

**FACTORS LEADING TO DIVORCE AMONG TEACHERS IN SELECTED LUSAKA
SCHOOLS OF ZAMBIA.**

BY

MUNDENDE GLADYS

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS OF
SCIENCE DEGREE IN COUNSELLING.**

COPYRIGHT

© University of Zambia and Zimbabwe Open University, 2018. All rights reserved. No part of this publication may be reprinted, stored in a retrieval system or recording or either ways, without the prior permission of the University of Zambia and Zimbabwe Open University. Any value addition is welcome and humbly sought to advance the document for the would be researchers with permission from the Institution or with the author via gladysmundende@gmail.com or else.

Student Name.....

Signature

Date.....

DECLARATION

I, **MUNDENDE GLADYS**, do declare that this dissertation represents my own work and that it has not been previously submitted for a degree, diploma or other qualifications at this or another University.

.....

.....

Student Signature

Date

DEDICATION

I passionately dedicate this work firstly, to the Almighty God my strong pillar, my source of inspiration, wisdom, knowledge as well as understanding. My Lord and Saviour has been the source of my strength all the way and on his wings only have I soared. I secondly, dedicate this work to my adorable mother and friend, Ireen Kabwe Mundende for her unconditional love, encouragement and prayers throughout my life and whose encouragement has actually motivated me to reach this far. To my husband, Moses Mpundu and my children; Moses, Ireen, Reuben, Immanuel and Mapalo who have been affected in every way possible by this quest, thank you for the endless support.

For you all, my love and appreciation can never be quantified. May the Lord we serve richly bless you.

ACKNOWLEDGEMENTS

My deepest gratitude goes to my Loving God for the providence of life and all it took for the programme to be completed. I thank him for taking care of everything that would have stopped me in my track and strengthened me even through my most difficult times when I felt like giving up.

My special thanks goes to my Supervisor Dr. Chikopela-Katongo Rose, for her invaluable guidance, supervisory expertise and organizational skills imparted throughout the course of my study, the kind of efforts I have exerted to make work as original as it can be. I can say I have experienced true research and my knowledge on the study undertaken has been broadened.

I appreciate sincerely the Assistant Director responsible for Post graduate Students Dr. Daniel Ndhlovu for his exemplary leadership of leader and father, support academically, professionally and morally. My sincere appreciation also to Dr. Mandyata Joseph, the Course Coordinator in MSCC and Mrs Ntabo Hamusonde Munkombwe all of whom I had direct contact with and who have impacted me during this programme. I say thank you.

My utmost regard also goes to my uncle Mr Kasonde Mundende, who painstakingly laid the foundation for my education giving it all it takes. I will forever be humbled for your unconditional love and support as an uncle and father. I further appreciate my uncle Professor Darlington Chongo Mundende for his fatherly support and guidance. To my loving mother Ireen Kabwe Mundende, thank you for being there for me. I will always be grateful to my husband Moses Mupa Mpundu, thank you for your support. From the depth of my heart, I appreciate my children who had to endure much pain and discomfort just for me. All my siblings for being there for me, I will forever be thankful.

I thank Mr Kangwa Joseph for his academic professional and moral support he gave me during my study. To my UNZAZOU Mastermates 2016-2018, your moral, professional, academic support and contributions are highly appreciated. To Mr Pelekelo Silishebo Francis thank you for the meticulous analysis and interpretation of data.

Finally, I am grateful to all my friends and well wishers who one way or the other have been there and have continually prayed for my success. To Froza Mumba for tirelessly typing and printing the work.

Thank you very much. May God richly and abundantly bless each one of you.

TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
CERTIFICATION OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
LIST OF ACRONYMS AND ABBREVIATIONS	x
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the study.....	4
1.4 Study Objectives	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitations of the Study	5
1.8 Limitations of the study	5
1.9 Theoretical Framework.....	6
1.10 Definition of terms.....	7
1.11 Summary.....	8
CHAPTER TWO: LITERATURE REVIEW	9
2.0 Overview.....	9
2.1 Factors that lead to divorce among teachers.....	9
2.2 Implications of teachers' divorce on their performance	11
2.3 Measures to reduce the current resurgent divorce rate	12
2.4 Summary.....	14
CHAPTER THREE: RESEARCH METHODOLOGY	15
3.0 Overview.....	15
3.1 Research Design.....	15
3.2 Study Population.....	15

3.3 Study sample.....	16
3.4 Sampling Techniques.....	16
3.5 Data collection Instruments	16
3.6 Data Collection Procedures.....	17
3.7 Data analysis instruments and procedures	17
3.8 Ethical consideration.....	17
3.10 Summary.....	18
CHAPTER FOUR: PRESENTATION OF FINDINGS.....	19
4.0 Overview.....	19
4.1 Characteristics of respondents	19
4.2 Causes of marriage divorce among teachers.....	24
4.2.1 Long Distance Relationships (LDRs)	24
4.2.2 Teacher- pupil relationship	24
4.2.3 Educational Attainment	25
4.2.4 Spouse abuse.....	26
4.2.5 Parental involvement	26
4.2.6 Disrespect among spouse.....	27
4.2.7 Sharing of financial expectations and budgets.....	28
4.3 Implications of teachers’ divorce on their performance	28
4.4 Measures to reduce teachers’ divorce	30
4.4.1 The high court should deal with all divorce cases	32
4.4.2 Age of spouse is another factor.....	33
4.5 Summary.....	33
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	34
5.0 Overview.....	34
5.1 Causes of divorce among teachers.....	34
5.1.1 Lack of communication	34
5.1.2 Infidelity.....	34
5.1.3 Spouse abuse.....	36
5.1.4 Long Distance Relationship (LDRs).....	36
5.1.5 Teacher pupil relationship.....	37
5.1.6 Educational Attainment	38

5.2 Impact of divorce	39
5.3 Measures to reduce teachers' divorce	39
5.3.1 Go for counseling.....	39
5.3.2 Sharing responsibilities	40
5.3.3 Being open to change.....	41
5.3.4 Leave no stone unturned	41
5.3.5 Fair application of the law	42
5.4 Summary	42
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	43
6.0 Overview	43
6.1 Conclusion	43
6.2 Recommendations	44
REFERENCES.....	46
APPENDICES.....	49
Appendix I:Questionnaire for Teachers.....	50
Appendix II:Semi-structured Interview guide for Head Teachers.....	54

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
GRZ	Government of the Republic of Zambia
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDE	Institute of Distance Education
LDRs	Long distance relationships
MDGs	Millennium Development Goals.
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoHE	Ministry of Higher Education
MoGE	Ministry of General Education
MoE	Ministry of Education (Zambia)
MSSC	Master of Science in Counselling
USA	United States of America
UNZA	University of Zambia.
UNZASEDA	University of Zambia School of Education Association
UNZAZOU	University of Zambia in Association with Zimbabwe Open University
WAN	Wide Area Network
ZOU	Zimbabwe Open University

LIST OF TABLES

Table 1: Gender of respondents.....	19
--	----

LIST OF FIGURES

Figure 1: Age of respondents.....	20
Figure 2: Qualifications of Participants.....	21
Figure 3: Accommodation status of Participants.....	22
Figure 4: Type of married of participants.....	23

ABSTRACT

The purpose of this study was to identify/investigate the factors that led to divorce among teachers in the six Lusaka Schools. Structural functionalism theory guided the study. The study adopted a descriptive survey design. The study population was teachers from the selected schools. The target was 24 teachers and 6 headteachers totaling to 30 participants. The researcher used two data collection tools namely questionnaires for teachers and interview guide schedules for headteachers. Qualitative data was analyzed thematically. The purposive sampling was used for head teachers and snowball sampling on the teachers. Owing to the study being conducted on people, caution and meticulous conscious were priority. The study found the following to be the heading factors of divorce among teachers. Long distance relationship, teacher pupil relationship, spouse abuse, financial expectations and budgets, parental involvement, educative attainment which come out so strongly and that there was a strong link between the teacher and pupil relationship which had a negative consequence. Additionally, there were many other causal factors related to divorce among teachers and these were; lack of communication, infidelity. Participants, however, suggested the following measures; pre and post marital counselling, high court and not local courts to deal with all divorce cases, age, spouse being another measure, responsibility sharing, embracing change. Therefore, the study recommended that the government of Zambia through the MoGE come up with proper transfers modalities on the affected couples. The government to also, through the Ministry of Religious and National Guidance form in schools and work place counselling services. The study furthermore recommended that couples must by all means explore other channels of marital communication before finally resorts to divorce options. Furthermore, the future search could explore more of those in which this study fell short of the glory in some section of Lusaka.

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents the subheadings in relation to causes of divorce cases mainly among teachers in . The research theme stated is highlighted basically through the background to the study, statement of the problem, purpose of the study, study objectives and study questions. Furthermore, it sheds light on the significance of the study, theoretical and framework, and delimitation of study sites, limitations of the study and operational definition.

1.1 Background to the Study

Marriage unlike any other civil contract was not easy to dissolve as it is today. On a serious situation as opposed to today, only husbands could seek divorce on the ground of adultery, but wives could not seek divorce on simple ground of adultery of their husbands (Anderson, 2011). It was later on that desertion and cruelty were added as a ground of divorce and either party could be permitted to seek divorce. If there is anything that is so disastrous to experience is divorce above all. Divorce is like stagnating the previous well set developments and families have associated to nations, because they are building blocks of the global world. On the researcher's dismay recently, Zambia recorded 28,001 divorce cases in 2017 only, mainly because of infidelity between spouses (Zambia daily mail, 28th August, 2017). According to latest statistics from the local court office the average age of couples seeking divorce was between 20 and 45 years. The divorce emergent cases were like, Eastern province had the highest number of divorces at 5889, due to cruelty between spouses, Western province became second at 5537 divorces due to ill-treatment, adultery and conjugal rights disputes, the Copperbelt province was third at 3764 divorce cases due to adultery and desertion were dominant on the Copperbelt. Then Lusaka had 3325 divorce cases mainly caused by lack of proper marriage counseling, interference from friends and family members as well as poor communication between couples. Southern province had 2873 cases followed by Northern Province which registered 2142 cases. The main cause for divorce in Southern province was extra marital affairs while the love for money and material things was the major cause of divorce in Northern Province. Additionally, Northwestern province recorded 1652 cases with mistrust and poverty being the major causes, Luapula Province had 1281 cases with over expectation

from spouses being the major contributor to divorce in the region. Central province registered 888 cases of divorce with fear of contracting HIV from spouses being the main causes of divorce. And finally Muchinga had the lowest number of divorce cases at 750 mainly because of marital disputes. The haunting message is that from those divorcees there are teachers and none teachers. How could the general social and economic performance be to those affected, involved and the stakeholders in this bad unbiblical act? Divorce, also known as dissolution of marriage, is the termination of a marriage or marital union, the canceling or reorganizing of the legal duties and responsibilities of marriage, thus dissolving the bonds of matrimony between a married couple under the rule of law of the particular country or state.

Some regional reflections in line with marriage has been found that approximately three out of every 1,000 Americans went through a divorce in 2009, according to the Centers for Disease Control and Prevention. The legal procedure to end marriage, divorce, has existed throughout written human history and has its origin in the desire of unhappy couples to end marriages which have not met their personal needs.

Research indicates that divorce experiences bring about psychological and economic stress which hinders their social development (Coontz, 2007). In Australia, a former student who was just 12 years old when he became involved in a sexual relationship with his teacher, who became his wife, has filed for divorce (Zambian daily, May 31st 2017). Another scenario was, in 1996, Seattle based teacher Mary kay Letourneau began an illicit affair with her sixth grade student, Vili Fualaau. The two previously met when he was in the second grade at Shorewood elementary school in Burien, after their relationship was revealed, Letourneau served more than seven years in prison after pleading guilty to two counts of second degree child rape, igniting national controversy. Their relationship lasted against all odds and Letourneau had two daughters with Fualaau and her second being born behind bars. In 2015, Letourneau said she hoped to get back into teaching according to fox.

The surprising thing is, the way marriage is being taken for granted not knowing that every well brought person comes from a well-grounded family. The first couples got chance to apply for divorce online, surely even trials hopes to make process simpler and cheaper (Zambian daily mail, 30th October, 2017). The 34 year-old Ms. Kangala, a teacher said she had received many

reports that her husband's own cousin was sleeping in the couple's bedroom while she was away for work in Chipata (Zambian daily mail 13th November, 2016). Upon approval of the allegations made it was confirmed true and divorce was done at Lusaka Local Boma Court. Having looked at most of these divorces happenings, the researcher went further to find out what marriage means and why people marry, because at the end of the day marriage divorce is one of the wasteful days to those who involve themselves in it and other innocent people suffer the same consequence. The question is, what has gone wrong in the societies where every time comes there is an increase in marriage divorce. And for that matter teachers being the majority civil servants have been recorded highly in these happenings from physical experience. Hence, being the teacher as a researcher too brings a haunting message to establish a gradual stoppage of good counseling practical different from the ones used currently in scope and perspectives.

To improve the provision of good quality education, an adequate pool of teachers and reasonable pupil/teacher sufficient conditions, calls for strong counseled families (Chang et al, 2014). Equally the important thing is ensuring that teachers are well trained, motivated and supported from their homes initially. Challenges in teacher family structure and marital instability can result from the low status of the teaching profession and the respect and value placed on teaching by society (Kalmijn, 2015). Improving the status of teaching is associated with many calls not just teachers' better motivation and job satisfaction.

The status of teaching as a profession has declined (Chang et al., 2014). Policies and strategies should be implemented to ensure that divorce rates are reduced, because children coming from broken homes are likely to replicate that during their marriage stage. Now that the world has become the global world everyone is expected to work everywhere. The challenge is that if both couples are working whether in the same ministry or not, one should leave the other and go where his or her services are required (Qureshi et al, 2012). To the majority where infidelity has emerged from, is that one scenario. People have respected work more than marriage according to the 21st century, which states that everyone is defined by the occupation (Chang et al, 2014). Get teachers to where they are most needed and retain them: Trained teachers should be encouraged to accept positions in areas where they are most needed through appropriate working conditions, where marriage stability is no exclude.

1.2 Statement of the Problem

Improving the status of teaching is actually associated with many calls not just teachers better job satisfaction and motivation . To try and minimize learners' bad vices like exam malpractices, dropouts, early pregnancies, poor academic performance among many, the most important thing is ensuring that teachers are well trained, highly motivated and supported from their homes initially. Challenges in teacher family structure and marital instability can result from low status of the teaching profession and the respect and value placed on teaching by society (Kalmijn, 2015). Policies and strategies should be implemented to ensure that divorce rates are reduced because children coming from broken homes and those taught by divorced teachers are likely to replicate that during their marriage stage. To improve the provision of good quality education, an adequate pool of teachers and reasonable pupil/teacher sufficient conditions, calls for strong counselled families (Chang et al, 2014).

The emphasized and key question posed in contrast is, what has really gone wrong in the teaching fraternity in the societies where every time comes there is an increase in marriage divorce? The painful part is that teachers being the national education providers and majority civil servants have been highly recorded in the happenings of divorce as recorded (Zambia Daily Mail ,28th August, 2017). Hence, being the teacher as a researcher too brings a haunting message.

The study, therefore, investigated the factors leading to divorce among teachers in selected primary and secondary schools of Lusaka and provided further research changes and evidence based solutions to this formidable challenge.

1.3 Purpose of the study

The purpose of the study was to establish factors leading to divorce among teachers. in selected schools of Lusaka district.

1.4 Study Objectives

The following objectives guided the study:

1. Identify factors that lead to divorce among teachers in selected schools of Lusaka district.

2. Explore the implications of teachers' divorce on their performance.
3. Establish corrective measures to reduce teachers' divorce.

1.5 Research Questions

The specific study questions were:

- i. What factors lead to divorce among teachers in selected schools of Lusaka?
- ii. What are implications of teachers' divorce on their performance?
- iii. What corrective measures can be developed to reduce teachers' divorces among married couples?

1.6 Significance of the Study

The significance of the study was to make recommendations to further address divorce cases among teachers and contributing to educational research in selected schools of Lusaka district. It is therefore hoped that the results of the study may contribute to the existing body of knowledge on the topic of divorce campaign among teachers by providing research evidence based answers to the three research questions. To enlighten people to protect the sanctity of marriage and family life in order to ensure that children grow up in a secure environment and develop the capacity to embrace the leadership of our country. To help teachers and the MOGE a possible way of solving the problems of divorce in Zambia. It is further hoped that the results of the study may stimulate interest for further inquiries on the topic.

1.7 Delimitations of the Study

The study was carried out in three primary and three secondary schools of Lusaka, Lusaka province of Zambia. The schools had been chosen for this study based on their unique reputation in the years 2016 and 2017. Apart from that the schools are in the proximity of the researcher.

1.8 Limitations of the study

Limitations focus on factors that threaten generalization of the outcomes of the study. Therefore, due to the fact that the study was conducted only in three primary schools and three secondary schools of the many districts in Zambia, caution needs to be exercised when generalising the

study findings. The study looks at factors leading to divorce among teachers. With sincerity, caution was exercised in order not to generalize the findings of the study. This research was self-sponsored by the researcher who was financially handicapped as a result it was a challenge to meet all financial costs.

1.8 Theoretical Framework

The study was guided by Emile Durkheims (1858-1917) Structural Functionalism Theory which proposes that a human society is like an organism and is made up of structures called social institutions which perform different functions on behalf of the society. According to his theory, as a result of being interrelated and interdependent, one organ can affect the others and ultimately the whole and vice versa. When marriage breaks down, the family is affected, the society is affected and consequently development of the country is hampered due to the many serious effects that result.

Being conveyed into the same angle, the English Philosopher and Biologist, Herbet Spencer (1820-1903), who saw similarities between society and the human body; he argued that just as the various organs of the body work together to keep society functioning (Spencer 1989). The parts of society Spencer referred to were the social institutions, or patterns of beliefs and behaviour focused on meeting social needs, such as governed, education, family, healthcare, religion and the economy.

From the functionalist point of view, the institution of the family helps meet the needs of its members and contributes to the family stability of the society at large. In this view, marriage is seen as a mutually beneficial exchange between members of the two genders each of which enacts traditional gender roles, with women receiving protection, economic support and starts from their husbands and men receiving emotional and sexual support, household maintenance and the production of the children from their wives. Functionalist view the social institution of the family as breaking down under the strains being experienced by society, as a result of rapid social change. Form the functionalist perspective, trends such as the high rate of divorce that are experienced in many societies today are a result of the breakdown and disorganisation of the institution of the family. The key purpose of the employed theory, was to explain the importance

of a family/ marriage in society and its breakdown automatically has effect on the community, pupils performance at national level.

1.9 Definition of terms

Conjugal rights: rights relating to marriage and the relationship between a husband and wife, especially their sexual relationships.

Counseling: is the process of developing a client by the counselor through self-mind changing ways of looking at problems as the source of resolutions.

Customary marriages: Are those marriages contracted using Zambian customary law that lacks statutory protection.

Divorce: is the termination of a marriage or marital union, the canceling or reorganizing of the legal duties and responsibilities of marriage.

Functionalism: is a theory about the nature of mental states.

Gender roles: social constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women.

Offence: Is a crime that breaks a particular law and requires a particular punishment some terms have not been defined. Ensure that you provide references to the defined terms.

Social change: refers to any significant alteration overtime in behavior patterns and cultural values and norms.

Social institution: are a system of behavioural relationship patterns that are densely interwoven and enduring and functional across an entire society.

Society: an organization or club formed for a particular purpose or activity.

Statutory marriages: include those marriages that are contracted in churches and at places like civic centers.

1.10 Summary

This ending chapter discussed the foundation, fundamental research framework or rather the basis available as evidences of competency to propel a motivated research on which all the chapters, following were built so as to quality the research process on factors leading to divorce among the teachers in the six spotted out Lusaka urban and peri-urban primary and secondary schools. The next chapter presents Literature Review on the causes, consequences and way forward to prevent divorce rates among varied parents especially the teacher.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

The chapter presents reviewed literature on causes, consequences and way forward to reduce divorce rate among teachers who have divorced or been divorced from the local context and worldwide. It begins with historical overview of what divorce is generally and followed by themes derived from the study objectives. Therefore, the literature reviewed will form the basis of the study in order to develop the knowledge gap needed to be brought out as something new. This study however, will take a different direction from those conducted previously.

2.1 Factors that lead to divorce among teachers.

High rates of marital dissolution and easy access to divorce are not unprecedented, historically or cross-culturally. But contemporary divorce in North America and Western Europe has different origins and features than divorce in previous cultures (Adler, 1915). Further, added that, the origin of modern divorce patterns date back more than 200 years, to the invention of the historically unprecedented idea that marriage should be based on love and mutual affection. The immediate causes of divorce may range from factors as diverse as the personal psychological characteristics of one or both spouses to the stresses of economic hardship and community disintegration. But in a larger perspective, the role of divorce in modern societies and its relatively high occurrence both flow from the same complex of factors that have made good marriages so much more central to peoples happiness than through most of the past, and deterioration of a marital relationship so much more traumatic (Teachman, 2008).

Anthropologists report rates of separation and remarriage among many hunting and gathering societies, and in several horticultural groups as well, that are just as high as in modern industrial societies. Malaysia and Indonesia had the highest rates ever recorded in the first half of the 20th century, surpassing the United States record rates of 1981 (Gruber, 2004). Among the Shoshone Indians, a wife who wanted a divorce would simply place her husband's possessions outside the dwelling, which belonged to her. In Zambia, Among the Chewa of East Africa, the husband takes his hoe, axe, and sleeping mat when he leaves his wife's village and the divorce is complete (Qureshi et al, 2012).

Despite these surprising precedents, however, through most of history, the reasons for divorce were quite different than today, especially in complex, stratified societies, and access to it was often unequal (Adler, 1915). In China, a man's parents could force him to send his wife away (the word for divorce literally means "cast out wife") if he took her side against the parents or if they thought that his affection for her interfered with his filial duties. The reasons for divorce were different through much of the past because the reasons for marriage were different. For thousands of years, marriage was not contracted for the individual fulfillment and mutual benefit of the man and woman and their children. People married to acquire influential in-laws, effect business mergers, raise capital, improve their social status, seal military alliances, or expand their family labor force (Sweeney, 2010). Romantic love was not unknown in the past, but it was not closely linked to marriage.

For any particular couple today, the immediate causes of divorce may range from factors as diverse as the personal psychological characteristics of one or both spouses to the stresses of economic hardship and community disintegration (Kalmijn, 2011). In America, further added that fewer than half the states accepted cruelty as a reason for divorce before 1840, and when they did, the cruelty had to be extreme. After 1840, however, cruelty began to be defined more loosely, and by 1860, a majority of states also allowed divorce in cases of habitual drunkenness. Divorce also became significantly easier in Canada and most countries of Western Europe. The French Revolutions legalization of divorce, which Napoleon had revoked in 1816, was reinstated in 1884 (Chudgar & Luschei, 2015). Thoughtful observers of the day sensed that these changes foreshadowed worse to come.

Those that most enthusiastically, embraced the goal of achieving happiness through marriage had not yet discarded many of the older values and social constraints that were hostile to the full pursuit of happiness in marriage and personal life (Poortman & Lyngstad, 2007). In old times, supposedly, it was the differences between men and women that made them love each other. Women loved men for their strength and their knowledge of the outside world. Men loved women for their purity, their fragility, and their protection from knowledge of the outside world. In practice, however, the separation of male and female spheres and the cult of female purity created huge emotional and sexual tensions between men and women (Wolfers, 2006). Many more reasons for divorce in the Zambia scenario were given in the background to the study.

2.2 Implications of teachers' divorce on their performance

One of the main concerns of the increase in divorce has been its effects on the well-being of school going Children, national interests, couples involved and adults. Most studies conclude that divorcees and their children fare worse according to several indicators of psychological, physical and socioeconomic well-being compared to those who did not experience divorce (Amato, 2010; Amato & James, 2010). Findings of these effects range from heightened poverty levels (Anderson & Kolk, 2012) and lower educational performance of the children of divorce (Garriga & Härkönen, 2009; Amato & James, 2010) to increased occurrence of psychological distress and many physical health conditions.

They are generally less happy and often more conflicting and they also differ in terms of socioeconomic resources and many demographic characteristics. All these can themselves affect well-being and divorcing couples and their children might have fared worse even without the divorce. Indeed, those who remain in unhappy marriages fare worse in terms of life satisfaction than those who dissolved their unhappy marriages (Jalovaara, 2012). A common conclusion is that divorce can indeed affect the well-being and performance of adults and children alike, even though the effects are not necessarily large nor long-lasting, and tend to show a great deal of heterogeneity (Kalmijn, 2011). Take the example of the effects on the well-being of adults. Despite the sadness, upset and feelings of loss associated with divorce, it can also be a relief to at least one of the partners often for the one who has most wanted to separate (Amato, 2010).

Whether divorce lead to declines in well-being depends on the nature of the marriage from which the partners are leaving. Divorcees who end a high-conflict marriage often experience less decline and even an increase in well-being, whereas those whose marriage was characterized by low conflict and relatively high satisfaction often experience more loss in well-being (Oscan & Breen, 2012). Furthermore, adjustment to divorce depends on various socio economic and interpersonal resources, such as employment, Income, social support, and whether one has a new partner (Amato, 2010). It also depends on the broader societal context and divorce effects are weaker in countries in which family support is stronger and in which divorce is more common (Kalmijn, 2010).

Divorce can have important economic consequences, especially for women (Dronkers & Harkonen, 2008). On the other hand, welfare state arrangements that provide income support and support the employment of divorced mothers ameliorate the negative economic consequences of family dissolution (Gruber, 2004). Despite the variation in the economic consequences of divorce, it is among the main life events that can lead to poverty (Coontz, 2005).

Parental divorce often causes increased levels of anxiety during the divorce process, which can be exacerbated by stress it lays on parents and their capability to engage in effective parenting (Teachman, 2008). For others, it may present a source of more chronic strain from which they never fully recover. One of the avenues through which parental divorce can have long-term effects on children's life courses is through educational attainment. If parental divorce disturbs the child's educational career—for example, through affecting their economic or psychological well-being, relationships with her parents, teachers or friends—this disturbance may translate into lower levels of socioeconomic attainment and physical and psychological well-being in adulthood (Harkonen, 2009; Amato, 2010). A well-documented finding is the intergenerational transmission of divorce: children of divorce are more prone to divorce themselves as they may hold interpersonal skills that are not conducive to marital stability or are more likely to perceive divorce as a viable solution to marital problems (Dronkers & Harkonen, 2008). Parental divorce can also weaken contacts between children, their parents and their grandparents.

Summing up, divorce has the potential to cause major disruption in the lives of adults and children, and the effects can be long-lasting. However, by far not everyone experiences long lasting negative effects, most people adjust well over time and for some, divorce may be beneficial (Oscan & Bren, 2012). Regarding children's adjustment, Sweeney (2010), summarized that, children function reasonably well after divorce if their standard of living does not decline dramatically, their resident mothers are psychologically well adjusted and engage in high-quality parenting, they maintain close ties to fathers, and their parents avoid conflict and engage in at least a minimal level of cooperation in the post-divorce years.

2.3 Measures to reduce the current resurgent divorce rate

Thus, a shift towards stricter regulation of marriages may not have the desired effect, especially since much of modern family life occurs outside the institution of marriage. Many traditional

social policies, such as income transfers and policies aimed at helping (single) mothers find and keep employment can be effective in combating the financial consequences of divorce, which are generally reduced in the generous welfare states). This can itself be an important policy goal and help divorcees and their children adjust by decreasing the importance of one of the stressors which often follow divorce. However, they may not be enough as many of the influences of divorce function through psychological stressors and their effects on parenting and other social relationships. To target these factors, counseling programs aimed at easing such stressors and helping with parenting can be effective (Wolfers, 2006).

We can probably save more marriages than we currently do, and we should welcome the new research being done on this question (Sayer, et al, 2011). But for better or worse, people decide what they will and will not put up with in a relationship today on a totally different basis than they used to. Now that most husbands and wives earn their living separately, rather than from a jointly run farm or business, it is much easier though not less painful for couples to go their separate ways and to survive economically if the union dissolves. Women still generally face a drop in their standard of living after a divorce. But never before in history have so many women been capable of supporting themselves and their children without a husband (Poortman & Lyngstad, 2007). And never before have unmarried and divorced individuals had the same legal, economic, and political options as married couples.

Many couples work hard to enrich their relationship and deepen their intimacy, with a dedication that would astonish most couples of the past. Marriage as a relationship between two individuals is taken more seriously and comes with higher emotional expectations than ever before. But marriage as an institution exerts less power over people's lives than it once did. It is no longer the main mechanism for regulating sexual behavior, conferring differential economic and political rights, ordering the relations between the sexes, or organizing interpersonal rights and obligations, including reproduction and dependent care. But many different churches and new religious groups proliferated. Similarly, once the state stopped insisting that everyone needed a government-sanctioned marriage license to enjoy the privileges and duties of parenthood or other long-term commitments, other forms of intimate relationships and child-rearing arrangements came out from underground (Stevenson and Wolfers, 2007). And just as people's motive for joining a church changed when there was no longer one official religion, so people now decide

whether or not to marry on a new basis. We may personally like or dislike these changes, or wish we could keep some and discard others, but there is a certain inevitability about most of them. For better or worse, marriage has been displaced from its pivotal position in personal and social life. No matter how much we value marriage, we cannot afford to ignore the fact that so many children are being raised and so many obligations are being incurred in alternative settings (Dronkers & Harkonen, 2008).

Researchers and clinicians can devise ways to help couples choose their mates better, overcome problems in their marriage, and reduce their risk of divorce (Chudgar & Luschei, 2008). But short of a legal, economic, and cultural counterrevolution on an unprecedented scale, we will have to accept the fact that in today's climate of choice, divorce and its non-legal equivalent the break-up of cohabiting couples are here to stay. Our research into the causes, effects, and variability of divorce must start from acceptance of that reality.

2.4 Summary

This chapter revealed that the present researcher's contention that divorce rates are escalating and continuing as global problem, was valid and actually proven. It is advocated, henceforth, bearing in mind several outcomes of divorce among teachers, there is no society or country that can gladly keep a deaf ear. The study reviewed a backward decade historical essential and valid literature to today. However, the study took a different direction by physically visiting schools in particular married/divorced teachers and conducted this research through the appropriate research instruments. This, actually helped in valid data collection of the real factors that lead to divorce among the teachers in selected Lusaka Schools. In the next chapter, the outlined procedure of data collection was presented.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Overview

This chapter focuses only on the procedure that was used to manage data and make sense of it. There is a strategy to every effort used to describe the procedure used to arrive at decisions about programme fruition. For example, this work involved the following subheadings: research design, population, the sample selection, population, choice of research instruments, data collection as well as the analysis of data and its presentation. This was the project plan on how to go about in theory that led to yielding the practical results over the overwhelming key question in the contrast form as well as the statement of the problem in the first chapter of the report/paper/dissertation.

3.1 Research Design

The research was purely Qualitative by nature. The descriptive survey design was used, because of explaining the state of affairs as they exist, hence collecting in-depth data. Not only that, because it permits the researcher to study even small sample and later generalized the findings to the whole population. Chang (et al) (2004), is of the view that in the descriptive design small sample is studied and the findings generalized to the population. Such a method was used to get more information on the representative of the population and sample, because it has the great characteristics.

3.2 Study Population

The study was carried out in six schools of Lusaka urban and Peri-urban, Lusaka province of Zambia. The reason for selecting this site was due to high divorce cases. And it is within the vicinity of the researcher, hence the passion to tailor this dissertation. The targeted population were teachers and headteachers in their respective schools. The headteachers were chosen due to their academic, social, psychological environmental experiences in their stations, their knowledge of traditional and contemporary of the teachers and their involvement in the exact cultural context.

3.3 Study sample

The sample size comprised 24 teachers and 6 head teachers. The sample size was 30. The reason for this sample was because, grounds for divorce vary widely from country to country. The six schools are found in different zones. This therefore, meant that the 24 teachers were respondent to questionnaires and that 4 respondents per school. On the other hand, the six participants being headteachers who were involved deeply in this qualitative researcher were representing the 6 schools (interview guide).

3.4 Sampling Techniques

The samples were composed of 30 respondents/participants from all six schools. These did include 24 teachers: 4 from each school and a headteacher per school. Purposive and Snowball sampling was employed. The study targeted divorced teachers only by questionnaires. “It is called snowball sampling or chain sampling or referral sampling because (in theory) once you have the ball rolling, it picks up more “snow” along the way and becomes larger and larger” (www.statisticshowto.com). Being a sensitive topic, some people may not want to be found the potential participants would be wary of coming forward because of possible ramification. However, other participants would likely know other people in the same situation as themselves and could inform others about the benefits of the study and reassure them confidentiality. Snowball sampling is a technique in which initially identified members of a population help the researcher identify and locate others. Snowball sampling is a recruitment technique in which research participants are asked to assist researchers in identifying other potential subjects. Purposive sampling was based on the positions of potential participants like the headteachers.

3.5 Data collection Instruments

The main instruments used in this study included an Interview Guide for headteachers or questionnaires for teachers. The basis, therefore, for the use of the Interview Guide was to find expression in its flexibility in inducing and incorporating unexpected significant information (Willig, 2008). Not only that, but to also qualify data. A question was chosen on the basis that it gives the actual verifiable raw data, that is numerically used to quantify research discussions managed with any alterations of all/of any kind.

3.6 Data Collection Procedures

Upon getting the ethical clearance letter from the university of Zambia, permission was sought from the Headteacher of the respective schools where data collection was carried out and also explained to them the purpose of the study. The teachers and headteachers were briefed on the study. Furthermore, data collection was done through administering questionnaires to teachers and conducting interview guides to all the six headteachers. This was done in exactly two weeks. Upon researcher's consultation from the managements were duly done, the conveniently preferred venues were their various school premises as suitable viewer for data collection. This was to actually save time and travelling costs.

3.7 Data analysis instruments and procedures

All data was analysed by using thematic analysis for qualitative data. The qualitative data which was obtained through questionnaires and interview guides were analyzed by coding and grouping the emerging themes. Descriptive of each theme was done and interpreted critically and objectively. The two instruments used; Questionnaires and Interview guides, formed the mechanical and empirical system in which data finding, analysis, presentations and recommendations would be based objectively. The overall view was that, the two instruments provided accurate and complete data weaknesses and strengths from all sources.

3.8 Ethical consideration

Self-disclosure on the researcher's part was the priority to all stakeholders in the study. The multicultural perspectives were drawn upon into cultures, which were built into culture sensitive and culture informed models of exercise.

Each participant received a letter outlining the research and a consent form for their records, as well as the consent form that the researcher would keep. Furthermore, protection of participants' anonymity and confidentiality that information obtained was not divulged to any third parties or indeed was to be used for any other purpose other than for purely academic work as initially intended be explained and participants assured of it. Names of schools are disguised, as well as names of participants. Deceptive practices were also avoided from both researchers and participants. Furthermore, the researcher explained and provided for participants with the right to

withdraw from the participation on study if need arises without being coerced and that the researcher may too withdraw and terminate the research due to inevitable circumstances. To do this meant that the researcher had a purpose and perfect direction to add to social justice among the standards needed to be met in fulfilling the research competing needs in a professional practice.

3.10 Summary

The above preceding chapter explained the theoretical preparation of going about practical way of meeting the research purpose by laying out necessary ingredients tailored to collect and manage appropriate data. The design and methodology followed in this study were justified, in order to enable the researcher to address the main research questions. These are the research design, study population, study sample, sampling techniques, data collection and procedures. Furthermore, data analysis and ethics adhered to.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study. The data is presented according to the themes drawn from both the objectives and the research questions. These are:

- iv. Identify factors that lead to divorce among teachers in selected schools of Lusaka.
- v. Explore the implications of teachers' divorce on their performance.
- vi. Establish corrective measures to reduce teachers' divorce.

4.1 Characteristics of respondents

Table 1: Gender of respondents

The table below shows the gender of respondents. It shows that half of the respondents were males and rest females. This was done in order to get a fair balance from both genders.

VARIABLES	GENDER	NUMBER	PERCENT (%)
Teachers	Male	12	40
	Female	12	40
Head Teachers	Male	03	10
	Female	03	10
TOTAL		30	100

Figure 1: Age of respondents.

The figure below shows the age groups of the participants who took part in this study. It is clear that those between 20-25 were 13% (04), 25-30 were 20% (06), 35-40 were 26% (08), 40-45 20% (06) and those who were above 45 20% (06).

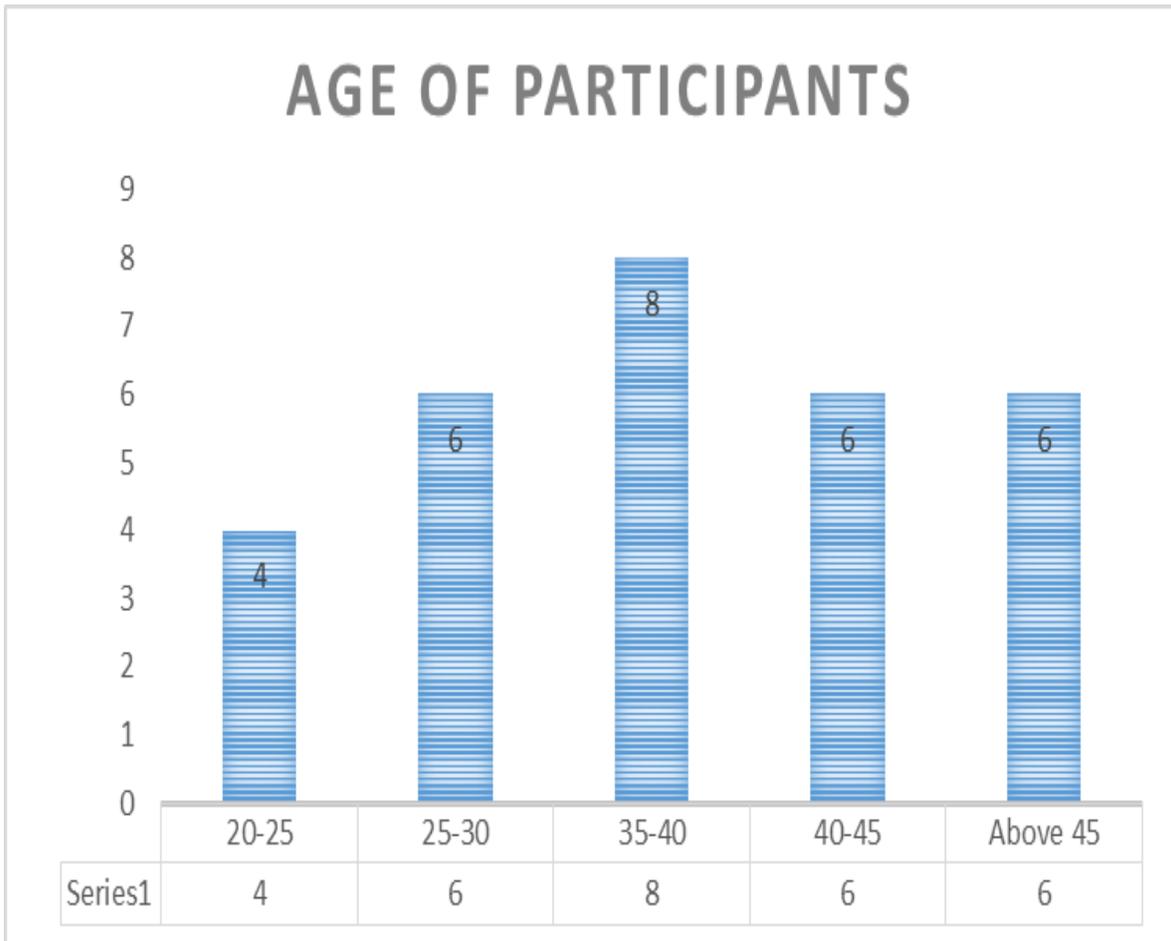


Figure 2: Qualifications of Participants.

The figure below indicates that 33 % (10) of the participants are Certificate holders, another 33% (10) are Diploma Holders, while 27% (08) are Degree holders with the least being those with Masters at 7% (02). This information shows that the majority teachers in Zambia are still certificate and Diploma holders respectively.

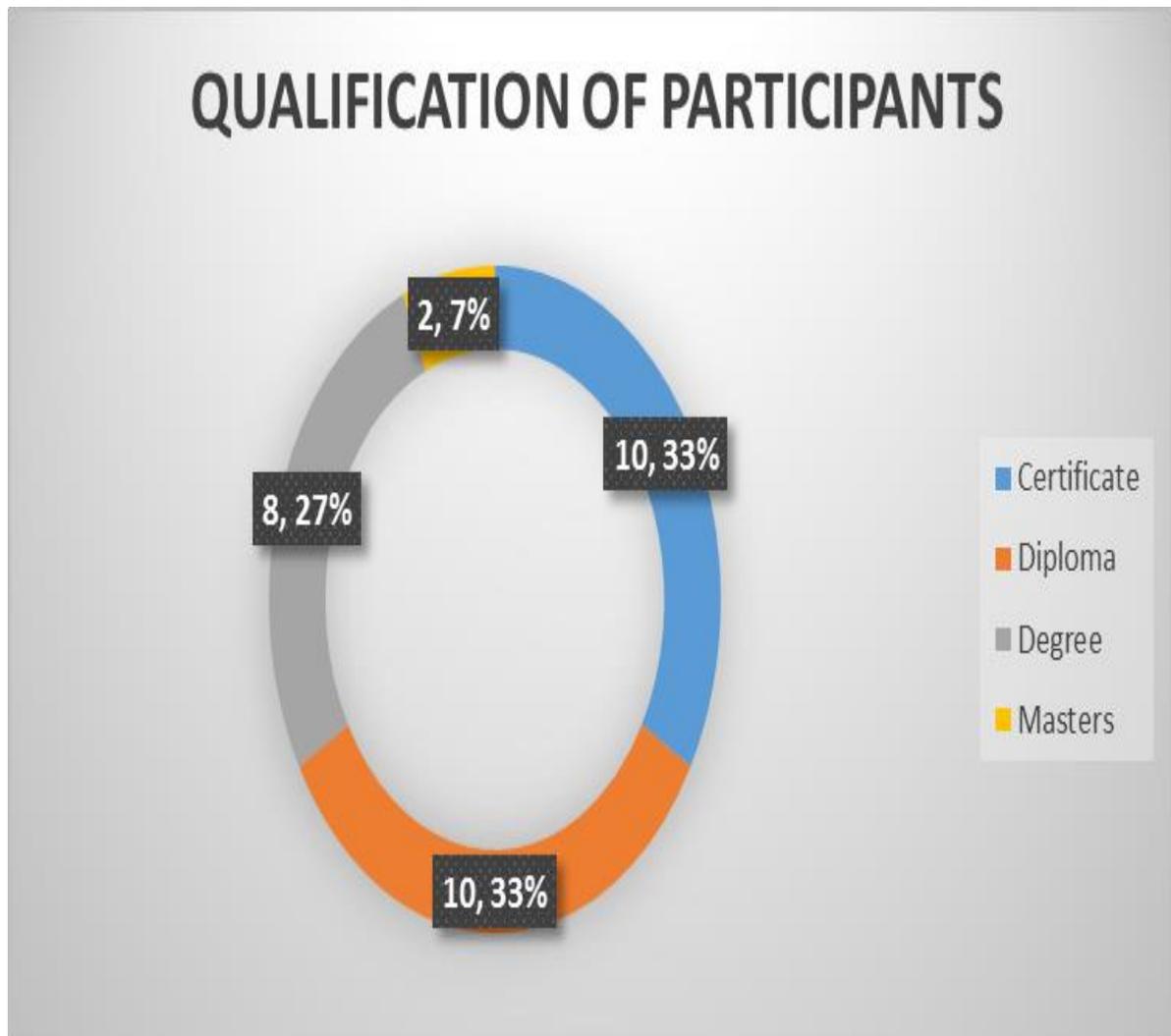


Figure 3: Accommodation status of Participants.

From the figure below, it is clear that the majority numbers of teachers 73% (22) in this study are not accommodated while only a small portion 27% (08) mainly headteachers are accommodated. This is consistent with various stakeholders who have complained that many government school in the country have a shortage of proper housing units for its teaching working force.

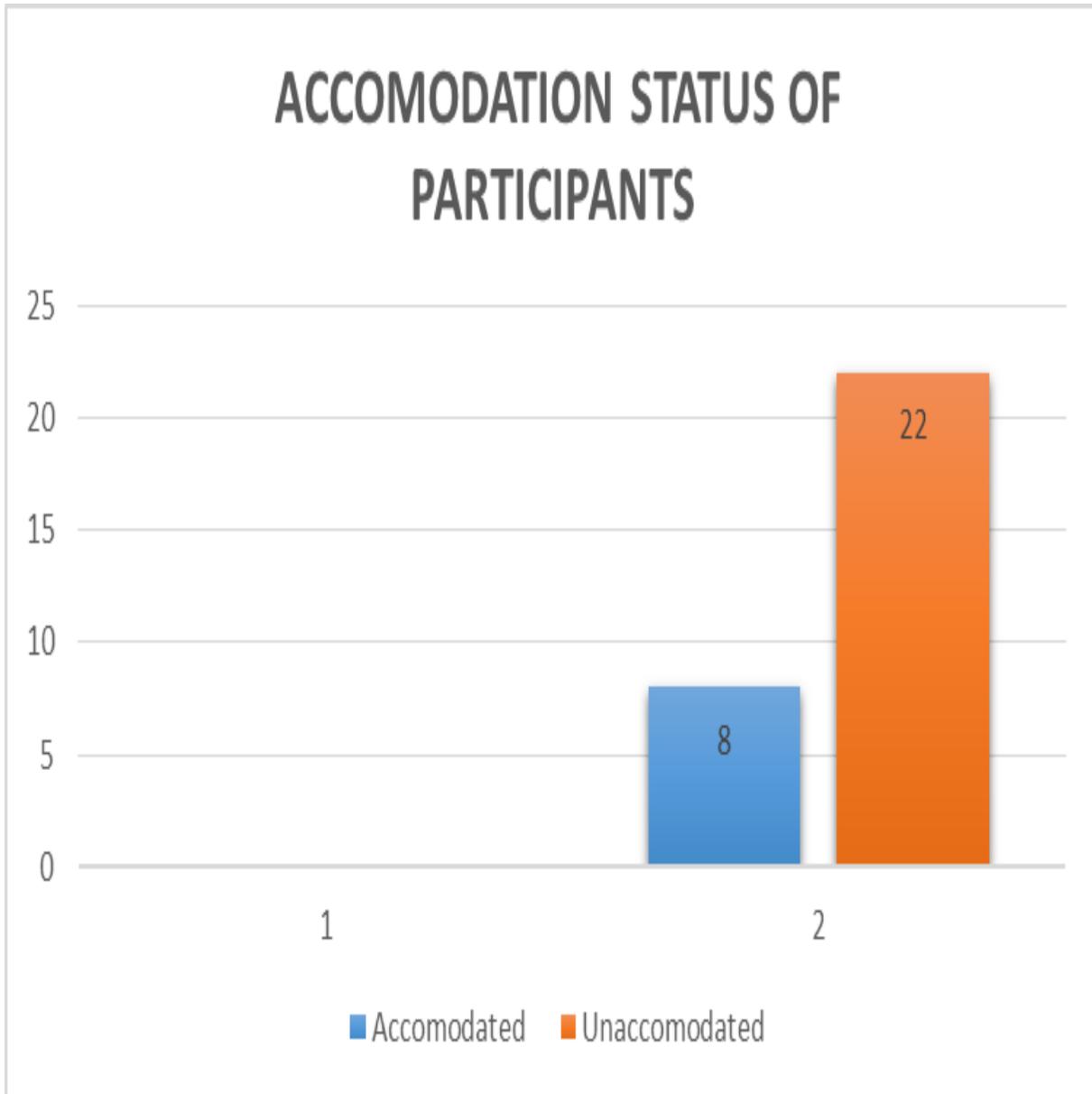
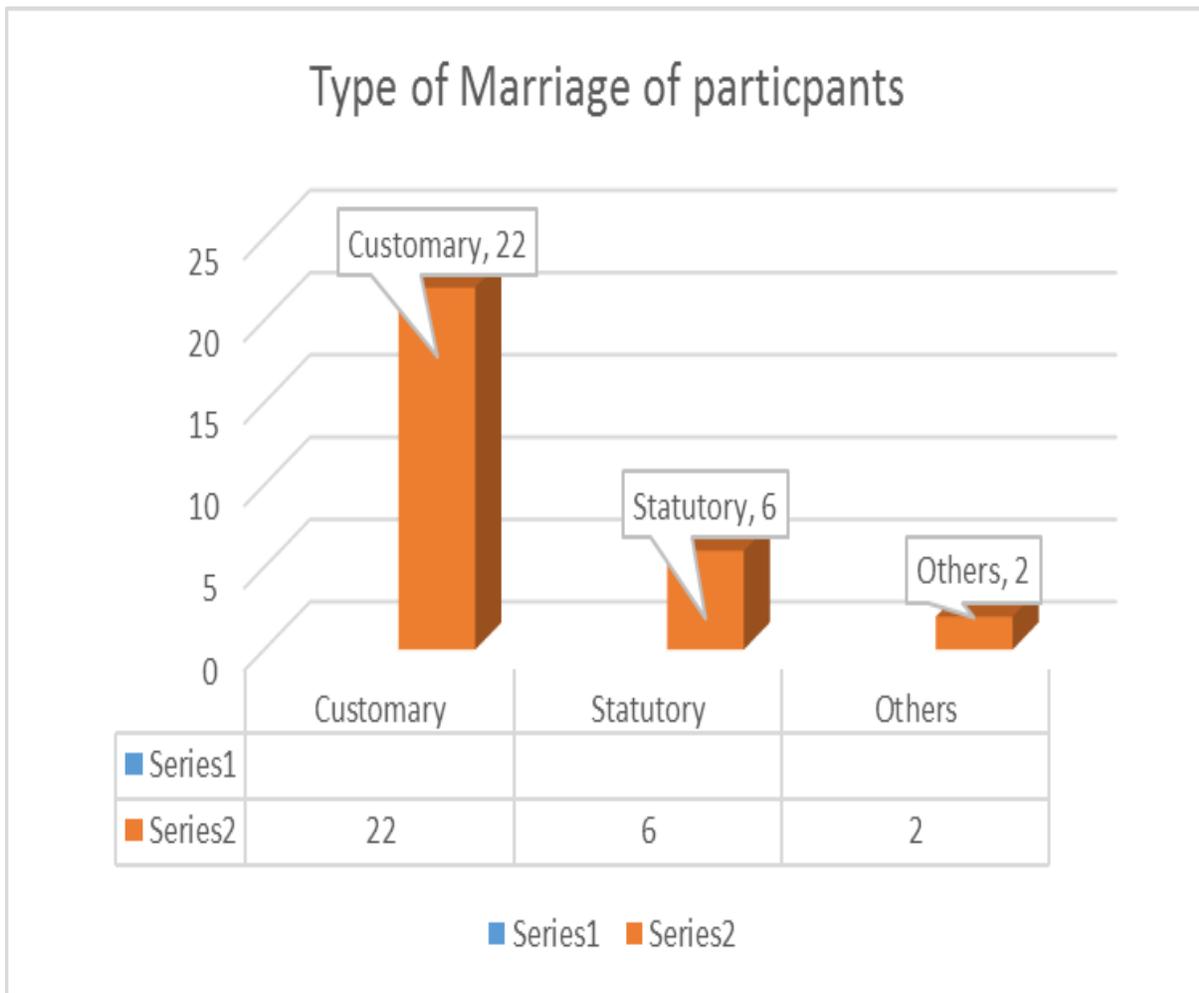


Figure 4: Type of marriage of participants

The figure below shows that the majority 73% (22), of the participants in this study married under customary marriage while the minority 20% (06) married under statutory marriage and 6% (02) contracted their marriage through other means. This information means that most marriages in Zambia are under customary law, hence even the procedure to end the marriage is easy compared to statutory married.



4.2 Causes of marriage divorce among teachers

4.2.1 Long Distance Relationships (LDRs)

Many of the participants, to be precise 20 out of 30 that participated in the study stated that, one of the leading cause of divorce is long distance between spouses. This is because, long distance relationships are difficult to maintain. Some family may discourage it, and some friends may advise not to get their hopes up, lest they get their hearts broken. Long distance relationships (LDRs) include romantic relationships between partners who are geographically distant.

One teacher stated that:

“while he was busy arranging for transfer to move his wife and children from the rural area to Lusaka to join him, he later learnt that his wife was going out with another man in a nearby village, this made him divorce her and marry another wife in town.”

Another teacher said:

“when I told my husband I was visiting him that weekend, indicated to me to be too busy that he was going for workshop with his top supervisors. I decided to darken his door unknowingly. That’s when I got a shock of my life, the house was scrupulously clean, freshly cooked food in the pots and feminine clothes in his bedroom. He equally never wanted me to spend a night there so, I came back wounded!”

Long distance relationship is a macro factor contributing to divorce in the teaching fraternity.

4.2.2 Teacher pupil relationship

About 16 teachers of the participants stated the above reason to be among the macro leading factors of divorce among teachers. Male teachers were cited as the number one culprit. This is so because the male teachers’ daily exposure to young women in learning institutions draws the

men's attention to the contrast between the physical body of teenage women that men's evolved psychological mechanism find attractive. One male teacher said,

“some teenage girls are just irresistible!!! I impregnated two at the same time and married one of them due to family pressure but now I am with a different mother to my children.”

A named headteacher did state that:

“it is so shameful that some teachers proudly boast that they have in each class they teach a girlfriend. Actually they see to it that such a one becomes a mistress or prefect so that when on duty, the girl directly reports to them.”

4.2.3 Educational Attainment

Of the 24 teachers,14 came out strongly on this factor as one of the leading cause of divorce among the teachers both at primary, secondary and tertiary levels of education. One teacher clearly stated that:

“macro factors contributing to divorce in the learning institution include increased economic independence of women, women can now afford to leave.”

Another teacher said:

“my husband come from a family where they don't value education so much. I had an unhappy time in my marriage because whatever I suggested, did to make the family/marriage excel to another exciting level proved futile to him. With the passion to upgrade myself, I moved from a primary school certificate holder to masters level while he remained a primary school teacher. Each time I was out for residential, he spent nights out and it became a trend even

when I finally completed. And since we couldn't come to terms for eight years, divorce was the result. I am truly happy now."

4.2.4 Spouse abuse

Of about fifty percent of the participants stated that, one of the causes of divorce among teachers is spouse abuse mainly by husbands. One of the teachers said,

"Abuse may be emotional, verbal, psychological, economic, sexual and physical. It may involve threats, intimidation, isolation and a variety of other behaviours used to maintain fear, intimidation power."

And because women are taught that marriage is a *"shipikisha club"* meaning they should accept the suffering that is found in marriage, therefore, they are expected to endure the suffering that comes with marriage even if its death threatening. One female teacher stated that she was married to a husband who was not in formal employment, but later empowered him with some income to do some informal business of pirating as a taxi driver. But later he started abusing her by way of beating and using abused language, she ended up divorcing him.

A teacher further explained further other types of abuse:

"judging and criticizing are equally forms of abuse as this type carries a judgemental tone. Remarks and comments that negate or discount a partners feelings are; "the trouble with you is.....," "you're never satisfied.....," "you don't know what you are talking about...."

4.2.5 Parental involvement

Further responses revealed that some marriage breakdown is as a result of pressure from outsiders mainly parents who get involved in the marriage of their children. These were infact, 10. Female parents were cited as the number one culprit in terms of marriage interference. Because

of parental interventions, most couples failed to withstand pressure from the parents from both parties. One head teacher stated that:

“Parents involving themselves in their children’s affairs escalate the situation and in most cases the couple fails to resolve the problem and resorts to divorce.”

Some teacher further said that:

“married couples should at all costs avoid over dependence on the parents. They should try to live an independent life. Also by living in their own house and jobs of own.”

4.2.6 Disrespect among spouse

Out of the 24 teachers, 15 complained of disrespect by spouses, especially male married teachers were major victims in this category. One male teacher stated that his wife would insult him in front of other teachers and pupils for no apparent reason especially when she was drunk. He stated that this act of disrespect was embarrassing to him and his profession.

Usually in some cases, the disrespect comes about when some husbands as well as wives are addicts to alcohol. An alcoholic husband or vice versa, can hardly make a reasonable and constructive decision regarding the running of the home/family. A Miss Z, at one school said:

“I divorced my husband because it was too much of ‘umusalula’ (disrespect) more especially when my relatives visited us. He could come dead drunk in the night and made sure everyone woke up because during lunch when sober he could get the keys for the bedrooms. He used to play loud music along the passage leading to the bedrooms so as to wake up everyone in the house as that was the only way he could express himself. That was so embarrassing, humiliating on my side especially when my

parents/uncles and aunties visited us. I could not withstand that for long.”

4.2.7 Sharing of financial expectations and budgets

On the other hand, 18 of the teachers stated that monetary issue to be problematic. The demise of many families revolves around finances. Often we bring different expectations about money to a relationship and coming to agreement on how we handle money together is a critical component of success. Agree on a budget and an approach to debt and then live within your limits. Learn to differentiate between a need and a want, and then make sure your needs are met. One head teacher stated that:

“Most husbands (male teachers) do not disclose their income to their wives and are in the habit of hiding of their payslips, a trend that causes friction in most homes.”

Another head teacher stated that:

“Due to empowerment, most female teachers have adopted extravagant lifestyles and fail to stick to their budgets.”

4.3 Implications of teachers’ divorce on their performance

Twenty-two (22) of the 30 total number of teachers who participated in the study indicated that divorce had a negative effect on their work performance. Firstly, divorce caused disrespect from pupils as they look at them as someone who cannot manage a home, therefore, they cannot manage a class of more than 70 pupils from different homes. One of the teacher said that:

“because of divorce, pupils thought I cannot control them as such they nicknamed me as Mr. Good for nothing.”

Secondly, it is the way the Zambian culture is made to look at the people who are divorced as failure in life. Many of the teachers who participated in this study indicated that they faced discrimination from members of the public on account that they were divorced. The majority of teachers who faced discrimination in this category were female teachers. The Zambian culture has been made to believe that a divorcee is a failed person in life without examining the underlining factors that caused divorce.

Thirdly, at individual and family level, in the worst cases were the children to pay the price of their parent's divorce. Divorce impacted negatively both on their social and academic life.

Fourthly, psychologically, emotionally also physically disturbed. Divorce makes the affected act without thinking even at the place of work. Academically, spiritually, they are wholistically affected, hence, decline in teachers performance increase in substance use (excessively) to stabilize pressure. Pass rate declines as learners taught by an emotionally disturbed teacher.

One participant said:

“poverty levels increase more especially when the court conditions are given to be giving half pay to former spouse. It's like one sponsoring two homes.”

One teacher stated that:

“For most children, loss and fear go hand in hand. They do not know what will happen to them and fear intensifies and complicates the other emotions associated with loss. The fearful child cannot concentrate in school like what happened to my child, in the end he/she misinterpret comments, and will sometimes regress to immature or self-destructive behavior.”

Headteacher stated:

“Another implication is that teacher’s performance decreases as she/he spends time reflecting on the past and present. Financial stability is no longer the same and so spend less hours in school as they have to get extra resources for the family.”

Another headteacher further added:

“since teachers performance is compromised, the development of the nation declines because of no proper qualified personnel in most departments of the nation.”

All in all, proper preparations by the teacher is affected for work is not really there as the mind is unstable.

4.4 Measures to reduce teachers’ divorce

Out of the total participants, 22 teachers in this study indicated that the most important thing for a couple is to go for counselling. What has been observed is that in most cases it only women who undergo counselling or that marriage counselling is more concentrated on the woman leaving out the man who is considered to be the head of the house.

One teacher stated that:

“Counselling before marriage is important in that the couple is given knowledge and wisdom to handle marital problems.”

Couples must accept one another’s weaknesses, in most cases couple only expect the best from their spouse.

One teacher stated that:

“Most people are not psychologically prepared for marriage since others are forced to marry and only expect the good side of it, while overlooking the harsh reality that comes with the life-time commitment.”

Another teacher said:

“In my 18-year career as a teacher, I had noticed that most couples failed to accept their spouse’s weaknesses and strengths, thus ending up separating or divorcing, which was not acceptable in African society.”

One of the participants expressed a concern that even though counselling is done, post- marital counselling is usually left out. One divorcee thus commented: *“there is no post-marital counselling.”* The respondent went on to reveal that most of the problems emanate after marriage hence, a need for post- marital counselling. The other said:

“teachings on marriage issues should be intensified by the marriage counsellors since currently not enough is being done, you only learn about what marriage is all about when you are already in it, more emphasis should be on the main issues that are likely to bring about divorce.”

Two headteachers emphasised the need for proper marriage counselling:

“church marriage counsellors are not usually reliable. The couple need to be counselled by both traditional and church marriage counsellors. A church pastor/marriage counsellors will not explain the benefits or use of a chicken/chicken parts in the marriage but a traditional one will do.”

One headteacher about to retire added that:

“ what the counsellors miss out is what the couple want to see in their marriages. In the long run one goes out to explore and find the missed staff. Church counsellors will not tell you to divorce but give biblical quotations. In the men’s Insakas, we also discuss and teach one another, we even see and feel the gaps in our marriages”

The choice of counsellors also is critical in reducing divorces, as well as their input must be monitored by both family couples..

4.4.1 The high court should deal with all divorce cases

Out of twenty-four teachers, sixteen strongly stated the need for government through the Ministry of Justice to critically look into divorce cases and stiffen the punishment. First, the judiciary and particularly the Ministry of Justice should work to enhance the capacity of local courts. Over 90% of civil and family disputes in Zambia are resolved by the Zambian local courts and yet the Zambian local courts are the least funded of all courts in Zambia. By enhancing capacity of local courts systems and the local court justices, they can be well equipped to deal with customary marriages, even if customary marriages were to be given statutory recognition.

One female divorcee said:

“In the olden days, the courts worked hand in hand with the MoE by making sure that the working couples lived together. But what we see today is so surprising that marriage certificates this time, don’t seem to serve teachers from being away from spouses. In short the government no longer respect marriage as something that drives workforce”

4.4.2 Age of spouse is another factor

The trend by most parents to force their daughters to get married after being pregnant was another setback because in such cases, they ended up being divorced. One teacher stated that:

“Most of these youngsters (spouses) are usually not ready for a life-time commitment but only concentrate on having fun, therefore, parents should not force them to marry after being impregnated.”

Another teacher commented:

“People now consider marriage to be just like a club and not coming from Jehovah. Age does not matter, it is just a number and not love itself.”

4.5 Summary

The study in the chapter presented findings, carried out in the three objectives in order to meet its purpose as well as objectives. Through questionnaires and interview guide. The information in this chapter is what was obtained in the ground. The data presented, therefore has not been altered in any way by the researcher either. So as to set a baseline to the next chapter were external views from the researcher or either in comparisons of the literature reviewed in chapter two, to set a slot for knowledge gap. Interpreted findings on the next chapter.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study in line with the objectives of the study which were;

- (i) To identify the factors that led to divorce among teachers in selected schools of Lusaka.
- (ii) Explore the implications of teachers' divorce on their performance and
- (iii) Establish corrective measures to reduce teachers' divorce.

5.1 Causes of divorce among teachers

5.1.1 Lack of Communication

In line with Stafford and Reske (1990), he argues that, communication is crucial in marriage and not being able to communicate effectively quickly leads to resentment and frustration for both, impacting all aspects of a marriage. On the other hand, good communication is the foundation of a strong marriage. From this study it is clear that lack of communication among spouses on matters that affect them is a cause of divorce among teachers. Yelling at one's spouse, not talking enough throughout the day, making nasty comments to express oneself are all unhealthy methods of communication that need to be ditched in a marriage.

The study, therefore, reveals that marriage and relationship are directly affected by couples inability to communicate. Where communication is poor couples experience emotional solution, uncertainly neglect and sexual difficulties and sometimes seek intimacy outside the primary relationship. These problems if carelessly handled by the couples leads to breakdown of marriage, hence, problems on the affected teachers part to successfully or efficneitly deliver work in the classroom.

5.1.2 Infidelity

Extra-marital affairs are responsible for the breakdown of most marriages that end in divorce. This is one of the most common cause of divorce among teachers as this study has shown. These findings are consistent with the recent report that the major cause of divorces in Southern

Province was extra-marital affairs while the love for money and material things was the major cause of divorce in Northern Province (www.daily-mail.co.zm). The reasons why people cheat aren't as cut and dry as our anger may lead us to believe. Anger and resentment are common underlying reasons for cheating, along with differences in sexual appetite and lack of emotional intimacy. Infidelity often begins as a seemingly innocent friendship. "It starts as an emotional affair which later becomes a physical affair".

One headteacher (victim) stated this:

"I was alone most of the time, he would come home very late and say he was from church..... for 12 years I was staying alone and that I did not have any child. He spend most of the time with this other woman..... at times, I would hear every detail of their conversation because he would talk to he rin our bedroom while I was there, there was no respect at all non whatsoever. When I confronted him about the issue, he denied having any relationship with the woman but in the end he married her.

Similarly, another victim of divorce stated that:

" my wife cheated on me with my boss..... he was called over a table to stop destroying my marriage and he admitted and agreed that he will stop.... Ultimately my former spouse ended up divorcing me for him."

Although God, the creator of the universe, author of marriage places a high value on faithfulness as a basis for a happy and lasting marriage, the findings of the study express unfaithfulness or infidelity as one of the leading factors of divorce or marriage failure among teachers.

Among the three things that God blessed at the beginning of creation was Marriage and the two being: Tithe and the Sabbath. This means, therefore, that whoever goes against any of the three is liable for a curse.

5.1.3 Spouse abuse

Physical or emotional abuse is a sad reality for some couples. It doesn't always stem from the abuser being a "bad" person; deep emotional issues are usually to blame. Regardless of the reason, no one should tolerate abuse and be removing yourself from the relationship safely is important.

No marriage is easy. Even couples with the best intentions are sometimes unable to overcome their challenges and end up in courtrooms. That's why it's important to address issues in the relationship early on. Do not wait until they are beyond fixing. Practice kindness, make intimacy a priority, go on holidays and seek marriage counselling (even when things are fine) to preserve the health and longevity of your relationship.

All in all, according to the findings, couples should try their very best before they decide that things are beyond your control and it is time to give up. That way they can have the peace of knowing they tried all of the alternatives before the big step of divorce was entertained.

5.1.4 Long Distance Relationship (LDRs)

Long distance relationships are difficult to maintain. Yet many teachers in Zambia are expected to serve in any part of the country as part of their condition of service without considering their marital aspect. Long distance relationships (LDRs) include romantic relationships between partners who are geographically distant. Partners may need to stay in different locations for various reasons such as job or studies (Borelli., Rassmussen, Burkhart, & Sbarra, 2014). Sometimes these relationships may even be formed virtually and partners may seldom meet each other in person. Although such relationships are becoming increasingly common, the common perception still remains that the success rate of such relationships is low.

LDRs are common as people are moving from their hometowns to fulfill their academic or career goals (Pistole, Roberts, & Chapman, 2010). Though access to internet and other mediums of communication makes maintaining these relationships easier, there are other stressors that can still make them difficult to manage. For example, research suggests that awareness about lack of physical proximity itself can make relationships seem difficult along with concerns regarding the quality of the relationship in general.

One of the challenge of distance relationship is that time is sometimes an unfair rival because it is something that you cannot fight against. Sometimes people in a long distance relationship are so caught up in their own lives that they forget to spend time with their partners. Other people are so hooked with their careers that they forget to make time in their busy schedules for their loved ones. This does not only happen to couples but also to families and friends, unfortunately. Time is even a more difficult opponent if one's partner lives continents away and the two are divided by different time zones. It can be quite a problem to keep up with communicating especially if you are at work the whole day and when you call your partner, he or she is already asleep.

The lack of communicating was thus found to be an inhibiting factor affecting couples. It is a problem that may lead to mistrust and even to jealousy. Nobody would want to wake up the green-eyed monster.

5.1.5 Teacher pupil relationship

Kenrick et al (1989) experiments demonstrate that men who view photographs or physically attractive women or playboy centrefolds subsequently find their current mates less physically attractive and become less satisfied with their current relationships. What then, would be the cumulative effect of being exposed to young attractive women on a daily basis? Secondary School Teachers and College Professors come in contact with more young women at the peak of their reproductive value than others do. The analysis of a large representative data set from the United States indicates that, while men in general are less likely to be divorced than others. Simultaneously being male and being Secondary School Teacher or College Professor statistically increases the likelihood of being divorced.

There are few occupations and professions here in Zambia and worldwide that afford greater opportunities to come in contact with women in their teenage years than secondary and post-secondary teachers. Female teachers are equally exposed to young, attractive men, but we usually would not expect this to have a comparable offer on women's relationships as women do not value youth and physical attractiveness in males as much as men do.

Male teachers therefore, have a greater risk of being divorced because they are exposed to young, attractive women on a daily basis. Their more mature wives appear less physically

attractive to them and their commitment to their marriages subsequently wanes. For the same reason, these male teachers appear less likely to remarry subsequent to their divorce compared to others divorced men.

Male teachers must therefore, learn to be disciplined, exercise faithfulness, love their spouses genuinely by providing for them all it takes for them not to admire outsiders. Self- control, Love,Patience,Kindness as well must be exercised, as the fruits of the spirit just like the Bible says in Galatians 5v 22.

5.1.6 Educational Attainment

Brandson (1990) claimed that education is often used as proxy for female empowerment. But Isiugo-Abanihe (1998) observed that, in some cases the relationship between female education and divorce is found to be positive. This is so because the influence of education appears to be nonlinear with the lowest divorce rates observed among uneducated women. There are male teachers that fall for female pupils, impregnant them and then forced to marry. The situation then becomes bad when they begin to fall in love with their fellow workmates due to similarity/equality in education and way of thinking.

At the same time, the same educational attainment is positively associated with the occurrence of divorce and separation among women of reproductive age. According to (Adedokun (1998) observed that the reason why there is high incidence of divorce among women of reproductive age is that, the educated women are more likely to embrace new ideas about marriage.

Educated female teachers married to men that do not value education so much have ended up being divorced. As a projection defence mechanism on the side of such men, citing gender or female teachers to be pompous, disrespect and nagging. Adekokun stressed the point that, as the passion of sexual attraction may emerge; spouses may wish to end unexciting marriage in favour of relationship that will provide renewed excitement. She, however, observed that increasing participation of educated women in the labour force may have reduced the extent to which they are depended on men.

5.2 Impact of divorce

The impact of divorce can be seen at different levels, at an individual depending on what they do. This could be family, child and work related effects. According to research, children of divorce, when compared to children from dual parent families, exhibit more “acting-out” behaviours (e.g. aggression, conflict with school authorities) as well as “maladaptive, internally directed behaviors” (e.g. depression, anxiety and withdrawal) (Miller et al., 1999, p. 285). Children of divorce are more likely to perform less well academically, have a lower academic self-concept and are less motivated to achieve. While divorce is a difficult time for all parties involved, the child should always remain the focus to ensure he or she has a routine and the love and support needed to help stay on the right track. There is no need to go into great detail about the proceedings or the underlying reasons for the separation. It is important for all of the adults in the child’s daily life to remain on the same page and work together as a team to help provide the proper support and guidance for the child so he or she may successfully manage the transition (Babalis, 2011).

The consequences for divorcing for spouses depend on how unhappy the marriage was. Spouses that were miserable while in a loveless conflictual marriage often regard the divorce as a relief. Spouses who were left (for example, a spouse leaves for another partner) may be destitute and suicidal. In some cases, women tend to fare better emotionally after separation and divorce than do men. Women are more likely not only to have a stronger network of supportive relationships but also to profit from divorce by developing a new sense of self-esteem and confidence, because they are thrust into a more independent role.

5.3 Measures to reduce teachers’ divorce

5.3.1 Go for counseling

Out of all of the solutions to divorce that have been shared in this study, this may be the most effective one. Unfortunately, there are a lot of couples who always wait until they feel totally hopeless within their relationship before even considering seeing a professional marriage counselor, but the reality is that it’s healthy for all couples to go at least a couple of times per year. That way, they can get tips and tools to either get viable remedies for the problems they are

having or to make their marriage even stronger. Marriage counseling is proven to improve physical and emotional intimacy, increase communication and establish an overall better connection between spouses.

Stanley believes that churches should do any mandating. He favors programs like Mike McManus's Marriage Savers, which enlists members of the clergy and officials in a given community to support marriage in a variety of ways, including training older mentor couples to give premarital education to engaged couples. McManus offers statistics to show that these initiatives have reduced divorce significantly in seven out of eight cities that have adopted them and for which numbers are available (Maguire and Kinney, 2010).

However, it can be deduced from the study that there was a great feeling that continuous workshops and seminars should be conducted at an early age and not when they are ready or already in marriage because Proverbs 22:6 says

“Train a child in the way he should go and when he is old he will not depart from it.”

Open discussions on issues about dating and how to choose a life partner should be cultivated on the youth in churches as well as in schools, post secondary schools.

5.3.2 Sharing responsibilities

For couples who are living away from each other managing responsibilities can be a task. One may feel pressured to take care of certain responsibilities since they cannot share it with their partner such as, household work, finances, parenting etc. This not only puts a strain on their relationship but also makes it difficult for partners to give time to each other. Partners can decide what kind of responsibilities they can still share and what are the other responsibilities they cannot, what they are ready to negotiate with and what they aren't in this. Such discussions can help in reducing uncertainty in relationship and make it easier for partners to work together towards relationship goals (Shrivastva & Burianova, 2014).

Couples must see to it that they work hand in hand with each other as they say, “Two heads are better than one,” and that “One finger can’t kill a lice.” Working together always as partners will yield better results.

5.3.3 Being open to change

When partners live away from each other it can be difficult to keep track of the numerous changes happening in their partner’s life. As one’s life circumstances change, one’s way of relating to the world too may change. However, the latter is seldom anticipated by both partners. Thus when partners meet each other in person after long time these changes can come across as revelations and one might feel like their partner is a new person altogether. For a partner who has moved to different location, the new destination would warrant significant lifestyle changes which in turn may change their views regarding future aspirations, relationships, etc.

In such situations, the partner who continues to live in the same place, may view these as a reflection of who their partner ‘really is’ as opposed to a natural consequence of moving to a different location. It would help both partners if change is treated as part for the course, and that one differentiates the person from the attributes when one comes across a change that they do not like.

5.3.4 Leave no stone unturned

Make every effort to improve the marriage. Understand that this will take time and effort from both partners. Prioritize your marriage and spouse and express gratitude to one another. Accept each other’s differences and make decisions together as a team. If you both struggle to achieve this, then do not hesitate to seek help. Read books together on how to build great marriages, attend seminars on how to effectively overcome problems. Do everything you can to make your marriage work.

The researcher found out that, understanding is the most important issue in marriage or any relationship, there is also need for partners to communicate effectively as this will lessen misunderstandings between the couple.

5.3.5 Fair application of the law

Under the current practice, dissolution of customary marriages unfairly disadvantages women because of an outdated colonial analysis that is foreign to a modern Zambia. Munshya (2017), states that, it is apparent that at dissolution of marriages, the High Court applies a much fairer equitable standard than do local courts. Local Courts probably want to do what is fair, reasonable and equitable but they cannot achieve this result because they are limited by customary practices in the way they can analyse spousal property and its division after dissolution. It is unacceptable that in this day and age, a woman should be denied her share of the matrimonial property simply because local courts cannot grant her a fairer share due to customary practices.

5.4 Summary

The study through the chapter provides further evidence regarding factors leading to divorce among teachers and the measures to reduce teachers divorce cases. The chapters presentations reflected the participants/respondents opinions, scholars and the researchers credibility to put those together in tailoring the best way possible in eradicating divorce. Because teachers and headteachers had greater contributions, the discussions were subjected to a high reliability and validity.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

Divorce is not a new occurrence; it has always existed in the society and continues to escalate. It is actually a global issue that exists in societies despite the negative impact it has on families and society at large. Divorce has greatly affected many families and continued to traumatise many more. Historically marriage in the olden days used to be ruined in most cases by death but now they are being destroyed by divorce Reissman (1990). These presented and analysed findings of factors leading to divorce among teachers will add to a growing body of literature in which more researchers are likely to reflect and embark on. There are many sources of data, causes and the reasons for possible error, hence the research paper is subjected to viability in other context as the case may not be as was in this context.

6.1 Conclusion

In conclusion, the study found out that there are a number of factors that cause divorce among teachers in Zambia. For example, it is a fact that the standpoint of counselling is crucial in one's marriage, everyone should not only be expected to be able to obtain knowledge but also master and explore how to make their marriage and relationship work. Everyone is not supposed to be out of date but open their mind to accept, accommodate and utilize current technology to destroy their marriage while they are watching since this is a veritable tool for globalization.

With regard to the challenges, the study has found that divorce a very traumatic experience. It is painful for the victims, the family, the learning institution and children involved. Divorce does not only cause tremendous pain but also causes long-term emotional strain, fear, rejection and loneliness. In addition, the data revealed that following divorce, social and interpersonal relationships are highly affected. At times workmates are so judgemental and respond negatively towards the divorced and this causes some of them to get transfers or have trauma, depression and stress. Generally, the work performance is affected highly.

6.2 Recommendations

The effect of divorce on teachers cannot be looked at as a small issue but a matter that concern us all. It is, therefore, pertinent to recommend what should be done to ensure successful management of issues that cause divorce among teachers in Zambia. In view of the study, the following recommendations were made to government, school administrators and the teachers themselves. These include:

- ❖ It was found that Long Distance Relationship caused a lot of divorce in Lusaka. This problem had something to do with Policy. It would be good, therefore, if the government through the Ministry of General Education, could begin reducing such scenarios by the way of strategically deploying married staff to where their spouses are.
- ❖ It would also be encouraging if the government through the Ministry of Religious and National Guidance, formed and provided Workplace Counselling Services. This would actually be necessary since it was found that counselling services targeting married teachers were missing in schools
- ❖ By employing the trained and qualified counsellors in schools, it would be more beneficial equally on the pupils' part. Children of divorce usually are more likely to perform less well academically, have a lower academic self-concept and are less motivated to achieve. The implications of divorce on teachers' and pupils' performance can be combated by the School administrators, teachers themselves and the government.
- ❖ Teachers must always seek counselling when faced with marital challenges.
- ❖ By providing both pre and post marital counselling using premarital inventories this dream could be realised. Pre-marital counselling, therefore, should be a pre-requisite for all would be couples. Pastors in churches then should only solemnise marriages of people who have attended these teachings.

- ❖ Couples should adopt alternative routes of solving conflicts and problems rather than divorce. Divorce is not a solution. Those in bad marriages should not use divorce as an escape just because they are in unpleasant situation, but should seek God for the health of their relationship. God's kind of love can overcome in the situation and mighty miracle of healing can come to that marriage and home.

6.2.1 Recommendations for possible future research

- (i) This study was restricted to only six selected primary and secondary schools of Lusaka. To this effect, there is need in the future to broaden the study to involve other schools in the remaining parts of Lusaka or other districts and provinces in the country to have a wider picture.
- (ii) The impact of divorce on teachers' work and pupil academic performance need further investigate.
- (iii) A exploration of corrective measures that could reduce divorce cases among the teachers in selected schools of Lusaka would be a worthwhile investigation.

REFERENCES

- Adedokun O. A (1998). Widowhood, divorce and waiting. A neglected aspect of nuptiality studies in Nigeria. *Nigerian Journal of Social Work*, 2(2): 38-54.
- Adler, F. (1915). *Marriage and divorce*. New York: D. Appleton and Company.
- Anderson, G. & Kolk, M. (2011). *Trends in childbearing in Sweden: An update with data up to, 2007*. Finnish Yearbook of Population Research XLVI: 21-29.
- Babalis, Th. (2011). *Children of single-parent families: Helping in school adaptation*. Athens: Diadrassi (in Greek).
- Brandson, A (1990). *Marriage Dissolution, Remarriage and Childbearing in West African: A Comparism Study of Cote d' Ivore, Ghana and Nigeria*. PhD. Thesis, Philadelphia: University of Pennsylvania.
- Chang, M. C., et al. (2014). *Teacher Reform in Indonesia: the Role of Politics and Evidence in Policy Making*. Directions in Development. Washington, DC, World Bank.
- Chudgar, A. and Luschei, T. (2015). *Evolution of Policies on Teacher Deployment to Disadvantaged Areas*, Background paper for EFA Global Monitoring Report.
- Coontz, S. (2005). *A History of Marriage: From Obedience to Intimacy, or How Love Conquered, Marriage*. New York: Viking.
- Dronkers, J. & Härkönen, J. (2008). *The intergenerational transmission of divorce in cross, national Perspective: Results from Fertility and Families Surveys*. Population Studies. 62(3): 273-288:10.1080/00324720802320475
- Gruber, J. (2004). *Is making divorce easier bad for children? The long -run implications of unilateral divorce?* Journal of Labor Economics 22(4): 799-833:10.1086/423155
<https://www.daily-mail.co.zm/zambia-records-28000-divorces-east-tops-all/>.
- Jalovaara, M. (2012). *Socioeconomic resources and first-union formation in Finland, cohorts born 1969-81*. Population Studies 66(1): 69-85:10.1080/00324728.2011.641720

- Kalmijn, M. (2010). *Country differences in the effects of divorce on well-being: the role of norms, support, and selectivity*. *European Sociological Review* 26(4): 475-490:10.1093/esr/jcp035
- Kalmijn, M. (2011). *Racial differences in the effects of parental divorce and separation on children: Generalizing the evidence to a European case*. *Social Science Research* 39(5):845-856: 10.1016/j.ssresearch.2010.05.002.
- Kenrick, D T., Gutierrez, S. E., and Goldberg, L. L. (1989). Influence of Popular Erotica on Judgements of Strangers and Mates. *Journal of Experimental Social Psychology*, 25, 159-167.
- Maguire, K. C., & Kinney, T. A. (2010). *When Distance Can be Problematic Communication, Coping, and Relational Satisfaction in Female College Students' Long Distance Dating Relationships*. *Journal of Applied Communication*, 38 (1), 27-46.
- Mba, C. S. (1990). *Towards a Successful Marriage and Family Life*. Enugu; Rex Publishers
- Mbiti, J. S (2007) *African Religions and Philosophy*: London; Cassal and Ollier.
- Munshya, E. (2017). *Statutory Recognition of Customary Marriages in Zambia: Reforming colonial marriage laws*. *Elias Munshya Blog*.<http://www.eliasmunshya.org> (March 18, 2017).
- Obi Isiugo-Abanih, J (1998). The Polygyn-divorce relationship: A case study of Nigeria: *Journal of Marriage and the Family*: 54(2): 285-292.
- Özcan, B. & Breen, R. (2012). *Marital instability and female labor supply*. *Annual Review of Sociology* 38: 463-481:10.1146/annurev-soc-071811-145457.
- Poortman, A, R. & Lyngstad, T. (2007). *Dissolution risks in first and higher order marital and cohabiting unions*. *Social Science Research* 36(4): 1431-1446: 10.1016/j.ssresearch.2007.02.005.
- Qureshi, K., Charsley, K., & Shaw, A. (2012). *Marital instability among British Pakistanis: Trans nationalities, conjugality, and Islam*. *Ethnic and Racial Studies*, 35, 1-19:10.1080/01419870.2012.720691.

- Riessman, C. K. (1990). *Divorce Talk*. Women and Men make Sense of Personal relationships. New Brunswick, Rutgers University Press.
- Sayer, L. C., England, P., Allison, P. & Kangas, N. (2011). *She left, he left: How employment and satisfaction affect men's and women's decisions to leave marriages*. American Journal, of Sociology 116(6): 1982-2018:
- Stafford, L., & Reske, J. R. (1990). *Idealization and Communication in Long-Distance Premarital Relationships*. Family Relations, 39 (3), 274-279.
- Stevenson, B. & Wolfers, J. (2007). *Marriage and divorce: changes and their driving forces*. Journal of Economic Perspectives 21(2): 27-52:10.1257.
- Sweeney, M. (2010). *Remarriage and stepfamilies: strategic sites for family scholarship in the, 21st, century*. Journal of Marriage and Family 72(3): 667-684:10.
- Teachman, J. D. (2008). *Complex life course patterns and the risk of divorce in second marriages*. Journal of Marriage and the Family 70(2): 294-305:10.1111/j.1741 3737.2008.00482.
- Wolfers, J. (2006). *Did unilateral divorce raise divorce rates? A reconciliation and new results*. American Economic Review 96(5): 1802-20:10.1257/aer.96.5.1802.

APPENDICES

**THE UNIVERSITY OF ZAMBIA IN ASSOCIATION WITH
ZIMBABWE OPEN UNIVERSITY
DEPARTMENT OF EDUCATION.**

Dear Sir/Madam,

INFORMED CONSENT FORM

I am conducting a study on Impact of Divorce among Marriage Teachers: A Case Study of Selected Lusaka Schools, Zambia as part of my Master's Degree Thesis. I would be very grateful for your permission to collect data from selected students for the study. The outcome of the analysis of the data would be considered for dealing with divorce issues among teachers in Zambia. The questionnaire will take approximately 30 minutes. The names of selected students shall not be recorded on the questionnaire and their responses will be anonymous.

Please, if you have any questions pertaining to this study, contact Dr. Rose Chikopela-Katongo, at the University of Zambia.

You may also contact me on +260976-282321.

Thank you for your assistance.

Director's Signature.....

Date// 2018.

Appendix I: Questionnaire for Teachers.

Dear Respondent,

My name is **MUNDENDE GLADYS**, I am a postgraduate student at the University of Zambia in the School of Education. I am carrying out a study to enable me partially fulfil the requirements of the Degree of Master of Science in Counselling (MSCC).

You have been selected as a respondent and I would be most grateful if you spared a few minutes, to answer the questions in this questionnaire. This is a study on *Impact of Divorce among Marriage Teachers: A Case Study of Selected Lusaka Schools, Zambia*. All the information you will offer will be handled with utmost confidentiality and will only be used for the MA Dissertation. I would be very grateful if you can give me sincere answers to the questions.

Instructions: Mark (x) in the box and circle against the appropriate response or fill in the blank space provided.

Section A: Personal Data

1. What is your Gender?

1	Female	
2	Male	

2. What is your Age?

1	20-25	
2	25-30	
3	35-40	
4	40-45	
5	Above 45	

3. What is your qualification?

1	Certificate	
2	Diploma	
3	Degree	

4	Masters	
5	Others	

4. Residential status

1	Accommodated	
2	Not accommodated	

Section B: Divorce among Teachers.

5. How long was your marriage?

.....

6. What type of marriage did you have?

1	Customary	
2	Statutory	
3	Co-habiting	
4	Others	

7. Are you a divorcee?

1	YES	
2	NO	

8. If your answer is yes, what was the cause of your divorce?

.....

9. Did you go into marriage counselling?

1	YES	
2	NO	

10. If your answer is yes, what type of counselling was it?

.....

11. Was the counselling enough?

.....
.....

12. What caused your marriage to end?

.....

13. Did your partner undergo counselling?

1	YES	
2	NO	

14. Could the type of contribute to divorce? Explain

.....
.....

Section C: Impact of Divorce on Work.

15. Did you think divorce has an impact on someone's work?

1	YES	
2	NO	

16. What type of impact is it?

1	Negative	
2	Positive	

17. Have you ever experienced discrimination from other members of staff based on your marital status? If yes, in what ways?

1	YES	
2	NO	

18. Did that affect your work?

1	YES	
2	NO	

19. Did you report this form of abuse to immediate supervisors?

1	YES	
2	NO	

20. If yes, what did your supervisor say?

.....

21. Did that affect your work performance?

1	YES	
2	NO	

22. If your answer above is yes, in which ways?

.....

23. Have received any unfair treatment from pupils at your place of work? If yes in what ways?

1	YES	
2	NO	

24. What challenges do you think divorced teachers face in Zambia?

.....

25. What measures should be put in place to alleviate the challenges you have listed above?

.....

.....**Thank you for your time**.....

Appendix II:Semi-structured Interview guide for Head Teachers.

Interview guide for Head teacher on the impact of Divorce among marriage Teachers: A case Study of selected Lusaka Schools, Zambia.

District:

Institution:

1. For how long have you been in the service.....
2. How many divorced teachers are under your supervision.....
3. Do you think divorce has an effect on someone's work performance?.....
4. If your answer above is yes, in what ways?.....
5. Have you as Head Teacher assisted such teachers where work performance is concerned?
.....
6. What challenges do you think divorced teachers face in Zambia?
.....
.....
.....
7. What measures should be put in place to alleviate the challenges you have listed above?
.....
.....
.....

Thank you for participating in this study.