and the learners that were used in the teaching and learning process were said to be inadequate. In addition to that, these inadequate material were not provided to the teachers on time by the school management, to help them execute their duties effectively.

It must be stated here that, this kind of behaviour by management made the work of the teachers very difficult and teachers failed to function at their optimal level. The findings of the current study were in agreement with Nyambe (2016) who discovered that, the majority of teachers working in public secondary schools in Ndola District of Zambia were demotivated and one of the reasons for their demotivation was that, their Head teachers did not provide them with the teaching and learning materials on time and this made the teaching process very difficult for them.

5.3.2.2 Inadequate Facilities

Furthermore, the current study also identified the inadequacy of facilities as another factor causing demotivation among teachers in the ten selected public secondary schools in Lusaka District. The current study revealed that, the inadequacy of facilities in the selected public secondary schools in Lusaka District had contributed to the teachers being demotivated, as the

study had indicated that the majority of teacher felt that the facilities in their schools were inadequate thereby contributing to their demotivation.

In addition, the study also revealed that the inadequacy of facilities in the ten selected public secondary schools in Lusaka District, caused learners to be overcrowded in the few classes that were available. Infrastructures such as; libraries, laboratories, work space (staff room) and convenience rooms which are critical for the well-functioning of a schools were also inadequate, and their inadequacy made the teaching process very difficult. The findings of this study were in agreement with Nyambe (2016) who reported that, public schools in Ndola District did not have enough facilities, in terms of class rooms and staff rooms.

5.3.2.3 Increased Work Load

The current study also discovered that, teachers were not happy with the work load, for there seemed to be increased work load that had been assigned to them. The analysis showed that, 60.0 percent of the teachers, were not happy with their work load especially the high teacher-pupil ratio, coupled with the shortage of teaching and learning resources which were also critical for the successful teaching and learning process. These issues made the teaching process very difficult and unpleasant. The findings of this study were in agreement with the works of Nyambe (2016) who discovered that, public secondary schools in Ndola did not provide adequate teaching materials and on time. In addition, the class rooms were inadequate causing overcrowding among the learners. This made it very difficult for teachers to do their job effectively, and consequently causing demotivation among them.

In addition, Salami (2012) stressed that, overcrowded classrooms which are usually caused by the inadequacy of facilities and infrastructure makes it very difficult for teachers to carry out their duties. Furthermore, overcrowded classroom are very difficult to control and it usually puts extra strain on the teachers which makes it even more difficult for them to manage the classrooms and consequently this is usually reflected badly on the students' performance especially in their examinations and also learners fail to comprehend lessons in such classrooms (Richardson et al., 2014).

5.3.2.4 Inadequate Security

Security is an issue that must not be compromised especially in a work place. However, Security of most public secondary schools in Lusaka District was not guaranteed, as the

teachers reported not to have guards, deteriorating infrastructures such as broken doors and windows which were never repaired, making it easy for anyone to access the buildings. The theft that took place such as, in car parks made teachers not to be comfortable with the safety of their properties. In addition, the ten selected public secondary schools in Lusaka District no longer had lockers where valuables could be safeguarded and this posed as a threat to the safety of some valuables people possessed in schools. Not only that, but also most big schools had a lot of outlets making entries into the school and exits to be easily accessed. However, it must be noted that according to the Chi-square test, the current study found that, there was no relationship between the security of the school and the demotivation of teachers in the ten selected public secondary schools.

From the data analysis, it was very evident that teachers were demotivated because the conditions in which they worked from were not conducive and attractive. The findings of this study were in consistency with the works of Muhamed (2013) and Nyambe (2016), who reported inadequate working conditions for teachers, such as inadequate teaching and learning materials, inadequate facilities, and poor work load especially the high teacher pupil ratio.

Just like any other work force, teachers as well do not feel proud to work in environments that are unattractive. Such environments do not motivate teachers to work hard and achieve their work goals. Nyambe (2016) went further to state that, teachers who work in such unattractive environment, mostly have low morale and often develop the tendency of being absent from work without a good reason.

5.3.3 Leadership and Management Style

From the statistics given in chapter four, Table 4.23, it was very clear that respondents were not happy with the management style employed by their school Head teachers. In this study we could safely say, poor management style exercised by the school Head teachers was one of the reasons why teachers were demotivated. In addition, participants gave reasons why they did not appreciate how management run affairs in schools and among the reasons cited were that their school Head teachers: only awarded those who were older in the system, were biased, differed in goals and expectations, were ever negative, practiced favouritism, were faulty finding than they appraised positivity, poor communication skills and only rewarded teachers verbally and these were the reasons for their demotivation. In addition, the Chi-square test

results strongly indicated that there was a relationship between school Head teachers' management styles and teachers' demotivation

According to the study conducted by VSO (2007) on making education for all a reality, strongly echoed that without radical educational management reforms in most Sub-Saharan African countries including Zambia, achieving the goals of the Education for All reform, was farfetched. In the study conducted on Head teachers' leadership styles and teachers' job satisfaction in primary schools Ali (2011) emphasised that, it must be a vision of all Bangladesh schools to improve their school's management styles in order to reduce demotivation among teachers and consequently enhance teachers' performance. Ali (2011) postulated that, it was the duty of management to motivate its professional staff. However, the poor human resource management in most public secondary school in Zambia, seriously demotivated teachers.

The findings of this study were a bit different in terms of approach with a number of researchers like Bennell and Akyeampong (2007), Muhamed (2013) and Nyambe (2016) who discovered that, teachers were not happy with the leadership styles, as most school Head teachers and higher educational authorities in public secondary schools operated in a hierarchical and authoritarian systems with limited participation especially in decision making. However, in this study, 56.4 percent of the respondents were not happy with their school Head teachers because they only awarded those who were older in the system, were biased, differed in goals and expectations, ever negative, favouritism, faulty finding than they could appraise positivity, had no proper communication with teachers. In addition teachers indicated that their school Head teachers only rewarded them verbally, and these were the reasons for their demotivation.

In addition, Kabutu et.al (2014) in their studies on instructional leadership and its effect on the teaching and learning process discovered that there was a strong relationship between school leadership with the quality of learning, teaching, motivation and performance. Therefore, if a school exhibited poor leadership, it caused demotivation among teachers which consequently affected the quality of teaching and learning as well as the ultimate goal of the teaching and learning process.

Therefore, in this study it is important especially for the school management to be impartial in order for them to deal with teachers in the same and a more professional way and not to let their emotions influence their actions and decisions. This is because the issues cited above with

regard to how school Head teachers managed things in their respective schools could be detrimental to the teachers and the wellbeing of the schools if not well managed.

5.3.4 Poor Professional Status

According to the current study, it was evident that the majority of teachers with 53.6 percent were not happy with the status their profession had received especially in society. This group of the respondents were the ones that showed the highest proportion of demotivated teachers with 76.9 percent in that category. According to this study, teachers were only associated with failure, downgraded, looked down upon, low salaries and lack of incentives. In addition, teachers were not given the respect they deserved and that pupils' failure was always blamed on the teachers and finally teachers were generally despised by the society. Therefore, it was evident that how society viewed the teaching profession had a negative impact on teachers' demotivation. Furthermore, the Chi-square test results showed a very strong relationship between teachers' professional status in society and teachers' demotivation.

The findings of this study agreed with the work of Hamaimbo (2016) and Mwanza (2010) who equally discovered that teachers felt that, they were not appreciated and accorded the respect they deserved. They added that, the community despised the teaching profession as teachers were looked at as losers and a job of the last resort. These negative stereotyping of the teaching profession had made the teaching profession highly frustrating, unattractive and demotivating for teachers. The Teaching Council of Zambia (2016) however, cautioned teacher to enhance their professional conduct in order for them to earn the much cried over respect, which would consequently reduce their demotivation.

5.3.5 Inadequate Remuneration

From the statistics given in Table 4.27, it was very clear that a high proportion of the respondents (83.2 percent) were not happy with their salaries. Teachers' salaries were not adequate in comparison to the high cost of living in Zambia. Inflation was high, the kwacha kept depreciating against the major international currencies and taxes were high and too many, which forced teachers to live in perpetual poverty. Except for those engaged in secondary employment like private tutoring or entrepreneurship, teachers could not afford decent and quality living conditions. In addition, the Chi-square test results compelled the researcher to conclude that, the inadequacy of teachers' salaries had made teachers in the ten selected public secondary schools in Lusaka District to be highly demotivated.

The findings of this study were in consistence with the works of Dahaloo (2011) who highlighted that, 88 percent of the teachers felt that their pay was inadequate and that their salaries did not match with the country's inflation and increased taxes which further lowered their disposable income. In addition, Nganzi (2014) explained that when teachers' salaries or pay were not adequate, dissatisfaction set in and this increased teachers' demotivation and lowered their performance.

5.3.6 Lack of Growth and Advancement

Growth and advancement was yet another factor that was considered in this study. Under this concept different aspects were investigated among these were the in-service and specialised training and career and professional growth.

5.3.6.1 In-service Programmes

With regard to the In-service programmes, statistics in the data analysis in Table 4.29 indicated that, respondents who had these programs tended to be less demotivated than those who did not have such programmes. This is because, in-service programmes help teachers to fit in well and grow in their professional and be enthusiastic about their work. Hence, if these programmes were unavailable it made teachers to be misplaced in their duties and profession. The findings of this study were in agreement with those of Shenyangwa (2014) who revealed that, teachers in schools which had better training and development programmes were less demotivated and this improved their commitment towards their jobs, compared to schools that did not have such programmes.

In addition, Bennell and Akyeampong (2007) explained that in order to reduce teacher demotivation, there is need for a more attractive career structures and more opportunities for teacher professional development. The in-service training in particular, could increase teachers' morale, reduce their demotivation and consequently lead to improved student outcomes.

5.3.6.2 Career and Professional Growth or Advancement

With respect to career and professional growth, the results presented in Table 4.31 showed a relatively higher percentage (66.4) of teachers who reported that their schools did provide them with opportunities for career and professional growth. However, it is worth mentioning here

that, from the smaller percentage (33.6) of respondent who reported that their schools lacked these opportunities a higher percentage (77.4) out of these participants were demotivated.

It is therefore, important that the school management and other relevant educational authorities see to it that opportunities for career and professional growth are available as they are important in the bid to reduce demotivation among teacher, especially teachers serving in public secondary schools of Lusaka District. It must be noted that, the findings of this study were supported by Shenyangwa (2014) who discovered that, teachers in schools where training and development programmes were available showed lower levels of teacher demotivation.

5.3.7 Interpersonal Relationships

The other factor that was of great importance to this study was the work relationships that existed in school. Among these relations and those that were investigated for this research were the work relationship that existed among ordinary teachers. The other work relationship was that which existed between teachers and their immediate supervisors. Finally the work relationship that existed between teachers as well as their school Head teachers was equally studied.

From the statistics given in Table 4.33, 4.35 and 4.37, indicated that the majority of teachers who participated in the study had friendly work relationship with their co-workers, immediate supervisors and school Head teachers and a small group of the participants' reported that their work relation was not good with their co-workers, immediate supervisors and school Head teachers. However, it was strange to report that even among the teachers who had stated that their work relationship were good the majority of these were demotivated. This simply meant that, the work relationships between the respondents, and their co-workers, immediate supervisors and Head teachers did not cause demotivation among teachers to a greater extent in the ten selected public secondary schools in Lusaka District.

The findings of this study contradicted the finding of Ayale (2014) and shenyangwa (2014) who discovered that, schools that had exhibited good work relationships among teachers and management motivated teachers. On the other hand the schools that had poor work relationships demotivated teachers.

However, it must be noted that, interpersonal work relationships among co-workers, between teachers and their immediate supervisors and between teachers and their school Head teachers

must be well managed. This is because poor interpersonal work relationships have the potential to cause demotivation among teachers. This is because, from the current study it was evident that only a small percentage of teachers were displeased with the work relationships that existed among themselves, with their immediate supervisor and lastly with their school Head teachers, which indicated only 4.8 percent, 7.6 percent and 8.8 percent respectively. However, it must also be noted that, out of those that were not happy with their work relationships, the majority of them, if not all especially in the case of co-workers were demotivated.

Furthermore, Ayale (2014) urged that it is important to have good work relationships. In order to build health work relationships, teachers must engage with one another in a more positive and productive way. Furthermore, Ayale (2014).explained that good and amicable social interactions among workers bring about a high sense of belonging among teachers and this reduces demotivation among them.

5.4. Strategies to reduce Demotivation among Teachers in Public Secondary Schools

After conducting Focus Group Discussions, a number of strategies were discussed and identified which could help reduce the demotivation of teachers in selected public secondary schools in Lusaka District.

5.4.1 Best ways to recognise Teachers' Performance

From the Focus Group Discussions that were conducted in the ten selected public secondary schools in Lusaka District, it was noticed that teachers wanted to be recognised for their hard work and effort. According to Figure 7 some of the ways of recognition that were discussed were that: learners should be assessed to see which teachers were working well, the presentation of bonuses, rewards and incentives were other ways that were discussed. The outcomes of this study were in agreement with Nyambe (2016) who recommended the presentation of awards, prizes, gifts, presents, praises and certificates to deserving teacher as a way of reducing demotivation and bringing about higher performance in various subjects. Nyambe (2016) explained the importance of recognising teachers' hard work as it was critical, in the bid to reduce teachers' demotivation and a way of motivating other teachers as well and consequently this could bring about good performance. In addition, Musunsu, Kasandi and Wamocha (2008) and Kamunjeru (2015) also stressed the need for school Head teachers to come up with ways of motivating their teachers, and these could take the form of both monetary and non-monetary ways.

5.4.2 Implementation of the Promotional Policy by the Ministry of General Education

The use of promotion in this study was so pronounced as a method of recognising teachers' effort or performance. According to Figure 8 the groups recommended that the promotional criteria be based strictly on merit, the process to be transparent and be monitored. It had been noticed that, the Ministry of General Education and other relevant educational authorities use the age and the years of service as a criteria for promotion. However this does not guarantee, that these individuals were deserving to be holding those positions. It was very discouraging especially to the younger teachers who were hardworking, but because of their age and years in service could not assume leadership or higher positions in their respective schools. With regard to this issue, sanity needs to be brought to the sector, otherwise schools will keep on having incompetent people in positions who even fail to perform, only holding on to the name as: school Head teacher, Deputy Head teachers and Head of Department.

The findings of this study, agreed with Mwanza (2010) who highlighted that, schools and other stakeholders must develop a system of promotion that was based on clearly specified, transparent and performance related criteria. This is so because it could ensure fairness in the promotion process and teachers will appreciate it as a way of motivating them. Maroa (2013) added that, giving more responsibility to teachers is a great way to reduce demotivation among teachers, as this makes teachers feel trusted, appreciated and valued.

5.4.3 Improvement of the Physical Working Conditions

Good working environment plays a vital role in reducing demotivation among teachers. Work environments which are not conducive does not give teachers the morale of going for work. The current study indicated that the conditions in which teacher operated from in the ten selected secondary schools in Lusaka District, were inadequate. In addition, the responses given in the study discussion groups in Figure 9 showed that, there was need to build more infrastructure, building of teachers' houses, building of more schools, improving conditions of service, provision of teaching and learning materials and reducing the teacher pupil ratio.

From the study, it was realised that, the conditions in which teachers operated from must be conducive enough to give them the much needed morale to work. Good working environment will definitely lower the demotivation level among teachers to a greater extent. It is for this reason that, school management and the Ministry of General Education make it their business to ensure that the environment in which teachers operate from are attractive enough to give

them the required motivation to work. This would no doubt, consequently bring about excellent performance both by teachers and the learners.

The findings of this discussion were in line with the study of Chafwa (2012) and Nyambe (2016) who also indicated, the need for the school management especially Head teachers to ensure that the school environment in terms of facilities and teaching and learning materials were conducive enough for teachers. Belle (2007) further stressed that, despite their financial and authority constraints, secondary school principals must endeavour to ensure that important facilities, resources and materials were available in schools, as this greatly reduces teachers' demotivation and ensures effective delivery of services.

5.4.4 Type of Leadership to see from School Management

A leader plays an important role in ensuring that employees are not demotivated. If the leadership provided is not good, people are compelled most of the times to shun away from their work places. From the information presented earlier, it was realised that the reasons why teachers did not like their management system was that their school Head teachers were too biased, practiced favouritism, too faulty finding, among others. When the same respondents were probed further in the group discussion to investigate on the possible best ways the school managers can conduct themselves, the responses as presented in Figure 10, teachers pointed out that they wanted to see a leadership that was more democratic, objective, impartial, friendly, and action and result based leadership qualities and styles.

If not urgently addressed, biasness, favouritism and partiality of school Head teachers and other school management officials as reflected in the current study, would bring catastrophe in the teaching profession. A leader is a parent of all the people that he or she leads. However, if there are signs of biasness, favouritism, un-objectivity and partiality by the school Head teachers then this, would be a fertile ground, for trouble to generate and degenerate.

The findings of this study agreed with Chafwa (2012) to some extent especially on the use of democratic principles by school Head teachers which according to Figure 10 represented 55 percent of the responses. However other factors of paramount importance other than just democracy emanated from this study. In addition, Mwanza (2010) advocated that, there must be improved school management to reduce demotivation among teacher. School Head teachers can improve their management or leadership skills through training in various disciplines of human relation, leadership, human resource, communication skills and performance

management. Andende (2016) went further to advocate that, the Ministry of Education should only consider promoting school Head teachers that have done leadership and management courses as they would be able to understand their teachers and manage them better.

5.4.5 Improving Teachers' Professional Status in Society

In this study, the Group Discussion also revealed that teachers' professional status must be improved in order to reduce demotivation among teachers especially those serving in public secondary schools in Lusaka District. There could be nearing an agreement that, to some extent teachers themselves are responsible for the poor status they have been given in society and that is due to their poor professional conduct. However these erring teachers could be only a fraction of the entire teaching force. Apart from their misconduct, other factors had also contributed to the poor status that teachers had been given in society and among these factors according to this study were: teachers' inadequate salaries, their poor working conditions and that teachers are down-graded. Whereas, others think teaching is for those that are not academically strong and a career of the last resort.

Therefore, there is need for concerted effort, from the teachers themselves as well as other relevant educational authorities to ensure that teachers' status in society is uplifted. To help achieve this, various techniques were discussed in the Focus Group Discussion as presented in Figure 11. Respondents stated that, there was need to reinforce discipline among teachers and their misconduct, educate society on the importance of teachers, eliminating the negative publicity about teachers, enhancement of teachers' professionalism, government recognition and salary increment.

It must be noted that, there is a lot that needs to be done with regard to uplifting teachers' professional status. Some of these measures are to be championed by the teachers themselves especially where negative publicity is concerned. In addition, the Government and the school management also need to step in to provide that which is required for teachers to gain some respect and it is high time society appreciated the value and the role that teachers play in their lives and those of their children.

The findings of this study were in agreement with those of Mwanza (2010) who emphasise the need to recognise the pivotal role teachers play in education. In addition, Hamaimbo (2016) indicated that the government and other education stakeholders should see the need to sensitize the society to recognise the status and important role that teachers play in the education of the

learners. In addition, Ngazi, (2014) indicated that, decent working conditions and improved remuneration could be used to restore and uplift teachers' self-esteem, dignity and status. This would greatly reduce the demotivation levels among teachers and consequently improve their performance.

5.4.6 Improvement of Teachers' Salaries

There is enough debate on whether or not salary could be used as a way to reduce demotivation among teacher. From the Group Discussions in this study, improving teachers' salaries was pronounced as a strategy for reducing teacher demotivation and Figure 12 showed how best teachers' salaries could be improved, and among the responses given included: adding allowances, changing financial policies, introducing same salary scale for those with the same qualification despite the field of work, introduction of overtime payments reintroduction of advances, salary increment at least every year.

It must be noted that very few people would work happily, when their pay is inadequate. Everyone aspires for a better life including high ranking government officials. They all want money and good money for that matter. It was realised that the cost of living in Zambia was high. Especially in the District of Lusaka. The country's economy has not been doing so well, the kwacha had greatly depreciated against the major foreign currencies over the recent years. Taxes kept on being introduced and revised upwards and inflation was very high. These issues stated above, made life impossible for a simple teacher. It would just be fair, that if the country's economy is pulling mercilessly in the negative direction, that drastic measure be taken to alleviate the situation. Otherwise teachers will keep staying in conditions which leave much to be desired.

The findings of this study were in agreement with the work of Mwanza (2010) who strongly recommended that public school teachers be well remunerated in order to reduce demotivation among them. In addition, Bennell and Akyeampong (2007) explained that, improving teachers' pay would significantly help teachers especially those in relatively high cost urban centres who were unable to meet their house hold needs. This had forced many to find other sources of income and for those that were unable to, lived in perpetual poverty.

5.4.7 Provision of Incentives

Figure 13 showed what incentives could be provided for teachers and among these included: providing educational loans, full sponsorship of in-service training, offering allowances, provision of internet, offering leave benefits and provision of bonuses, provision of monetary incentives, offering promotions, reducing school fees for teachers' school going children and offering of rewards.

5.4.8 Enhancement of Teachers' In-service Programmes

From the group discussion it was realised that teachers in public secondary schools now want to further their education. Although there are a number of challenges that were discussed as impediments to their career and professional development. Among these challenges were financial constraints and the time factor. Therefore, in Figure 14 teachers discussed that they should be encouraged to continuously develop their careers and or profession in order to acquire more skills for better delivery of services. It was also said that, government should increase funding in order to help those who are willing to do these programs but are unable to, due to the financial constraints.

The findings of this study were in agreement with a number of scholars reviewed in this current study. This is so because studies have showed strong indication that offering teachers further training could help them develop more. Masaiti and Naluyele (2011) in their study on strategies to retain and motivate employees in Africa: Examining the case of the Ministry of Education in Zambia, recommended for the Ministry of General Education to Invest in their employees in terms of education and development as this is seen as an important factor in keeping employees motivated, satisfied and return them.

The findings of the study were also supported by Maroa (2013) who further echoed, the need for the government to grant more scholarships and study leave for its senior high school teachers. This was in order to reduce demotivation among teachers, improve their knowledge base as well as their performance. Furthermore, Maroa (2013) advocated for more funding to the schools by the Ministry of Education, to enable school Head teachers to organise in-service programmes in their schools for teachers, as this was realised as a good way of reducing demotivation among teachers in public schools.

5.4.9 Inclusion of Teachers in Decision Making at Ministerial Level

The other issue that was of paramount importance to teachers was their involvement in decision making especially at ministerial level. Figure 15 indicated what must be done to include teachers in decision making at ministerial level, among these included: teachers to be allowed to attend meetings and that they should have a union representative, teachers to be part of the policy formulation and getting teachers' views, conducting a referendum at every school and teachers should be consulted on major decisions, decision making should be decentralized and that teachers should be involved in the development of the education curriculum.

There is a common trend in the education sector with regard to public secondary schools. Policy makers are fond of making policies with very little, but usually with no consultation from the teachers who are on the ground. Most of these policy makers are actually former teachers, but some pronouncements they pass do not reflect they have any understanding of what the teaching job requires. Most of the decisions made, do not put the best interest of the learner nor the teachers first. That is why, teachers must be included especially when decisions are made about the education sector.

The outcomes of the Group Discussions in this study were supported by Masaiti and Naluyele (2011) who recommended the inclusion of teachers in the formulation of educational policies. Furthermore, Nyambe (2016) explained that, the involvement of teachers in the formulation of educational policies makes the decision making process bottom-up. Bottom up decision making, would enable teachers to own the policies and it gives them a sense of belonging. Not only that, but the involvement of teachers in policy formulation would enable teachers to provide inputs that will address issues affecting them directly, the teaching profession and the education system at large.

5.5 Chapter Summary

Chapter five of this study, discussed in details the findings of the study on addressing teacher demotivation in public secondary schools: A case of selected schools in Lusaka District. These research findings were presented in chapter four in line with the objectives of the study which were: to describe the demographic characteristics of teachers in selected public secondary schools in Lusaka District. The other objective was to address the factors responsible for teacher demotivation in selected public secondary schools in Lusaka District and finally to generate strategies that could be used to combat demotivation among teachers in the ten

selected public secondary schools in Lusaka District. Therefore, this chapter had highlighted the characteristics of demotivated teachers, the factors responsible for teacher demotivation and generated strategies to combat teacher demotivation in the ten selected public secondary schools in Lusaka District. In addition, the findings of the study were also discussed in relation to the relevant literature that was reviewed in chapter two of this study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1 Introduction

The aim of the study was to address factors responsible for teacher demotivation in public secondary school in Lusaka District and investigate in depth the workable solution to the problem of teacher demotivation in public secondary schools. This chapter attempted to answer the research questions based on the findings, and drew conclusions based on the main findings of the study generated in chapter four.

It must be noted that, demotivation among teachers, can be detrimental to the success and well-functioning of the schools and nation at large, therefore, there is need for agent attention to address the matter and minimise the negative impact that might come with teacher demotivation. The current study indicated that most teachers working in public secondary schools in the ten selected public secondary school in Lusaka District were actually demotivated. This is dangerous because this demotivation could cause a reduction in the quality of the services offered by the teachers. It is a well-known fact that, teachers are the driving force of any development in a country. Without teachers the economic development and the development of a country at large would be in serious jeopardy. As such there is need to pay more attention to teachers, the teaching profession and the education system as a whole.

6.2 Conclusions

The study sought to address teacher demotivation in the ten selected public secondary schools in Lusaka District. The results of the current study and that of the literature reviewed, indicated that, females teachers, younger teachers, masters holders and teachers who saved for a longer period were more demotivated compared to the other teachers in those respective categories.

However, with regard to the position of teachers in the public secondary schools, the current study and the literature reviewed showed some discrepancy, in that the current study indicated that Section Heads in this category were the most demotivated, whereas, the literature reviewed indicated that, teachers who did not hold any position in schools where the most demotivated in that category.

The findings of the study indicated that, there were various factors that caused demotivation among teachers. One among those factors was lack of recognition for teachers' good performance, through promotions and rewards. As the study indicated that teachers who had not been promoted nor rewarded were more demotivated compared to the teachers who had been promoted or rewarded.

Another factor responsible for demotivation among teachers in the ten selected public secondary schools in Lusaka District was the inadequate working conditions which teachers were subjected to. The study showed that, teachers who did not have adequate teaching and learning materials and facilities were more demotivated compared to their counterparts.

The other factor under study was the issue of the management styles. The study revealed that teachers who felt that their school Head teachers did not motivate them indicated to be more demotivated than those that felt that their School Head teachers motivated them. It is worth noting that both the current study and the literature review indicated that the school Head teachers' management styles had greatly contributed to the demotivation of teachers in the public secondary schools. Although the literature review emphasised much on dictatorship and authoritative leadership style as indicated by Nyambe (2016), contrast was seen from the current study with regard to the issues it uncovered, such as: biasness, negativity, favouritism faulty finding and lack of effective communication.

Teachers' professional status was another factor that was identified to have caused demotivation among teachers in the ten selected public secondary school. The study revealed that a bigger percentage of respondents in the ten selected public secondary schools in Lusaka District were not happy with the status they had been given in society and this led to many of them being demotivated. It is important to mention that, both the current study and the literature reviewed indicated that, how society looked at teachers and the teaching profession had greatly contributed to the demotivation of teachers. Hamaimbo (2016) and Mwanza (2010) stated that, the majority of teachers were not happy with how society looked at them. Teachers felt that society regards them as losers and a job of the last resort. The negative stereotyping of the teaching profession frustrated the teachers and demotivated them to a greater extent.

Furthermore, the study revealed that inadequate salaries was another factor that greatly demotivated teachers saving in the ten selected public secondary schools in Lusaka District. Table 4.27 of this study showed that 83.28 percent of the total respondent felt that the salaries

that they received were not adequate enough to enable them decent living conditions and as such, this led to the majority of them to be demotivated. It must be noted here that, both the current study and the literature review had similar research findings with regard to teachers' salaries. Ngazi (2014) indicated that teachers' pay was inadequate. This is because the salaries that teachers received, did not cover their basic needs and did not keep pace with the country's cost of living as inflation was high and taxes kept increasing, thus forcing teachers to live in perpetual poverty.

In addition, lack of growth and development programs also contributed to the demotivation of teachers in the ten selected public secondary schools in Lusaka District. The study showed that those who did not have such programs were more demotivated compared to those that had. It must be noted here that, both the current study and the literature review showed a similar trend in the research findings. Shenyagwa (2014) further stated that, the teaching profession was characterised by unattractive career structures and lack of opportunities for professional growth and development. Teachers need to grow in their careers and profession, however, this is not the case and teachers have greatly been demotivated by this.

Another factor that was looked at, was the issue of interpersonal relationships. The study revealed that respondents who had bad work relations with their co-workers, immediate supervisors and their school Head teacher were found to be more demotivated compared to the ones who had good work relations. This is because, it is difficult for teachers to work and interact with others when they cannot see eye to eye. It must be noted here that, both the current research and the literature review, showed that interpersonal work relationships were important. This is because, for the schools that exhibited poor work relationship showed high levels of demotivation among the teachers. Ayale (2014) and Shenyangwa (2014) further stated that, bad work relationships demotivated teachers to a greater extent that it became a source of poor academic performance for both teachers and the learners and to some extent it also caused teachers' turn over.

6.3 Recommendations of the Study

After a critical investigation of the issues under study, the study established a number of recommendation to the relevant education stakeholders on what must be done in order to reduce and combat demotivation among teachers serving in public secondary schools.

6.3.1 To the Government of Zambia

The study recommended for the Ministry of General Education to develop a system for recognising teachers' performance and effort through promotions and rewards. The promotional policies must be restructured to be based strictly on merit. The Ministry of General education must also include the financial and non-financial reward system in their recognition policies.

Since the number of learners keep increasing, it will be very helpful if the Ministry of General Education endeavoured to improve the working conditions of teachers by building more schools and classrooms to reduce the teacher pupil ratio which is currently too high and make work for teachers very difficult and building more houses for teachers to offer them decent accommodation.

In addition, the Ministry of General Education must make it a policy that, all school Head teachers and those in management positions take up management courses, if not, only teachers who have done management must be employed or promoted to management position especially that of school Head teacher. This will help them manage school institutions better and manage their human resource in a more professional way.

Owing to the economic hardships of the country, the study recommended for the government of Zambia to revise teachers' salaries upwards at least once every year to match the economic conditions of the country and enable teachers to have decent living conditions. Furthermore, the Government should introduce allowances, incentives and pay teachers their leave benefits. If it were possible, it would be very important for Government to reduce school fees for teachers' school going children.

It will be very prudent for the Ministry of General Education to increase funding for in-service and specialised training for serving teachers as well as encourage more teachers to take up such programmes. In addition, it would be important if the Government could also introduce allowances for such programmes.

The Ministry of General Education must also endeavour to include teachers in decision making even at ministerial level by giving them opportunities to attend meetings and being part of the policy formulation process especially in curriculum development and representation of the teachers by their teacher unions. Not only that, but it would be very prudent also to decentralise

decision making process to the school level on certain matters especially those that affect teachers directly. This will help the policy makers get teachers views and make appropriate decisions.

6.3.2 To the School Management

The study recommended that the school management should provide the teaching and learning materials on time to enable teachers teach effectively.

In addition, the schools Head teachers must make effort to improve their management skills by embracing leadership and management that is more democratic, objective, impartial, friendly, action and result oriented.

Furthermore, school management must recognise teachers' performance by offering them awards, bonuses and incentives. This will encourage other teachers also towards positive performance

6.3.3 To the Teachers

The teachers themselves must play a role in uplifting their professional status in society by reinforcing discipline and good professional conduct, enhance professionalism and eliminating negative publicity.

6.3.4 Area of Further Research

The study recommended for a similar research to be conducted in other district and provinces of Zambia in order to find a lasting solution to the problem of demotivation among teacher in public secondary schools of Zambia.

The study also recommended for other researchers to investigate the consequences of teacher demotivation on learner performance.

6.4 Chapter Summary

Chapter six of this study, discussed the conclusions of the study based on the findings of the study presented in chapter four (4). In addition, based on the research findings, the study made recommendations to the Ministry of General Education, the school management and the teachers themselves, on things that must be improved and worked on, in order to reduce the demotivation level among teachers working in public secondary schools in Lusaka District.

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APPENDICES

Appendix 1: Focus Group Discussion Guide: On Teacher Motivation



THE UNIVERSITY OF ZAMBIA

GRADUATE SCHOOL OF BUSINESS

Dear respondent you have been randomly selected to participate in this study which seeks to address the problem of teacher demotivation among teachers in public secondary schools. A few schools have been selected to participate in the study and you are privileged that your school is among the few.

The findings of the study will be useful to the school, Ministry of General Education and Government at large as they endeavour to improve motivation among the teaching force in public secondary schools.

Ethical Assurance

1. Please kindly note that your participation in this study is voluntary and not forced. However your support and cooperation will be greatly appreciated.
2. All the responses given in this questionnaire will only be used for research purposes and perhaps for policy direction in the teaching sector as well as the teaching profession.
3. Do not write your name

Discussion Questions:

1. How can teacher's demotivated be combated among teachers public school teachers

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2. What could be the best way to recognise teacher's performance in public secondary schools?

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3. How can the in-service teacher's programmes in public secondary schools be enhanced?

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4. What must be done to improve the physical working conditions of teachers in public secondary schools?

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5. How can teacher's salaries be improved in public secondary schools?

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6. What incentives must be provided for teachers?

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7. How best can teacher be included in decision making at ministerial level

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8. What can be done to improve the teacher's professional status in society?

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9. How best can the Ministry of General Education implement the promotional policy in public secondary schools?

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10. What type of leadership would you want to see from the school management (Head teacher)?

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If there are any other strategies that can be put in place to motivate teacher, kindly specify:

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Thank you for taking part in Stud

Appendix 2: Questionnaire / Interview Guide: On Teacher Motivation



THE UNIVERSITY OF ZAMBIA

GRADUATE SCHOOL OF BUSINESS

Dear respondent you have been randomly selected to participate in this study which seeks to address the problem of teacher demotivation among teachers in public secondary schools. A few schools have been selected to participate in the study and you are privileged that your school is among the few.

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Ethical assurance

1. Please kindly note that your participation in this study is voluntary and not forced. However your support and cooperation will be greatly appreciated.
2. All the responses given in this questionnaire will only be used for research purposes and perhaps for policy direction in the teaching sector as well as the teaching profession.
3. Do not write your name on this questionnaire.

SECTION (A): PERSONAL AND BACKGROUND INFORMATION

INSTRUCTION: Answer the question in this section by ticking in the box provided for you on the answer most applicable to you

For official use only

1. What is your gender

(1) Male (2) Female

2. What is your age

(1) 20 - 29 (2) 30 - 39 (3) 40 - 49
(4) 50+

3. How many years have you served in the teaching profession

(1) 0 - 10 (2) 11 - 20 (3) 21 - 30
(4) 31-40 (5) 41 - 50 (6) 51 and above

4. What is your highest level of education obtained

(1) Certificate (2) Diploma (3) Bachelor's degree
(4) Master's degree (5) Doctorate degree

5. What is your current position in the school

(1) Subject Teacher (2) Class/Grade Teacher
(2) Guidance teacher (4) Section Head
(3) Head of department (5) Deputy Head
(6) Head Teacher (7) Others specify.....

6. Why did you become a teacher?

(1) Passion for teaching (2) cheaper to train

(2) Had lower entry points (4) parent's choice

(5) If other specify

For official
use only

SECTION (B): MOTIVATIONAL FACTORS:

INSTRUCTION:

1. Answer the question in this section by ticking in the box provided for you on the answer most applicable to you
2. Write brief explanations in the spaces provided

Recognition

7. Have you ever been promoted?

(1) Yes (2) No

8. If your answer to question 7 is No skip to question 9, and if you answer to question 7 is yes, what was the basis of your promotion

(1) Performance (2) Number of years in the service

(3) You were the next to be promoted

9. Is good performance rewarded?

(1) Yes (2) No

10. If answer to question 9 is Yes kindly state how

(1) Offer of gifts

(2) Benefits

(3) use of praises

(4) Others kindly specify

Working conditions

11. Are the teaching and learning materials and tools adequate in your school?

(1) Yes (2) No

12. Does the school have adequate facilities (class rooms, staff room furniture, convenient rooms)?

(1) Yes (2) No

13. If your answer to question 12 is Yes skip to question 14 and if your answer is No explain why

14. Are you happy with the work load you have been assigned (number and the size of the classes)?

(1) Yes (2) No

15. If your answer to question 14 is Yes skip to question 16 and if your answer is No explain why.....

16. Is the security or safety of the school environment adequate?

(1) Yes (2) No

17. If the answer to question 16 is Yes skip to question 18 and if the answer is No explain why

Interpersonal relationships

18. How would you describe your work relationships in your school?

	(1) Friendly	(2) Non friendly
Relationship with co-workers		
Relationship with immediate supervisor		
Relationship with Head/ Depute head teacher		

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Management/ leadership style

18. Does the school Head motivate you for positive and higher performance?

(1) Yes (2) No

19. If the answer to question 18 is Yes skip to question 20 and if the answer is No explain why

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20. Are you involved in decision making processes concerning your school and your teaching job

(1) Yes (2) No

21. Does the school management provide effective communication and feedback?

(1) Yes (2) No

Professional status

22. Are you happy with the status you have been given as a teacher in society?

(1) Yes (2) No

23. If the answer to question 22 is Yes skip to question 24 and if No explain why.....

.....

24. Does the society value and appreciate the teaching profession.

(1) Yes (2) No

25. If your answer is Yes skip to question 25 and if No explain why.....

.....

Growth and advancement/ development

25. Does your school provide the following opportunities?

	(1) Yes	(2) No
Career and professional growth/advancement		
In-service, out-service and specialised skills training		

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26. If your answer to question 25 is No skip to question 27 and the answer is Yes are you motivated by such opportunities?

(1) Yes (2) No

Remuneration

27. Is the salary you receive adequate to afford you decent living conditions?

(1) Yes (2) No

28. From your experience are you motivated as a teacher?

(1) Yes (2) No

29. If the answer to question 28 is No skip to question 30 and if the answer is yes, provide the factors or reasons for your motivation

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30. If your answer to question 28 is No provide the factors or reasons for your demotivation

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INSTRUCTIONS: answer all the questions in this section by writing main points or brief explanations in the spaces provided

31. Are your teachers motivated?

(1) Yes (2) No

32. If the answer to question 39 is Yes skip to question 41 and if No explain why

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33. What efforts have you made as the school heads to motivate your teachers?

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THANK YOU FOR YOUR PARTICPATION IN THE STUDY

Appendix 3: Study Approval Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

Approval of Study

26th April, 2019

REF. NO. HSSREC: 2019-JAN-006

Mpoli Mgode
UNZA - GSB
P.O. Box 32379
Lusaka

Dear Mgode,

RE: "ADDRESSING TEACHER DEMONSTRATION IN PUBLIC SCHOOLS: A CASE OF SELECTED SCHOOLS IN LUSAKA DISTRICT"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J. Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE IRB**

CC: Director Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service