FACTORS AFFECTING TEACHER MOTIVATION IN ZAMBIA: THE CASE OF SELECTED HIGH SCHOOLS OF LUSAKA PROVINCE

By

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AUTHOR'S DECLARATION

I, Violet Mutono, do hereby declare that this dissertation is the result of my own independent investigation, and where reference has been made to other people's views the sources are duly acknowledged. I further declare that this work has not previously been submitted for the award of any degree at the University of Zambia or any other university.
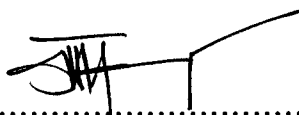
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CERTIFICATE OF APPROVAL

This dissertation by Mutono Violet is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Administration by the University of Zambia.

Examiners' Signatures

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DEDICATION

I specially dedicate this study to teachers in our motherland, Zambia, and to all teachers the world over.

I also dedicate this piece of work to my daughter Lisa, my mother Joyce and my late father Laurent.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

APU   Academic Production Unit

BESSIP   Basic Education Sub-Sector Investment Programme

CPD   Continuing Profession Development

CSO   Central Statistics Office

CSPR   Civil Society for Poverty Reduction

DEBS   District Education Board Secretary

DFID   Department for International Development

EFA   Education for All

FGDs   ` Focus Group Discussions

FNDP   First National Development Plan

GDP   Gross Domestic Product

GS   General Secretary

HIPC   Highly Indebted Poor Countries

HOD   Head of Department

HRD   Human Resource Director

IMF   International Monetary Fund

JCTR   Jesuit Centre for Theological Reflection

MDGs   Millennium Development Goals

MMD   Movement for Multiparty Democracy

MoE   The Ministry of Education

MOE HQ	The Ministry of Education Head Quarters
NGOs	Non Governmental Organizations
NISTCOL	National In-Service Teachers' College
PEO	Provincial Education Officer
PMEC	Payroll Management and Establishment Control
PRSP	Poverty Reduction Strategic Paper
PS	Permanent Secretary
PSPFB	Public Servant Pension Fund Board
SAP	Structural Adjustment Programme
SPSS	Statistical Package for Social Sciences
TSC	Teaching Service Commission
UNIP	United National Independence Party
UNZA	The University of Zambia
UNICEF	United Nations International Children's Emergency Fund
VSO	Voluntary Service Overseas
WB	The World Bank
ZNBC	Zambia National Broadcasting Corporation
ZNBS	Zambia National Building Society
ZNUT	Zambia National Union of Teachers
ZMK	Zambian Kwacha

ABSTRACT

Teachers' motivation in Zambia had received little attention and was slowly declining. In view of the government's great need to realize Education for All [EFA] and the Millennium Development Goals [MDGs], well motivated teachers would play a vital role in the viability of these education reforms which were set out in order to attain locally and internationally agreed developmental targets to improve and expand education. Development lagely depend on well qualified and motivated human resources who above all, manipulate other resources to realize the set goals for success. In this new paradigm of constant innovation, an educated society is greatly needed, and this calls for a growing responsibility to improve education and hear the plight of teachers who are a pivolt in the realisation of all education reforms.

This research was basically a survey supported by both qualitative and quantitative data. With the 82 respondents comprised in this study, the researcher explored teachers' own perspectives on the critical factors affecting their motivation and then identified changes required in national and international policy practice and process in order to enhance teachers' motivation. A number of techniques, including interviews, questionnaires and focus group discussions were used to elicit the views of the teachers and other education stakeholders.

Qualitative data obtained from interviews and Focus Group Discussions were analyzed by coding and grouping similar themes using constant comparative techniques. Quantitative data from the quetionnaires were analyzed using simple frequency distribution tables and percentages arrived at using the Statistical Package for Social Sciences [SPSS]. The figures were extracts from various institutions and articles, while the plates were photographs taken by the reseacher based on the observation guide.

In conclusion most teachers were found with what amounted to teacher de-motivation. The major causes basically centered on their conditions of service especially remuneration, accommodation, lack of promotion opportunities and inadequate teaching and learning resources.

In view of these research findings, it was recommended that national and international policy-makers develop a deeper understanding of teachers' plight, the attitudes to their own profession and factors that affected their motivation. More so, a new approach to education reform is called for; one which puts teachers' plight at the heart of decision-making.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

This chapter gives a synopsis of the background to the present study. In addition, an attempt is made to explain concepts that were useful for the purpose of making them clear to the reader.

1.1 Background to the Study

There has been a range of factors affecting teachers' motivation the world over, most of which are country specific. In Zambia, for instance, there appear to be mounting concerns about teachers becoming increasingly de-motivated, the consequences of which impact negatively on their professional performance and the overall quality of education offered in institutions.

Zambia is classified as a developing country which obtained its independence in 1964 with a population of about 3.5 million. Copper prices then, were high on the world market and Zambia was called "a baby born with a copper spoon". There were, however, few indigenous Zambians in formal employment. In fact, this was one of the poor legacies left by colonial authorities which haunted the new United National Independence Party [UNIP] government [Mwanakatwe, 1968].

The priority of the UNIP government was to meet the urgent need of training manpower for the country in order to support the rapid expansion of educational opportunities at all levels of learning, as reflected in the 1966 First National Development Plan [FNDP]. Many teachers recruited were expatriates in an effort to meet the growing demands of the expanded schools. The government had funds readily available as the economy was at its peak, while community and public goodwill were also very high among citizens. The government assumed state control of all commanding heights of the economy and provided all

goods and services to all citizens through the socialist state economy which was introduced in place of the capitalist one. Most written down conditions of service were honoured including enough and decent housing. The country as a whole was focused and determined to develop the nation through humanism and the "One Zambia One Nation" motto with a self motivating and sacrificing spirit.

Post independence challenges

The hurry to develop and meet the expectations raised in election campaign promises did not last. Government realized that independence had not brought the intended economic emancipation hence, the economic changes from a capitalist to a socialist state. This political philosophy entails state control of all commanding heights of the economy and state provision of all goods and services to all citizens. This, however, overburdened the government. During the same period [mid 1970s], copper prices took a downward trend and consequently foreign capital started to dwindle in Zambia. It was around this period that the educational system as a whole started deteriorating.

Despite the deteriorating economy, the population continued to grow together with government's enlightenment on the importance of education. To accommodate the growing demand for school places, double, triple and quadruple teaching sessions were introduced. Classes were allowed to grow larger than normal at the expense of the number of teachers as well as teaching and learning resources. A good number of teachers migrated to other countries in search of greener pastures. This picture continued unabated even after 1991 when a new party, the Movement for Multi-party Democracy [MMD] formed a new government.

The third republic came with its strategies through the recession and economic restructuring which did not help much either. The Structural

Adjustment Programme [SAP] brought with it some disadvantages cardinal among them the increased dependency on donor aid. This resulted in aid donors having a significant impact on policies at the expense of teachers who were at the grass root level. Furthermore, low levels of operational funding led to extensive dilapidation of existing infrastructure, little or no teaching and learning resources, unpaid claims, paper-existent conditions of service and the exodus of qualified staff continued. Overall, the nation found itself in huge debts with low Gross Development Product [GDP] and high inflation rate [Kelly, 1999].

In 2001, President Levy Patrick Mwanawasa was voted into power under the MMD party. He immediately set out to reduce foreign debt and inflation. This was achieved with a lot of sacrifice by government employees [teachers inclusive] through the Highly Indebted Poor Countries [HIPC] period. Thereafter, the status on teacher motivation, however, remained more or less the same as there seemed much to be done by the government. In 2005, however, government recognized the calls by the general citizenry for the need to prepare a commonly understood dream for the country and henceforth, initiated the process of preparing the vision 2030 which was done through a participatory and consultative process throughout the 72 districts. The document reflects the collective understanding, aspirations and determination of Zambians to be a prosperous middle income nation by 2030.

The importance of teacher motivation

Teacher motivation does not only lie on remunerations but over and above, a number of factors. Poor teacher motivation might seem an insignificant problem to some people yet, it adds another impediment to Zambia's development efforts particularly in its effort to attain internationally agreed targets of improving quality education. One of the most ambitious education-related Millennium Development Goals [MDGs] is achieving quality Education for All [EFA] by 2015 [VSO, 2002].

This is now five years before 2015 and yet little is seen to be heading in the direction of attaining this goal.

Following the set goals for achieving EFA first in 1990 at Jomtien and 10 years later reaffirmed at Dakar Education Forum in 2000, the framework action drew attention to the crucial nature of the Teachers' contribution to the achievement of improvements to education quality. These discussions, however, generally failed to recognize and address factors affecting teacher motivation [Bennell and Akyeampong, 2007]. An example to this is the World Bank's website on "Effective Schools and Teachers," which identifies eight education quality improvement domains but none of them relate centrally to Teacher motivation. Similarly, the World Bank's Action Plan to accelerate progress towards EFA does not address the low levels of teacher motivation which is vivid in many low-income developing countries.

Despite the pivotal role teachers play in achieving quality education, there is a tendency on the part of policy-makers to bypass them in decision-making and to neglect their needs when considering new policy directions. VSO [2002:4], neatly puts it that, "Teachers are rarely regarded as partners within education planning reforms, and they are frequently treated as passive implementers of decisions or even as technical inputs." Teachers to the contrary are central actors in education, facilitators of learning, bringers of knowledge and brokers of relationships between pupils and societies in which they live [VSO, 2002].

In his Oxfam Education Report, Watkins [2000] cites, "motivated teachers" as one of the five key elements associated with quality education. More so, it is well recognized that the efficacy of education anchors on teachers. If these teachers are not motivated, quality education would suffer and ultimately, the nation's sustained social-economic development would be almost impossible because

development cannot be divorced from education. Although there are other factors affecting quality education, Bennell [2004] points out competency and commitment of teachers as two of the most important determinants of quality education. The word, "commitment" can only be associated with well motivated Teachers who enjoy their job.

The issue of teacher motivation is quite critical in that a motivated Teacher is directly linked to quality education. A de-motivated teacher observes Bennell [2004:8] is manifested in, "deteriorating standards of professional conduct, including poor performance, absenteeism, lateness, low time on task and general misbehaviour." The 2004 World Bank Development Report adds on to say, "these concerns about teachers are distressing; teachers show up drunk, physically abusive or simply idling around school doing nothing," [World Bank, 2004:4]. The above mentioned trends are vivid in Zambia and are unlikely to decrease in the near future unless critical measures are taken.

1.2 Statement of the Problem

The problem addressed in this study was to investigate factors causing poor motivation among teachers in Lusaka Province. The over-arching problem of teachers' poor motivation was influenced by various factors surrounding their profession causing them to be increasingly de-motivated. This was despite government's effort to better their working conditions alongside other developmental demands the country was facing. Teachers' poor motivation was reflected in their deteriorating standards of professional conduct, including poor professional performance and commitment, absenteeism, lateness and general misbehaviour as reflected in Bennell [2004]. However, it was not precisely known as to what factors were key causes of poor teacher motivation.

1.3 Purpose of the Study

The purpose of this study was to investigate factors causing teachers' poor motivation in high schools of Lusaka Province. In view of the set MDGs and more so, the vision 2030, both of which emphasize the achievement of quality Education for All [EFA], the researcher felt it vital to explore into factors affecting teachers' motivation. This would provide an opportunity to develop a holistic understanding of the interplay between teachers' [material and psychological] needs and their work motivation.

1.4 Objectives of the Study

The objectives of the study were to:

I. Establish the major causes of poor teacher motivation in Lusaka Province.
II. Assess the extent of poor teacher motivation problem in Lusaka Province.

III. Find out teachers' expectations on motivation and their recommended solutions.
IV. Suggest ways of ensuring adequate teacher motivation in Lusaka Province.

Research Questions

The following were the research questions for the study:

I. What were the major causes of poor teacher motivation in Lusaka Province?
II. To what extent was poor teacher motivation prevalent in Lusaka Province?

III. What were teachers' expectations on motivation and their recommended solutions?

IV. What should be done to ensure adequate teacher motivation in Lusaka Province?

1.5 Significance of the Study

An investigation about teachers' motivation in this study would provide an opportunity to unravel the major causes of poor teacher motivation and its extent in Lusaka Province. It was hoped that this would help policy-makers understand how policy and practice could be formulated to offer appropriate motivation and support for enhancing effective teacher performance. The school Head teachers will also realize their role of providing motivational leadership to teachers so as to enhance teacher enthusiasm. Teachers and pupils would also benefit from improved conditions of service once recommendations from the study were implemented by the government of the Republic of Zambia. This study was also important as it might contribute to the literature on teacher motivation in developing countries.

1.6 Theoretical Framework of the Study

This study was mainly guided by Maslow's Needs Hierarchy Motivation Theory in an attempt to explain factors affecting teacher motivation in Zambian high schools in Lusaka Province and the importance of taking their plight into consideration.

Maslow's Needs Hierarchy theory postulates that humans have specific needs that must be met. There are five levels of needs, namely, physiological, safety, love and belongingness, self esteem and self-actualization [Maslow, 1961 in Cole, 2007]. A key proposition is that if the lower level needs [e.g. physiological needs] remain unmet, the higher level needs [self-actualization needs] cannot be fulfilled. Maslow's theory also points out that people tend to satisfy their needs

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systematically, starting with the basic physiological needs and then moving up in the hierarchy. Until a particular group of needs is met, a person's behaviour will be dominated by them. For instance, a hungry person is not going to be motivated by consideration of safety or affection, until the hunger has been satisfied [Cole, 2007: 36].

This theory seems particularly relevant to teachers in Zambia because meeting the basic survival needs for food, water and shelter as well as security in the current work conditions are major daily challenges which cannot easily be overshadowed. These can easily impair the realization of higher level needs without which effective teacher performance cannot be attained. For instance, teachers who are tired, hungry and excessively preoccupied about meeting their household and livelihood needs are unlikely to become strongly motivated by their job which is failing to fulfill their needs. Since teachers are humans like any other people, they are not excluded from Maslow's theory. Going by Gerber's words quoted in Chindanya [2002:14], when a need is not satisfied, "people will do everything in their power to satisfy it".

To this effect, the study attempted to find out whether the lower and higher level needs had any influence on teacher motivation. This was mainly because teachers in Lusaka Province continued to be de-motivated and this was among the reasons contributing to deteriorating teacher performance and overall education quality. It is possible that if prevailing work conditions are not favourable and satisfying employees would resort to alternative solutions to satisfy their needs. The study, therefore, attempted to find out to what extent Motivation Theory was applicable in indicating factors that affected teachers' motivation. Basing on this theory, recommendations were suggested as part of a contribution to improve teacher motivation.

Below, is figure one which shows a basic and simplified model of motivation. It suggests that a stimulus, such as hunger [physical] or the

desire for company [social] gives rise to a response. This response takes the form of some kind of behaviour, which leads to an outcome. This outcome can either be satisfactory or unsatisfactory. Where the behaviour is appropriate, satisfaction is achieved. Where it is not, the stimulus remains in the form of frustration, and the process begins again. Figure two shows that human needs are satisfied in a hierarchy starting with the lower level needs and moving up to attain the higher level needs.

Figure 1: A basic model of motivation

Physical need/drive	Behaviour	Satisfaction/Frustration
↓	↑	↑
Stimulus .... Response.......................Outcome		
↑	↓	↓
Social/intellectual/	Behaviour	Satisfaction/Frustration
Emotional need		
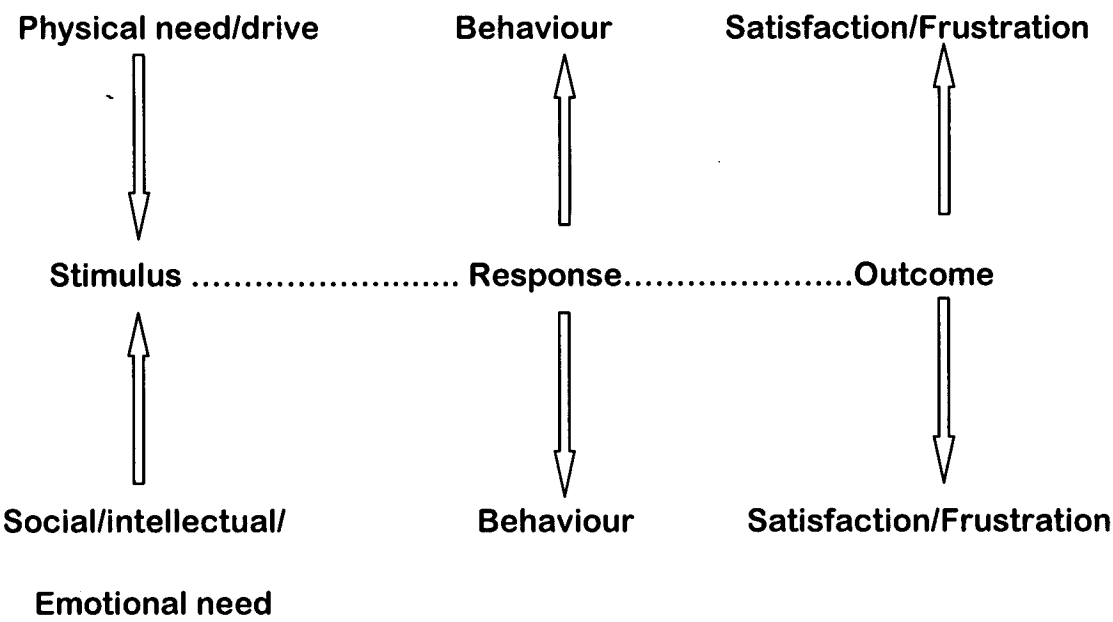
Source: Cole, 2007:31

Figure 2: Maslow's Needs Hierarchy

Self-actualization
Needs
Esteem Needs
Love Needs
Safety Needs
Physiological Needs
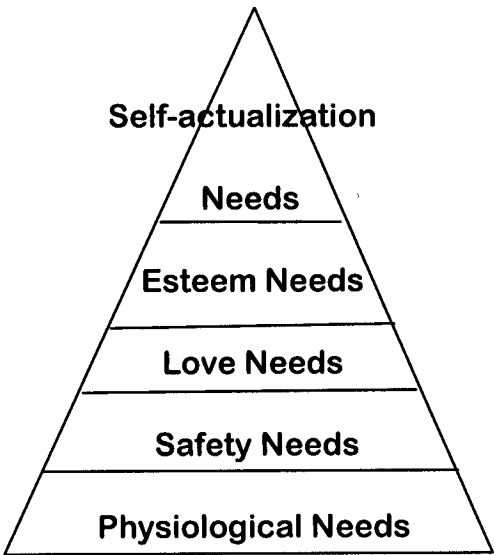
Source: Cole, 2007:31

1.7 Operational Definitions of Terms

Disequilibrium

In this work, this term has been used to refer to a state where a person lacks balance in thought, decision or action because of the situation faced. In which case, a teacher might lack or lose balance when faced with many challenges emanating from a de-motivating job.

De-motivation

Directly speaking, de-motivation is the opposite of motivation. In this dissertation, the same meaning has been taken. De-motivation has been used to mean demoralize, to be made to feel that it is not worth making an effort and to cause to discourage from putting in the best effort.

Factors

Factors, in this dissertation mean prevailing conditions, atmospheres and incidents that cause or influence the motivation of teachers to either decrease or increase. These factors are mainly to do with teachers and teaching or any other condition or atmosphere that has anything to do with the two. Among the many factors affecting teachers' motivation, this dissertation was concerned with coming up with the key or major causes of teachers' de-motivation.

Feedback

Feedback is the outcome or response which can either be negative or positive. It comes as a result of either extrinsic or intrinsic factors. Feedback has been used to explain the way teachers react as a result of factors surrounding them and their job. The way they react to these influences can either be satisfying or frustrating especially towards the job. The outcome or feedback has a great influence on the state of one's equilibrium to either reduce or raise it.

High school

A high school in this context is referring to all schools which were previously secondary now streamed to high schools, or those that were basic now upgraded to high schools. In Zambia, the term high school is just in its infancy, and it is being used to refer to a school comprised of grade ten to twelve. By recommendations, these schools are supposed to have bachelor's degree-holder teachers, but due to the ongoing process of change, there are still diploma-holder teachers in high schools.

Motivation

In this study motivation is any form of arousal or spark that leads to a response [Wlodkowski, 1985]. It is taken as a process that involves channeling and directing the response and persistence of human

behaviour coming from an arousal or spark. It is in this line of thought that explanations have been done on why some teachers come to work on a regular basis and others not and why some teachers do as little as necessary while others are full of energy and ideas and do their work enthusiastically.

Stimulus

Stimulus in this context refers to the drives, expectations and or needs of teachers, which trigger their arousal to produce a response which further gives either positive or negative outcome. A favourable stimulus helps to bring about satisfaction [positive], while an unfavourable stimulus helps to bring about frustration [negative]. So in this case, stimuli play a major role in the motivation of teachers. In actual sense, it is the beginning of the whole process of motivation.

Quality education

This concept has been used to refer to education excellence. In the words of Kelly, [1996] quality is linked to excellence, the best of a service or product. Quality in education is brought about by maximizing the efforts of all those responsible for the education of learners and by coordinating all the structures of the system so that centres of education are places where the highest standards of achievement, in accordance with ability, are obtained by every student.

Response

In this report, response is the behaviour that comes as a result of the stimulus. The response is prompted by the state of the equilibrium whether it is high or low. The response or behaviour is what culminates into the outcome or feedback, in which case whether to be frustrated or satisfied. Teachers respond the way they do towards their work due to the stimuli

surrounding their profession [extrinsic] or due to their own attitudes [intrinsic].

1.8 Limitations of the Study

Teachers are a huge family, they are found widely spread almost everywhere. Due to limited time in which the research was to be conducted, the study only investigated factors affecting teachers' in Zambia. Zambia is vast with nine provinces and seventy two districts, the study was however limited to Lusaka province and at high school level only. This affected the study in that the findings were generalized on all teachers in Zambia. Despite this however, effort was made to include respondents from Lusaka rural and urban.

The other limitation was limited funds to allow the researcher cover the selected schools around Lusaka Province.

Meeting the busy scheduled officials; the PEO, DEBS, General Secretary and the Director Human Resource was another limitation which dragged the research for a bit while. However, every possible means was employed to achieve the intended purpose of this study.

Summary

It has been established in this chapter that the motivation of teachers is very important. The background to the study has also shown that teacher motivation has not received much attention in Zambia hence the need for further research into teacher motivation is thus justified.

In the following chapter [Chapter 2] a review of literature on teacher motivation is undertaken.

CHAPTER TWO

LITERATURE REVIEW

Having discussed the rationale for this study, this chapter intends to give an overview of the factors affecting teacher motivation internationally as well as locally. Literature was reviewed in relation to the concept of motivation in general and specifically, teacher motivation.

2.1 The concept of motivation

The concept of motivation has attracted voluminous theoretical and empirical literature but in the context of this study, attention is focused on "work motivation". Basically, the review is four-fold thus:

    I. Definition of motivation.

    II. The significance of teacher motivation: A theoretical perspective.

    III. Common factors affecting teacher motivation.

    IV. The value of quality education in national development.

This demarcation of the review was done in order to fully understand what motivation is especially in line with work and furthermore, to understand why motivation of teachers is important. It is cardinal to identify the common factors that affect teachers' motivation. The value of quality education was brought in to show the relevance and urgency of dealing with this issue of teacher motivation because teachers have a hand in quality education and the type of education affects the nation in almost all aspects of development. Understanding the present situation, therefore, will help to come up with better strategies in policy formulation that would help to handle or prevent future challenges.

Definition of Motivation

Wlodkowski [1985] defines 'motivation' as those processes that can:

I. Arouse and instigate behaviour;

II. Give direction or purpose to behaviour;

III. Continue to allow behaviour to persist; and

IV. Lead to choosing or preferring a particular behaviour.

In the same line of thought, Marx [1981] says that motivation is the spark that leads to action and so determines the direction as well as the success of human action/activity. Both their views regard motivation as involving the channeling and directing the responses and persistence of human behaviour coming from some form of arousal or spark. Simply put Owen, [1995] sums up motivation as dealing with explanations of why people do things the way they do. In this case, why some teachers come to work on a regular basis and do as little as necessary while others are full of energy and ideas and do their work enthusiastically.

Matlawe [1989] further, brings in the idea of attitudes when he defines motivation as a complex internal state that activates and moves an individual as well as the process governing individual choices among different forms of voluntary activities. In other words, he sees motivation as coming from inner drives, and dealing with moulding and directing people's attitudes towards things they do. It includes concepts of drives, needs, choices or preferences, goal-setting and expectancy [Matlawe, 1989]. Matlawe feels that the various levels of motivation among people as to do with their inner being and attitudes.

Talking of attitudes, Robbins and Judge, [2007:74], define attitudes as, "evaluative statements [favourable or unfavourable] concerning objects, people or events. They reflect how one feels about something. When I say I like my job, I am expressing my attitude about work." Attitudes however, may be difficult to analyze due to their complexity, inconsistency and individual variation. Like motivation, attitudes have three closely related components: cognition, affect and behaviour [Robbins and Judge,

2007:75] Early research assumed that attitudes were related to behaviour that is, the attitudes that people hold determine what they do [and not necessarily because those people are motivated]. However, according to Robbins and Judge [2007], recent studies reviewed that attitudes were unrelated to behaviour, or at best, only slightly related.

In line with work, Hoy and Miskel [1991:168], define work motivation as, "a combination of factors that start and maintain work-related behaviour towards the achievement of goals." In most definitions, motivation comes out to be the inspiration that sets things happening. Work motivation, therefore, generally refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is quite complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment other than motivation.

Hoy and Miskel [1991], gives credence to Maslow's views [1954] on motivation that, 'motivation is the arousal of behaviour oriented towards a particular goal and the direction that it [behaviour] will take in order to attain that goal.' From this definition, Maslow accentuates the fact that motivation is associated with the enthusiasm that impels people to move and strive for the goal until it is met. Gray and Starke [1988] affirm that the diligence and perseverance of workers [teachers] to perform their tasks is determined by the strength of their motives and attitudes [the driving forces, perceived needs or impulses of individuals]. This then implies that human needs are directly connected to their actions and that human motives are consciously or unconsciously directed to their goals or objectives. These actions as Gerber [cited in Chindanya, 2002], puts it, are attempts to satisfy their perceived needs or to achieve their objectives.

When such needs are not satisfied, people would do everything in their power to satisfy them.

Many definitions of motivation emphasize that people ought to put in their effort so as to perform tasks or attain set goals, for instance, Gray and Starke [1988] put emphasis on human motives and attitudes as determinants of task performance. It should, however, be noted that one's effort to satisfy needs or perform tasks may either be promoted or thwarted depending on not only internal drives or forces but also contextual or external factors. In this case while teachers may be self motivated by their internal drives and motives, if the external forces become stronger, their internal efforts may be thwarted.

It is clear from the review of the above definitions that most authors have mentioned three basic elements as constituting the concept of motivation. These are:

I.   Energizing of human behaviour [arouse];

II.   Directing or channeling of human behaviour in a certain direction [purpose/motive]; and

III. Maintaining and supporting of behaviour [persistance].

Combining these three elements yields a general definition that motivation is the complex forces such as, needs, tensions, drives, incentives, reinforcements, rewards and other mechanisms which start and maintain or sustain, voluntary activities for the attainment of goals. These same three elements form the basic building blocks of a motivational process which involves:

I.   needs, drives and expectations [the **stimulus** which puts an individual in the state of disequilibrium];

II.   behaviour [the **response** which is prompted by the state of the disequilibrium]; and

III.   satisfaction or frustration [the outcome or feedback which will reduce or raise the disequilibrium]. See figure 1, page 10

In the context of this study, motivation is viewed as facilitating teachers to want to invest their time, effort and energy in the process of achieving organizational goals while satisfying their own needs and goals.

Having discussed what motivation is the importance of Teacher motivation will now be discussed.

2.2 The Significance of Teacher Motivation: a Theoretical Perspective

Motivating employees to achieve results through them is central to the function of employers. In the words of Matlawe [1989] employees of any organization come to work aiming to achieve personal and private goals. This, therefore, entails that employers must ensure that in planning to achieve organizational goals and objectives, the needs and goals of their employees are also considered. In this way they would be able to boost the performance of employees. Kelly [1999], puts across the view that either explicitly or implicitly, any approach to quality education is premised on high teacher expectation. He further says that learners can succeed if the right conditions and support are provided to ensure their success. This view is certainly embodied in the central philosophies of education policies, curriculum and programmes as well as the education provider [teacher].

Human motivation studies aim to discover that which triggers and sustains human behaviour. Going by Maslow [1954], human needs [as shown in Figure 2, page 10] ought to be satisfied hierarchically in order to sustain behaviour and move on to the next level. The behaviour or outcome can either be satisfaction or frustration depending on the response from the stimulus. Teacher motivation in this case, takes the place of the "stimulus" that which triggers teachers' behaviour to give rise to the response of either being frustrated or satisfied with that which they do [facilitating

learning]. Teacher motivation, therefore, is a crucial matter that needs exploration because if the stimulus is dissatisfying, its impact goes far beyond an individual.

The study of motivation has two basic strands, the first one has to do with why people behave the way they do in workplace and the second has to do with how workers can be assisted in order to engage in behaviours which are beneficial to the organization and to themselves so as to perform the best of their ability. To elucidate the importance of Teacher motivation, some of the more dominant theories of motivation will be analyzed and then their relevance to Teacher motivation be accentuated.

Let us start with Maslow's Needs Hierarchy Theory. According to Owen [1995], people are driven from within to realize their full potential. Human needs start with survival and then unfold in an orderly, sequential and hierarchical pattern that takes them towards continued growth and development. Below follows a brief hierarchy of Maslow's theory.

I.   Physiological [survival] needs. They consist of basic physiological necessities e.g. food, water, clothing and shelter. Most of these needs are acquired by money and employment. A satisfied need ceases to motivate behaviour hence new [safety needs] emerge.

II. Safety and security needs include the need to be without fear of physical or psychological harm. According to Steyn [1996], this level represents stability [including financial security].

III. Belongingness needs are concerned with the individual's desire to be accepted by peers and to develop friendships. Feedback from workmates and supervisors which confirms one's sense of belongingness is vital [Steyn, 1996:19].

IV. Esteem needs focus on the individual's desire to have a positive self image and to receive recognition, attention and appreciation from

others. In educational organizations, this can partly be met by promotions and medals. Satisfaction of these needs would lead to self-confidence and a sense of gratification which will give rise to the last level, self-actualization.

V. "Self-actualization needs" is the highest level where individuals are concerned with developing their full potential and becoming all that is possible for them to become. Maslow [1954] describes these needs as the desire to become more and more what one is.

Maslow holds that humans are motivated by the drive to satisfy the hierarchically arranged and universally applicable needs. The lower order needs are to be met first before the higher-order needs predominate. Robbins [1989] notes that lower-order needs are satisfied externally [extrinsic], while the higher-order need [self-actualization] is satisfied internally [intrinsic].

Very few people have criticized Maslow's theory. Wahba and Bridwell [1983], for example, suggest that Maslow's theory presents an interesting paradox that although widely published, it does not have much research evidence to support it; and they however conclude that, whereas no research has validated the theory, this does not invalidate it since it is almost untestable. Koontz, O'Donnell and Welhrich, [1986] also talk of the theory not being adequately substantiated. However, they concede the point that there is sufficient evidence to conclude that when biological and safety needs are met, the higher needs are activated.

Slightly different from Maslow, Cole [2007] brings out McGregor's Two-factor Theory about behaviour. He asserts that there are noticeably two different sets of assumptions about employees. The first set regards employees as being inherently immature, innately lazy, irresponsible, gullible, resistant to change, self-centred, requiring coercion and control and only seeking security. This attitude, McGregor termed it Theory X. The

second set of assumptions regards employees as liking the work, which is as natural as play; these do not need to be controlled and coerced, so long they are committed to the organization's objectives. In support of McGregor, is Schein who believes that, "human motives are directed towards desired ends, and that behaviour is selected consciously or sometimes instinctively, towards the achievement of those ends" [Cole, 2007:32].

To corroborate McGregor's idea Nathan [1996], brings into focus the fact that some people work hard, others do the minimum amount of work; some want freedom of action, others want a highly structured environment, some work virtually alone, others almost always in groups; some are satisfied, others are perpetually discontented, yet they work in the same institution. Nathan's words show that people differ not only in terms of their talents and ability to perform tasks successfully, but also in respect of their desire to do so [i.e. the degree and quality of their motivation]. This could therefore imply that teachers put in little or more effort at work by choice or that they intentionally focus their efforts on personal goals other than those useful to the institution.

Contrary to the idea of McGregor [1960] in Cole [2007], one would concur with Connacher [1989] who says that even though people are quite capable of immature behaviour, such motives and attitudes are not products of their innate nature but rather, a result of their own experiences. This is especially true where a head teacher or principal of an educational institution treats the subordinates with strictly devised procedures and close supervision, like children or as people possessing limited abilities, they too will respond as children and wait to be coerced and controlled. Connacher adds that, "The myth that people are by nature indolent is given credence by supervisors who resort to external methods to maintain control, and when their subordinates become resentful of such

an approach, the myth is perpetuated, and a vicious circle is set up" [Connacher, 1989:7].

Supervisors, who use concepts of Theory Y, where each employee is regarded with respect and as a real asset, will have their subordinates responding likewise [responsible, committed, creative and self-motivated]. In my view, even McGregor's theory points back to Maslow's because the underlying idea is that, the prevailing environment [harsh/democratic] is what sets up the motivation of employees.

Herzberg [1968] cited in Cole [2007] in his Motivation-Hygiene Theory also holds a slightly different view from Maslow's. He claims that motivation is not a single dimension describable as a hierarchy of needs, but that it is composed of two separate independent factors namely, motivational factors [satisfiers] which lead to job satisfaction and hygiene factors [dissatisfiers] which must be sufficiently present in order for motivational factors to come into play. The motivators [achievement, recognition, responsibility and advancement] relate to the actual execution of work, that is the job content or the intrinsic aspect of the job. The hygiene factors [salary, company policy and administration, working conditions and interpersonal relationships] relate to extrinsic or workplace environment [Cole, 2007].

From the 1959 study conducted on some engineers and accountants, Herzberg's team concluded that what makes people happy at work is not simply the opposite of what makes them unhappy. People cannot simply be motivated by the removal of the causes of dissatisfaction [for instance, giving staff a higher housing subsidy]. Herzberg's theory however, states that motivator factors bring about positive satisfaction, whilst the hygiene factors only serve to prevent dissatisfaction. This means that if motivators are removed, workers are likely to be de-motivated but, when hygiene factors are provided for, they will not in themselves bring about substantial motivation, but simply prevent the occurrence of dissatisfaction. Relating

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this to real sense; maintaining good hygiene around us promotes good health but only to prevent ill health and not curing ill health. What is cardinal then is to maintain the hygiene factors in places of work because in turn they will help to sustain the motivator factors in the employees. In other words, satisfy the external factors to sustain the internal factors. In a way, this seems to come in line with Maslow's idea that, satisfy the lower level needs to trigger and sustain the higher level needs.

The lower level needs such as physiological needs are propelled by extrinsic motivation. It is these needs which if not satisfied, can easily impair the realization of higher level needs such as self-actualization and self esteem which are propelled by intrinsic motivation. To trigger and realize the inner drive of a person's motivation [intrinsic], the external needs should be satisfied first. The inner drive can largely be influenced by the external prevailing circumstances especially if the force is intense. This also explains why the same teachers in Zambia as de-motivated as they are, are reported to perform significantly better when they migrate to neighbouring countries under different external environments [Research database, 2009].

In educational institutions the lower order needs are represented by a salary, benefits as medical aid and pension, friendship and congenial colleagues and working environments. Smith [1992:8] affirms that basic needs relate to being able to maintain a reasonable standard of living, "with a sense of stability and reassurance for the future." This suggests that one should have a decent house, enough food, warmth and clothing, all of which can be met if one's salary is adequate. Connacher [1989] further confirms that the higher order needs will not motivate teachers unless their lower needs are satisfied first. Nathan [1996] accentuates Maslow's words on the need for security and safety. He asserts that job security is a big concern for teachers for instance, fluctuating recruitment

trends, arbitrary management actions, uncertainty-provoking behaviour *which shows favouritism or discrimination and the ever changing policies.*

Previous studies have shown teachers' responses concerning motivation and work. VSO [2002] quotes one teacher saying, "by the 21st of the month, a teacher has literally nothing at home, and has to come to school hungry...you cannot be able to deliver anything good in class." This is only "pay" but there are other various external factors influencing teacher motivation, the main reason for undertaking this study. A key determinant of student achievement is quality education, which according to this study could come from a well motivated teacher.

2.3 Common Factors Affecting Teacher Motivation

For clarity's sake, the researcher has categorized factors affecting teacher motivation at three levels that is:

I. **Individual level:** Gender, age and qualification disparities.

II. **School level:** Promotion and career path, work environment, accommodation, staffing and work load, school management and teaching and learning materials.

III. **National level:** Recruitment and deployment, remuneration, retention, decision-making and conditions of service.

Individual level

Reports from previous studies indicate that factors affecting teachers' motivation start with themselves at individual level.

- **Gender:** Bennell [2004] cites gender as a salient factor especially among female teachers. According to his findings, there is an impact on female teachers who are in male-dominated schools especially in rural areas. The vice-versa is usually the case in urban areas. In any case the dominating gender, he asserts, tends to be outspoken of

the other when it comes to decision-making at work places. This can be a source of de-motivation on the part of the victims to an extent of feeling low self esteem. This, however, impacts more on the female gender who even by most African cultures have been sidelined and placed in the second position in almost everything humans do. The trend is slowly moving in the positive direction with the so many gender-equality sensitizations.

- **Age:** Age difference like gender is another factor at individual level. Sidhu [1999:306] claims that, "people with an age gap of about 20 and above quite often fail to have mutual understanding, workable equation, fellow-feeling and smooth co-existence. Between them may be clashes of views, attitudes and values... For any failures and ailments of [school] ventures there occurs blame and counter blame." If this problem is unchecked, it can cause divisions [camps] and the weaker groups tend to become de-motivated for they feel their efforts are not appreciated either because they are young and inexperienced or because they are old fashioned and not exposed to new technology. Such a situation could be a source of losing interest and the zeal of bringing new challenging ideas in the best interest of a learning institution.

- **Qualification disparities:** Bennell [2004] brings in qualification disparity as another factor which is becoming a crucial phenomenon among teachers. Those who have attained higher qualifications [e.g. degree and above] feel more knowledgeable than others with lower qualifications [e.g. diploma and below]. They tend to be more assertive, talk and interrupt others more often during meetings or social conversations as though looking down on the "low qualified colleagues". Where they do not feel appreciated or when their anxieties are not met [e.g. confirmation and promotion] they cocoon

or alienate themselves from others, become passive and end up too frustrated to perform their duties diligently [Sidhu, 1999].

Some teacher unions also tend to perpetuate this trend, claims Mubanga, [2007]. He says that it is quite misleading to have teacher unions which instead of accommodating and unifying all teachers as one big family, they segregate them into unions that attach teachers' qualification level to their membership. Worse still, they tend to lose track of their union names whenever Ministry of Education adjusts its policy stance for example, from primary to basic and from secondary to high schools. The members equally fail to remain stable with one and the same union in that teachers this time around want to improve their qualifications to meet the demands of the globally evolving education sector, and that entails changing unions for every newly attained qualification level.

School level

At school level, there are influencing factors as observed by Bennell and Akyeampong [2007].

- **Work environments:** Teachers work in deplorable work environments, conditions that have come to be accepted as normal, yet not. This lowers teachers' self esteem and generally de-motivates them. The rural and remote schools are the most hit. The recently implemented policy of upgrading primary to basic and basic to high schools has subjected teachers to work in inappropriate infrastructure with no proper apparatus or none at all especially for practical subjects [home economics, industrial arts and science]. While concerted efforts by the government are being made to put up new infrastructure, the old ones remain in deplorable conditions posing a danger not only to teachers but also pupils [Bennell and Akyeampong, 2007]. The distance to work places is yet another

headache especially for teachers in urban areas who are not housed within the institution premises. The process of travel consumes not only their meager finances but also their precious time. This also contributes to teachers' excuses of absenteeism and late coming.

- **Accommodation:** This is one factor which has contributed to the loss of respect and dignity of teachers. VSO [2007:14] quotes one teacher as saying, "My house is a hovel." The accommodation problem has hit teachers both in urban and rural Zambia. It is government policy at the moment that all teachers get housing allowance but this allowance does not correspond to the rents charged on houses teachers are worth occupying. Infact, in Lusaka for instance, it cannot even pay for a bedsitter.

On 10th September 2009, the 19:00Hrs Zambia National Broadcasting Corporation [ZNBC] news reported teachers in Chingola to have been evicted from mine houses where they had been living for years and were now squatting in store rooms, classrooms and offices at their various schools. A widower of seven children for instance, was televised living in a classroom while a single female teacher with a family of eight was also shown living in a storeroom and a senior teacher with his family turned his office into a temporal house [ZNBC news, 10/09/09]. Much as those in rural areas might have institutional houses, the condition of those houses leaves much to be desired. Bennell and Akyeampong [2007:14] report that, "teachers complain of leaking roofs, rats, cracks, lack of a kitchen area and no waterborne toilets." Certainly, such living conditions tend to reduce teachers' status, morale and motivation.

- **Staffing and teacher workload:** this pauses yet another de-motivating factor at school level. Zambia is one country with inadequate numbers of teachers in schools. This is evidenced by

high pupil-teacher ratios [Ellen, 2007]. This situation can make teachers' workload high and consequently reduce their effectiveness. This factor is actually one among other causes of brain drain among teachers [Ellen, 2007:8]. Studies by VSO [2002], report the growing population in developing countries as contributing to the growth in numbers of schools. This is being done in spite of the rising rates of teacher attrition due to loss of teachers to other professions and deaths. Even when numbers of new teachers are being trained, the demand is not being met. Schools are desperately short of teachers especially in science and mathematics, and the extra workload is falling on the existing teachers.

- **Class size:** Zambian schools especially government schools are marked by large classes of 55+ on average [Kelly, 1999]. It is quite unfortunate that the government's emphasis on numerical expansion has downplayed the importance of quality education and teacher motivation for work. Although access to education is also one of the calls of the MDGs, quality is slowly being overshadowed.

- **School management:** Chindanya [2002] brings in the issue of motivating professional staff as a managerial task. He further asserts that, "although the motivation of employees has been a major component of leadership in the business world, its use in the educational community seems to be in its infancy. Poor human resource management seriously de-motivates employees. Teacher management is nothing short of chaotic in many educational institutions, notes Bennell [2004]. "In rural schools, for instance, there are invariably no effective performance appraisals and inspections are infrequent. This is noted in lack of clear rules which tend to generate conflict, duplication of effort and power vacuum and overlap." [Bennell [2004:10].

Most management styles in schools tend to be authoritarian with limited participation and delegation. Teachers subjected to this type of regimes feel like what Bennell [2004:10] says, "we are treated as children." In the VSO [2006:1] report on Making Education for All a reality, the writer said, "Without radical education management reforms Education for All is a distant dream." Teachers subjected to approaches of leadership such McGregor's Theory X, are most likely to hit back in frustration or just remain passive to organizational goals and exert their energies to personal matters.

Currently, the Zambian government has designed a programme aimed at training head teachers in "Administration and Management" through the ongoing programme at National In-Service Teachers College [NISTCOL] which is a positive step ahead.

- **Teaching and learning materials:** These are basic resources for teaching and learning yet, in Zambia not all schools have operational libraries with modern books in stock. Teachers' notes serve as pupils' libraries. Also lacking is equipment for practical subjects [e.g. Home Economics, Science and Industrial Arts]. Most schools lack these essential tools and not to mention the necessary ingredients and materials required to conduct the practical lessons. In such situations teachers struggle to put ideas across to pupils in abstract of things that should vividly be seen in order to enhance easy understanding.

- **Teachers' promotion and career path:** This is one factor which is still operating in the old trends. With the Restructuring Programme coming in full force, it entails that promotion be on merit and experience. Old trends, however, still exist where some teachers are promoted on basis of age [at the verge of retirement] length of service and sometimes even by social strings. In some instances,

teachers go to the extent of bribery in order to get promoted [VSO, 2006].

National level

- **Recruitment and deployment:** This is one factor de-motivating teachers especially the newly trained ones. There are a number of qualified teachers roaming the streets despite having inadequate numbers of teachers in schools. "The country has failed to increase its teacher stock due to the budgetary considerations and agreements reached with the international financial institution" [Ellen, 2007:7]. The recruitment protocol has also led some teachers to paying bribes to secure employment as well as desired postings.

- **Retention:** Zambia has lost and continues to lose qualified teachers into neighbouring Botswana, South Africa, Swaziland, Namibia and Angola. Among those who remain, some resign to join the public sector and other better organizations [Ellen, 2007:6]. At the moment the exodus to other countries seems to have reduced but, teachers [within Zambia] continue to cross into other government ministries or NGOs, as well as to change their career to other professions.

- **Remuneration:** This is a critical issue if not the most. Teachers are poorly paid. The general picture expressed by VSO [2002:16] is that,

  "Few teachers manage on their salaries to the end of the month. When all basic costs are paid, there is nothing left and in many cases the salary has already disappeared before these costs are paid, most employees in the education sector have to look for additional income and have little time left to

concentrate on their job. One difference between teachers and other employees in the public sector is that the teachers have fewer opportunities to generate extra allowances."

This rather unpleasant report puts teachers in preoccupied states of always having to think of how to make ends meet instead of devoting themselves to work.

- **Teachers' voice in decision-making:** Teachers' voices are generally not heard in decision-making especially beyond school level. In spite of their contributions, their voice feels rather superficial at times because much as they feel part of the education system, they are usually left out and sometimes decisions taken at meetings are changed later on or not even implemented [VSO, 2002].

- **Conditions of service:** Several teachers' conditions of service continue to be fair to look at on paper yet unavailable in reality. This is worsened by unpredictable policies dictated to by conditionalities arrived at between the government of Zambia and international financiers such as WB and IMF [Ellen, 2007].

- **Education policy concerns:** The goals of Zambia's education system included the following:

    I.   Creating conditions for effective co-ordination of policies, plans and programmes.

    II. Cherishing and safeguarding individual liberties and human rights.

    III. Building capacity for provision of equality of educational opportunity and rationalizing resource mobilization and utilization.

IV.   Participating in the preservation of the ecosystems in one's immediate and distant environments.

V.   Appreciating Zambia's ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom and independence.

VI.   Producing a learner capable of being animated by a personally held set of civic, moral and spiritual values.

VII.   Developing an analytical, innovative, creative and constructive mind, a learner who demonstrates free expression of ideas and exercises tolerance for other people [Chakaba, 2000].

These goals [and others] form the cornerstone of educational provision and also the basis for teaching and learning in Zambian schools. In this context, MoE has been undertaking various programmes and activities aimed at addressing these policy concerns. A number of studies for instance, on education quality, equity, gender, restructuring and decentralization have been carried out. However, a lack of recognition on the importance of motivating the education provider [teacher] has been a major oversight on government's part. Teachers for some time now, have been and continue to be subjected to unsupportive conditions for them to put in their best and together bring a reality and stability to the education policies.

The Value of Quality Education in National Development

This segment tries to emphasize the value embedded in well motivated teachers for among other things, they form a basis for quality educational provision.

Kelly [1999:297] defines quality education as, "excellence or pre-eminence in respect of a particular characteristic that is thought to be valuable." In this context, it can be referred to as "'education excellence". Quality

education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Quality education enriches people's understanding of themselves and the world at large. It improves the quality of their lives and leads to broad social benefits to individuals, families and society. It raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

Prior to the nineteenth century, systematic investment in human capital was not considered priority in any country and hence was not included in growth models [Harberger, 1998:12]. Expenditures on schooling, on-the-job training, and other similar forms of investment were quite small. However, mounting empirical evidence around the twentieth century stimulated the "human investment revolution" in economic thought. Ever since, events began to change radically with the application of science to the development of new goods and more efficient methods of education delivery, first in Great Britain, and then gradually in other countries. It can even be referred to as "the Age of Human Capital," because education, skills, and knowledge acquisition have become crucial determinants of a person's and a nation's productivity.

Certainly, the educational provisions within any given country represent one of the main determinants of the composition and growth of that country's output and exports and constitute an important ingredient in a system's capacity to borrow foreign technology effectively. For example: health and nutrition, and primary and secondary education all raise the productivity of workers; secondary education, including vocational training, facilitates the acquisition of skills and managerial capacity; and tertiary education supports the development of basic science and technologies, appropriate selection of technology imports and the

domestic adaptation. Secondary and tertiary education also represents critical elements in the development of key institutions, of government, such as law and financial systems, among others, all of which are essential for economic growth. Empirical evidence at both micro and macro levels further illuminates these relationships. At a micro level, numerous studies indicate that increase in earnings are associated with additional years of education, with the rate of return varying with high level of education [Behrman, 1990].

In agriculture, evidence suggests positive effects of education on productivity among farmers using modern technologies, but less impact, as might be expected, among those using traditional methods. In Thailand, for instance, farmers with four or more years of schooling were three times more likely to adopt fertilizer and other modern inputs than less educated farmers [Birdsall, 1993]. Similarly in Nepal, the completion of at least seven years of schooling increased productivity in wheat by over a quarter, and in rice by 13 per cent [Jamison and Moock, 1994].

With the few examples above, education is indeed indispensable to national development. All and above, social and economic development is almost impossible without education. A well balanced education system generates individual income per capita and its influence is noticeable at the micro level of an individual family. To this effect, teacher motivation is of great value because it is the teacher who is at the heart of delivering this quality education to human capital for the nation's economic development.

From the beginning of this dissertation it has been evident that education is vital in any way for a nation's development. It is further a basic human right, enshrined within the Bill of Rights of the Zambian Constitution. The overall value of education is well captured in a strong statement from the United Nations Council on Economic, Social and Cultural Rights that, "education is both a human right itself and an indispensable means of realizing other human rights" [UNICEF, 1994]. With this in mind then, it is

vital to ensure that the education providers [teachers] are well motivated in order for them to render their services in a manner that benefits the recipients [pupils]. Such a commitment will have an impact on the excellence [quality] of education in Zambia.

Summary

This chapter has reviewed literature related to teacher motivation. This was done in order to clarify the concept of 'motivation', guide the development of the instruments to be used and provide a theoretical frame work in terms of which the research findings can be analyzed.

Having reviewed the literature on teacher motivation, the research methodology will be discussed in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

The previous chapter reviewed related literature to the study so as to guide the development of the research methodology which is outlined in this chapter. The sections here include study design, target population of the study, sampling procedure, research instruments used, procedures for data collection and the process of data analysis.

3.1 Research Design

This study was largely qualitative and according to Ary, Jacobs and Razavieh, [1996], this methodology allows the researcher to understand human and social behaviour from the insider's perspective and thus, gain first hand information about the perceptions of the participants. The descriptive design was used as the study aimed at collecting information from respondents on their attitudes and opinions on factors affecting their motivation at work. The data were obtained from both primary and secondary sources. Primary data were obtained using questionnaires and interviews. Secondary data were found from Internet, books, published and unpublished reports, journals and periodicals [e.g. newspapers and newsletters].

3.2 Target Population

The target population of this study consisted of all high school teachers in Lusaka Province. Lusaka Province was chosen as a sample frame despite it being the smallest province in Zambia because it is the second largest populated province after the Copperbelt. Lusaka Province is where the nation's capital is and lies almost in the central part of Zambia with over two million inhabitants [Central Statistics Office, 2007]. Furthermore, it comprises the urban, peri-urban and rural areas, and this arrangement gives it a wider representation of the

study population. In the words of Kombo and Tromp [2006:76], "the greater the diversity and differences that exist in the population sample, the higher the applicability of the research findings to the whole population." To this effect, teachers from these different settings were thought to be able to provide rich information about factors affecting their motivation.

3.3 Study Sample

A total of eighty-two participants were selected from all the four districts of Lusaka Province, as follows:

- The Provincial Education Officer [PEO]

- Lusaka District Education Board Secretary [DEBS]

- The Director, Human Resource [MoE HQ]

- Teacher Union General Secretary [GS]

- Six Head teachers from six selected high schools

- Seventy-two teachers from six selected high schools

3.4 Sampling Techniques

The probability design, using simple random sampling was used to select high schools in Lusaka Province. In the words of Kombo and Tromp [2006] the key component behind all probability designs is randomization which gives each member of the population equal chances of being selected. The schools were first stratified in three: Lusaka urban, peri-urban and rural then randomly selected in proportion to their number in Lusaka Province. The teacher interviewees were selected from staff lists in individual schools in such a way as to give variations in qualifications, age and gender [where schools made it possible].

The DEBS from the four districts and the General Secretary from the three teacher unions were randomly selected. The PEO and the *Director Human Resource were both taken from Lusaka Province using* the purposive sampling method. This was done because they were the only persons in those positions in Lusaka Province to give in-depth analysis to the needed information, as Kombo and Tromp [2006] put it, these are purposively solicited as they happen to have the specific characteristics to participate in the study.

3.5 Research Instruments

Data were collected by use of both structured and semi-structured interview guides, questionnaires and an observation sheet.

Using structured and semi-structured interview guides, in-depth interviews with the PEO, DEBS, Director, GS [ZNUT] and six head teachers were held individually to allow each one of them highlight factors affecting teachers' motivation. Collective responses to general statements about teachers, school management and the school were given by a focus group of any five heads of department at each school. The focus groups utilized participatory research techniques, but were sufficiently structured to allow for group responses to particular statements to be systematically recorded. Responses to a personal background questionnaire and general statements were given by teachers individually to allow them express their own views. Structured observation was done to check for the school environment, infrastructure [also accommodation at some schools] and general behaviour of staff.

3.6 Data Collection Procedure

The data were collected through primary sources by means of individual questionnaires, focus group interviews and one-on-one semi

structured interviews. Secondary data were obtained from Internet, journals, reports and books.

The first visit to each school was taken to lobby for an appointment, after which a return visit was done to administer questionnaires and conduct focus group interviews. On another day scheduled the questionnaires were collected and a one-on-one interview with the head teacher was done. On all the days schools were visited, the researcher took time to observe the school environment, infrastructure and general behaviour of staff.

Towards the end of data collection from schools, appointments were arranged with the PEO, DEBS and the General Secretary and on respective days one-on-one interviews were conducted with them.

At every stage of data collection, the information gathered was highly treated with confidentiality. The actual names of institutions and all respondents have not been revealed.

3.7 Data Analysis

The purpose of data analysis is to process raw data for interpretation. The data collected in this study were analyzed in two ways. One way was a statistical analysis using the Statistical Package for Social Sciences [SPSS] programme which helped the researcher to come up with frequency tables and the computation of some statistical averages. The other way was by using themes to analyze qualitative data. Such themes as Borg and Gall, [1989] state are aimed at reporting statements of feelings, opinions, impressions and judgments of respondents.

3.8 Summary

The research methodology has been presented together with the instruments used in data collection. The study findings now follow.

CHAPTER FOUR

FINDINGS OF THE STUDY

Having outlined the research methodology, this chapter presents findings of the study. The research findings began with the identification of key stakeholders in teachers' affairs in high schools. These were identified as; the PEO, DEBS, Director Human Resource MoE Head Quarters, Union leaders, Head teachers and the teachers themselves. Other than these, were also the employers, the Teaching Service Commission [TSC], the Permanent Secretary [PS] and the Minister of Education. However, the latter were not involved in this study due to limitations in the scope of the study.

The findings are presented in the manner they were collected using the four instruments used in this study; the questionnaires, interviews, focus group discussions and observations. They are further outlined in line with the objectives of the study: the major causes of poor teacher motivation in Zambia; the extent to which this is a crisis in Zambia; and teachers' expectations and some of their recommendations.

4.1 Findings of the Study from the Questionnaires

This section brings forth findings from the questionnaires. A total number of 90 questionnaires were administered to teachers in six schools with an equal distribution of 50 per cent males and 50 per cent females. However, only 72 questionnaires were fully completed and collected. It is on these that the researcher based the findings of this study. Below are the distribution tables of teacher respondents' personal background information.

Table 1: Gender of teacher respondents

	Frequency	Per cent
Male	33	45.8
Female	39	54.2
Total	72	100.0

Out of the 72 questionnaires collected from respondents, 33 [45.8%] were male and 39 [54.2%] were female. The majority of the respondents were female even though the researcher tried to balance the gender during distribution of questionnaires. It was, however, noted that most schools in Lusaka were female dominated.

Table 2: Qualification of teacher respondents

		Frequency	Per cent
Valid	Diploma	36	50.0
	1st Degree	32	44.4
	Masters	1	1.4
	Total	69	95.8
Missing	99	3	4.2
Total		72	100.0

From the data shown in Table 2, 36 [50%] teachers had diploma while 32 [44.4%] had first degree. Only 1 [1.4%] had a masters' degree. However, 3 [4.2%] did not disclose their qualification levels.

Table 3 shows the range of years in service for the teacher respondents. Outstanding were 10 [13.9%] representing those in the inception of their profession with one year in service. They were followed by 6 teachers those with 9 years in service standing at 9.3 per cent. A fair number fell in 3, 13, 14, 15 and 25 years of teaching experience. These teachers, however, had just been randomly selected.

Table 3: Number of years of service from teacher respondents

	Frequency	Per cent
1	10	13.9
2	1	1.4
3	4	5.6
4	3	4.2
5	3	4.2
6	1	1.4
7	5	6.9
8	3	4.2
9	6	8.3
10	3	4.2
11	1	1.4
12	3	4.2
13	4	5.6
14	4	5.6
15	4	5.6
16	1	1.4
17	1	1.4
18	5	6.9
20 ₍	4	5.6
23	2	2.8
25	1	1.4
26	2	2.8
28	1	1.4
Total	72	100.0

4.1.1 Major causes of poor teacher motivation

The main purpose of this study and first on the list of objectives was to find out the major causes of teachers' poor motivation. The findings vividly revealed that the major causes of teachers' poor motivation were basically concerns about teachers' conditions of service and specifically remuneration, accommodation, promotion opportunities and teaching and learning resources.

Remuneration

In response to general statements, the majority of teacher respondents said their current salary level was poor.

Table 4: Responses from teachers on their salary

	Frequency	Per cent
very poor	15	20.0
Poor	51	70.8
Good	6	8.3
Total	72	100.0

The findings above reveal that 6 teachers [8.3%] regard their salary as good, while 51 [70.8%] and 15 [20%] teachers regard it as poor and very poor respectively.

In the same line of thought, respondents were asked whether their salaries satisfied their needs or not. Below are the results.

Table 5: Responses on teachers' salary satisfaction

	Frequency	Per cent
Yes	4	5.6
No	67	93.1
99	1	1.4
Total	72	100.0

Only 4 teachers [5.6%] agreed with the question; 'Is your salary adequate to support your needs?' The majority 67 teachers [93.1%] said no and only 1 [1.4%] did not respond to the question. Furthermore, the age range of the four that responded "yes" to the question was between 25-30 years, most of whom were beginners in the profession, single with probably less financial responsibilities.

This outcome can further be seen from teachers' basic monthly income according to their salary scales, as shown in Figure 3 below.

Figure 3: Teachers' basic monthly income according to their salary scales

Qualification	Salary scale	Basic salary ZMK	US $ @ K5000
Degree	Ess 08	2,105,000	421
Diploma	Ess 10	1,631,000	326
Certificate	Ess11	1,145,300	229

Source: MoE Headquarters.

In recognizance of Bruns, Mingat and Rakotomalala [2003], a recommended universal norm for developing countries is that the level of teacher pay should average 3.5 times GDP per capita. The majority of the developing countries did not exceed this norm as shown from previous studies [see Figure 4 below]. But even where they did, the absolute salary level was still low and this had caused this norm to be criticized by many stakeholders, and not necessarily trade unions leaders alone.

Figure 4: Average monthly income for teachers, 2004 [US dollars].

Country	Average Income	Ratio GDP Per capita	Income Per day
Ghana	156	4.3	5.1
Tanzania	83	3.2	2.7
Zambia	113	2.8	3.7
Kenya	97	2.4	3.2
Malawi	105	8.3	3.5

Source: Bennell, P. [2004], Department for International Development [DFID] report: 33.

When teachers' salaries fail to meet their demands, teachers are forced to resort to other part time jobs in order to make ends meet. Table 6 gives teachers' responses with regard to extra jobs.

Table 6: Responses on teachers' involvement in extra jobs

	Frequency	Per cent
Yes	63	87.5
No	9	12.5
Total	72	100.0

The results in Table 6 show that 63 teachers [87.5%] were engaged in extra jobs while only 9 [12.5%] depended solely on teaching. Further investigation showed that among the 9 teachers [12.5%], the majority had just joined the profession and others were in administrative positions. The majority 63 [87.5%] were engaged in teaching Academic Production Unit [APU] with a few others in private business.

In the 2009/10 survey conducted by the Jesuit Centre for Theological Reflection [JCTR], the basic needs basket for a family of six in Lusaka stood at ZMK 2,276,730 [$455] and ZMK 2,696,030 [$539] in December 2009 and February 2010 respectively. This was besides other costs such as children's school fees, health, house rent, transport and clothing. The survey further disclosed that the net or take-home salary for high school teachers with diploma and degree ranged from ZMK 1,145,300 [$229] to ZMK 1.631,600 [$326].

Figure 5: JCTR Basic Needs Basket: Lusaka [December, 2009].
A. cost of basic food items for a family of six in Lusaka

Commodity	ZMK	Quantity	Total
Mealie meal	62,300	3x25kg	189,900
Beans	12,700	2kg	25,400
Kapenta [Siavonga]	68,600	2kg	137,200
Dry fish	60,400	1kg	60,400
Beef [mixed cut]	21,200	4kg	84,800
Eggs	7,600	2units	15,200
Vegetables [greens]	3,800	7.5kg	28,500
Tomato	4,500	4kg	18,000
Onion	5,000	4kg	20,000

Milk [fresh]	12,000	1x2lts	24,000
Cooking oil	28,400	1x2lts	56,800
Bread	3,800	1 per day	114,000
Sugar	6,100	8kg	48,800
Salt	3,100	1kg	3,100
Tea	11,000	1x500g	11,000
Subtotal			834,100 [$167]

B. Cost of essential non-food items

Charcoal	61,000	2x90kg	122,000
Bath soap	2,500	10 tablets	25,000
Wash soap	4,100	4x400g	16,400
Jelly [Vaseline]	6,700	1x500mls	6,700
Electricity	70,000	300 units	70,000
Water	114,530		114,530
Housing	1,500,000		1,500,000
Subtotal			1,854,630
Total for basic needs			2,688,730 [$538]

C. Other addition costs include, education, health, transport, fuel, clothing and leisure.

D. Teachers' take home salary range from K1, 145,300 [$229] to K1, 631,600 [$326].

Source: www.jctr.org.zm.

Figure 5 above shows a gap of over K1,000,000 [$200] between teachers' salaries and the monthly basic needs basket. This gap remains unsatisfied especially that other costs had not been accounted for in the calculations arriving at ZMK 2,688,730 [$538].

Accommodation

The issue of accommodation is yet another cause for teachers' poor motivation. In Table 7 are responses to a general statement, "teachers' accommodation is..."

Table 7: Responses from teacher respondents on teachers' accommodation

	Frequency	Per cent
very poor	35	48.6
Poor	36	50.0
Good	1	1.4
Total	72	100.0

The results show 35 teachers [48.6%] and 36 [50%] acknowledging that the state of accommodation is very poor and poor respectively. Only 1 [1.4%] responded to the state of accommodation as good.

Promotion opportunities

Upgrading of professional qualification is the major avenue for promotion in many countries. Zambia from the dawn of 2000 has been trying to promote teachers on the basis of qualification but, there still remain ambiguities in the education system. Trends of basing promotion on age, social, and relation ties still lingers. Table 8 shows responses of teacher promotion trends.

Table 8: Responses from teachers on promotion since their first appointment

	Frequency	Per cent
Yes	13	18.1
No	59	81.9
Total	72	100.0

From the results in table 8, 13 teachers [18.1%] was a fair but not good enough representation for promotion progression of teachers, especially with the range of one to 28 years of years of service as shown in Table 3 on page 43. The teachers who have had the opportunity of being promoted rose to senior teacher, Head of Department [HOD] or other locally arranged posts such as sports master, guidance and counselling teacher and APU coordinator. Below is Table 9 showing the promotion capacity and their frequencies.

Table 9: Responses to promotion capacity of teachers

	Frequency	Per cent
Senior teacher	2	2.8
Head of department	8	11.1
Other	3	4.2
N/A	59	81.9
Total	72	100.0

From the findings presented in table 9, 10 teachers [13.9%] held a position which was fair but not a very good distribution. Notably though, were the majority 59 teachers [81.9%] who had not been promoted since their first appointment and especially that among them were experienced teachers with the required qualifications for promotion. For example, out of the 8 HODs, 2 were basically new in the profession though they had degrees, while among the majority 59 [81.9%] ordinary class teachers, 7 had both the experience and qualification but had no promotion at all. More so, the salary-scaled positions from the above results were only represented by 8 teachers [11.1%], the HODs. The others were locally arranged positions that did not have any salary scale in the teaching service.

Teaching and learning resources

Another common cause for complaint was lack of teaching and learning materials. Lack of pupils' textbooks and other teachers' supporting materials made teachers feel that a variety of possible approaches to teaching were limited and inadequate. Below are teachers' responses with regard to teaching and learning resources.

Table 10: Responses to whether the school was well stocked with teaching materials

	Frequency	Per cent
strongly disagree	23	31.9
Disagree	37	51.4
not sure	2	2.8
Agree	9	12.5
strongly agree	1	1.4
Total	72	100.0

As shown in Table 10, the study revealed that only 9 teachers [12.5%] agreed that their schools were well stocked with teaching and learning resources, while only 1 [1.4%] strongly agreed with the statement. Unfortunately though, the majority of the respondents amounting to 23 [31.9%] and 37 [51.4%] strongly disagreed and disagreed with the statement respectively, bringing the total to 60 teachers in disagreement. Only 2 [2.8%] were not sure of the state of teaching and learning stocks in their schools.

4.1.2 The extent of poor teacher motivation in Zambia

Another objective of this study was to find out the extent of poor teacher motivation in Zambia. "Is there a teacher motivation crisis in Zambia?" this could be a possible question from the reader. Table 11 shows teachers' responses with regard to their motivation.

Table 11: Responses to a general statement on whether teachers were well motivated

	Frequency	Per cent
strongly disagree	18	25.0
Disagree	47	65.3
not sure	5	6.9
Agree	2	2.8
Total	72	100.0

The study revealed that only 2 teachers [2.8%] agreed with the statement, "Teachers are well motivated". The findings further revealed that 18 [25%] strongly disagreed and 47 [65.3%] disagreed with the statement, bringing the total to 65 teachers [90.3%], in disagreement with the statement. The other 5 [6.9%] were not sure of the state of affairs.

Further findings showed that teachers were becoming increasingly de-motivated. This is shown in the results presented in Table 12.

Table 12: Responses to the statement, "teachers are increasingly de-motivated"

	Frequency	Per cent
Disagree	2	2.8
not sure	5	6.9
Agree	49	68.1
strongly agree	15	20.8
no response	1	1.4
Total	72	100.0

Data presented in Table 12 revealed that a good number of teachers concluded that teachers were becoming increasingly de-motivated. For example, 49 teachers [68.1%] agreed and 15 [20.8%] strongly agreed with the statement, 'teachers are increasingly de-motivated.' Further, the findings only showed 2 teachers [2.8%] disagreeing with the statement while 5 [6.9%] were undecided and 1 [1.4%] did not respond to the statement.

Table 13: Responses on the statement, "female teachers are better motivated"

	Frequency	Per cent
strongly disagree	20	27.8
Disagree	34	47.2
not sure	8	11.1
Agree	7	9.7
strongly agree	1	1.4
no response	2	2.8
Total	72	100.0

The findings in table 13 revealed that not even female teachers were better motivated than male teachers. The majority up to 37 teachers [47.2%] disagreed while 20 [27.8%] strongly disagreed that female teachers were better motivated. Only 7 [9.7%] and 1 [1.4%] teachers agreed and strongly agreed with the statement respectively. A total of 8 [11.1%] were not sure while 2 [2.8%] did not respond.

Table 14: Responses to the statement, "qualified teachers are better motivated"

	Frequency	Per cent
strongly disagree	18	25.0
Disagree	35	48.6
not sure	8	11.1
Agree	7	9.7
strongly agree	2	2.8
99	2	2.8
Total	72	100.0

Like gender, qualification disparities among teachers did not play a role in determining who to motivate better. This was what the results in table 14 revealed. Up to 18 [25%] and 35 [48.6%] teachers strongly disagreed and disagreed that qualified teachers are better motivated respectively. Only 2 [2.8%] and 7 [9.7%] teachers agreed and strongly agreed to the statement respectively. The other 8 [11.1%] were undecided while 2 [2.8%] did not respond.

4.2 Findings of the Study from Interviews and Focus Group Discussions

In this section of the research findings, thematic analysis was used to present qualitative data. The findings from Focus Group Discussions were obtained from HODs while in-depth interviews were conducted with MoE officials and the GS [ZNUT].

4.2.1 Findings from Focus Group Discussions [FGDs]

Among the selected teachers at each school, up to six HODs or subject coordinators were picked for FGDs. Organizing more teachers for FGDs proved difficult due to the different teaching periods and reluctance by some teachers who viewed the study as just one of the usual studies conducted before without yielding any beneficial results.

On the question of how well acquainted HODs were with teachers' conditions of service, only a few could mention from three to five written down conditions of service. The majority literally expressed little knowledge. Their complaints and source of frustration mainly concerned issues of prolonged confirmation as teachers as well as confirmation in new appointments. They also brought forth issues of unpaid claims and prolonged payment of settling-in allowances.

HODs were however, quick to appreciate the inclusion of housing allowance on the pay slips rather than the former arrangement of collecting money from the DEBS' office. This, they further claimed, caused a lot of confusion and moneys were not reaching the intended beneficiaries. As a matter of fact, at the time of this study, all teachers were getting housing allowance regardless of whether they occupied institutional houses or not. To create a balance, those occupying institutional houses would have to pay rentals to the government at a subsidized charge.

Another common cause for complaint was lack of teaching and learning materials. Having no textbooks or supporting materials left teachers feeling that their possible approaches to teaching were limited and inadequate. The HODs confessed of the struggle teachers of practical subjects went through to demonstrate practical activities to pupils during lessons. A Home Economics HOD at one school said, "Just talking about equipment a pupil has never seen before is like chasing after your own shadow. This in itself lowered teachers' morale day after day in their teaching career." Another science HOD said, "I am full of good ideas to teach so sometimes I sacrifice with my own money to buy manila paper and felt pens just to make my lessons more interesting." He further mourned the challenge pupils went through in situations where they were not exposed to any practical lessons and yet they were expected to perform practical examinations at the end of their high school education.

In all schools but two, the HODs expressed worry on the defunct libraries. From the observations made, two schools [C and F] had libraries with a few modern books in stock. The other three [A, B and D] had libraries just by name, no latest references at all. Pupils who went to use the library simply accessed a quiet study room, no research of any kind. One out of all the schools [E] was one of the newly upgraded high schools; there was not even an infrastructure for a library. Not only was there no library but also, there was no science or computer laboratory. An ordinary classroom with no kitchen facilities or equipment was what had been turned into a Home Economics room.

On the question of remuneration, all the HODs expressed the insufficiency of their salaries, complaining that they were unable to meet their basic needs. They further complained that unlike other teachers, they spent most of their time in school and that left them with no opportunity to engage in other money generating activities to supplement their meager salaries.

Encouragingly, all the HODs acknowledged being involved in decision-making and they had no problems working with their supervisors. They further felt the schools were well managed especially in comparison with the previous years. They all expressed happiness that they occupied those positions on merit and through hard work. Some HODs even anticipated further promotion into higher offices.

4.2.2 Findings from interviews

Interviews were held with the PEO, DEBs, HRD, General Secretary and school head teachers and this section brings out their views. Shelter was a critical issue in human life for it was one of the basic needs. In Maslows Needs Hierarchy Theory, shelter was placed under the physiological needs which was one of the lower level needs. Lower level needs [physiological needs] according to Maslow [1954], needed to be satisfied first in the

hierarchy otherwise the higher level needs [self-actualization] would remain unfulfilled.

In view of this, the General Secretary, ZNUT in an interview had this to say on teachers' housing allowance, "The current housing allowance for teachers is a mockery because teachers are paid a token that cannot even pay for a bed-sitter in Lusaka." This was supported by the records of what teachers got for their housing allowance and the actual charges for accommodation in Lusaka. Below are teachers' housing allowances according to their qualifications and accommodation charges in Lusaka as advertised in *The Post* [October 2009 to February 2010].

Figure 6: Teachers' housing allowance according to their qualifications

Teachers' qualification	Housing allowance: ZMK	US $ @ 5000ZMK
Primary certificate	100,000=00	20
Diploma	150,000=00	30
Degree	250,000=00	50

Source: MoE, 2010.

Figure 7: Accommodation charges in Lusaka, 2009/2010

Location	Size of the house	Rent per month: ZMK	US $
Avondale	Bedsitter/single room	300,000 to 450,000	60 to 90
Northmead/Rhodespark	Servants' quarter	700,000 to 1,000,000	140 to 200
Libala/Kabwata/Chilenje	Two bedroom house	1,200,000 to 1,500,000	240 to 300
Chelstone	Three bedroom house	1,500,000 to 1,800,000	300 to 360
Garden	Two bedroom house	700,000 to 1,000,000	140 to 200
Kalingalinga	Three bedroom house	1,000,000 to 1,200,000	200 to 240
Hellen Kaunda	Two bedroom house	700,000 to 1,000,000	140 to 200

Source: The Post sangwapo series from October, 2009 February, 2010.

Further in an interview with the General Secretary ZNUT, it was revealed that there was a provision for teachers to access house loans and mortgages to buy or build houses. These facilities were provided by the

Zambia National Building Society [ZNBS] and the Public Servant Pension Fund Board [PSPFB]. However, most teachers failed to access these facilities due to meager salaries, high interest rates and short repayment periods.

All heads of schools interviewed brought out the challenge of teachers' accommodation. One of them said that it was difficult to talk about late coming because most teachers lived far from work places. Another one further disclosed that teachers lived anywhere in search of cheaper houses with little choice on the standard and distance from work places. Some teachers made two bus connections to reach their work places. This situation contributed to teacher absenteeism and late coming.

With regard to teaching and learning materials, most schools were under-stocked and lacked the latest books. The same situation applied to equipment and practical subject materials. One head teacher bemoaned a number of challenges she was facing with the school's newly upgraded status yet not meeting the required and favourable standards, especially with regard to teaching and learning materials. She said the school had no laboratory, no library and no computer room yet such were things other high schools were enjoying.

Concerning remuneration, almost all interviewees agreed that teachers' salaries could not meet their needs. To the contrary though, the PEO strongly argued about teachers' salaries as ranking the highest among civil servants. The PEO even attributed the reduced exodus of teachers to foreign countries and increased retention to the high salaries teachers were getting in Zambia compared to the previous years. While this in itself might be true, the findings from questionnaires as stated earlier, brought out the fact that the majority of up to 67 [93.1%] teachers said "no" to the question, "is your salary adequate enough to support your basic needs?" Only 4 [5.6%] agreed to the statement and 1 [1.4%] remained undecided.

Career progression and promotion opportunities remain limited in Zambia. This was brought to light by some head teachers interviewed who complained that their promotion prospects were low. They further said that was demoralizing their motivation. This was echoed by some teacher respondents who claimed that, "even where one had papers [qualifications], he or she needed to be connected or known by someone in higher offices in order to climb the ladder [be promoted]." They further claimed that only a few if any got promoted genuinely and that called for one to be in good books with the head teacher. However, both the DEBs and PEO disputed the allegations saying that all those promoted were in their positions on merit except in a few cases and those were encouraged to upgrade themselves.

At the newly upgraded high school, E earlier alluded to, two of the HODs were diploma holders while many teachers in other schools with degrees were still serving as class teachers. It was further discovered from the school lists that the majority of the teachers at that school were still diploma holders and at least three with basic school teachers' certificate, [probably due to the phasing out process still on course]. Asked why this was the situation, the DEBS admitted to be aware of that and further claimed that the transition process was still underway to place teachers where they were supposed to be.

4.3 Findings from the Researcher's Field Observations

Field observation is a participatory kind of education. It is seen as a cyclical process during which participants identify and share problems from their daily lives. Then as a group they move from reflecting on the individual experience of these problems to more critical social analysis, to contracting an understanding of social conditions affecting them and to developing strategies for action and change [Mtonga, 1986]. The researcher observed the actual situations in some areas faced by teachers such as work environment and accommodation.

4.3.1 Observation on teachers' work environment

Most of the schools studied were not very bad in terms of infrastructure except for school F which had quite a dangerous crack in the administration block. After inquiries the head teacher said plans were under way with MoE to pull down the whole structure and put up a new block. The general appearance of the surroundings was also quite impressive especially bearing in mind that it was the dry season at the time of the study when grounds were difficult to keep green. However, all schools had a good supply of running water which sustained their flower lawns and gardens; and that gave a beautiful site upon entry to most schools except for school E.

Teachers' staff-rooms were equally neat and quite conducive for both work and relaxation. Only at one school C did the researcher find a congested staff-room and that made it difficult to maintain its cleanliness. It was also noted that in many schools teachers worked from their departmental rooms and only came to the staff room for tea and lunch breaks and staff meetings. The departmental rooms, however, were not impressive due to congestion and dust.

Below are some photos captured from teachers' work environments in various schools in Lusaka.

Plate 1: One of the staff rooms, well managed for teachers to relax and carry out their work. [Photo by the researcher]

Plate 2: A fairly stocked library at one of the high schools. [Photo by the researcher]

Plate 3: Well maintained school surroundings at one of the high schools in Lusaka.
[Photo by the researcher]

4.3.2 Observation on teachers' accommodation

From the researcher's close observations, some teachers' institutional houses were dilapidated. Some schools, however, had taken the initiative with the help of the Parent-Teacher Association [PTA] to start rehabilitating teachers' houses bit by bit and give them a better face. Others had yet turned the once pupils' dormitories into teachers' houses to try to accommodate teachers within school premises and curb late coming and deliberate absenteeism.   Below are some teachers' institutional houses which were captured from various high schools of Lusaka.

Plate 4: *An institutional block of flats in Lusaka; previously pupils' dormitory turned into a block of teachers' flats. [Photo by the researcher]*

Plate 5: *An institution house in Lusaka, occupied by a degree holder at a high school. [Photo by the researcher]*

Plate 6: A high school teacher's house with no proper toilet and bathroom facilities. [Photo by the researcher]

Plate 7: An institutional house with a big crack on the wall, occupied by a high school teacher. [Photo by the researcher]

Plate 8: An institution house; before and after rehabilitation by a teacher occupying it.
   [photo by the researcher]
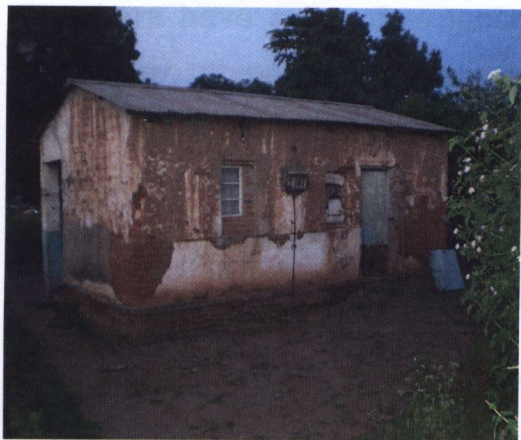
Before   After

Plate 9: One of the houses for teachers at a new high school under construction. [photo by the researcher]

4.4 Teachers' Expectations and Their Suggested Solutions

Teachers have a lot of expectations from all stakeholders in education. Below are some of the personal comments teachers brought out with regard to what they expected and what they felt should be done to smooth their profession. For simplicity's sake, teachers' expectations have been numbered and laid down in bold. What follows are what they felt could be done by various stakeholders in education.

I. Teachers want a better remuneration package and not the current meager salaries

The government should pay teachers enough remuneration to sustain them. It should clearly state the conditions on when and by how much increments would be done, for instance, 20 per cent real pay increase per annum. ˋ

II. Teachers want to be housed in quality accommodation preferably on or close to the school premises

Government with development partners should construct teachers' houses even if it will mean bit by bit. Some schools have vast land. Individual schools should maintain the quality of these houses.

III. Teachers want a better and reasonable housing allowance to house them in decent structures and places
A reasonable housing allowance should be paid to teachers to allow them occupy houses which they are worthy.

IV. Teachers want well defined conditions of service that are operational and availed openly to them

The Teaching Service Commission [TSC], unions and government should revise teachers' conditions of service and only allow those they can meet

to appear on the document. Teachers should be given a copy upon recruitment.

V. Teachers want a clear procedure of applying for positions that fall vacant and advertisements should be made transparent

New developments should reach teachers through various means not only circulars. Vacant positions in MoE and TSC must be advertised in the public media, interviews should be facilitated, and the deserving teachers to take up those positions.

VI. Teachers want subject mastery and well balanced distribution of human resource so as to have similar and reasonable workloads

Subject specialization of graduates should be carefully planned to meet the demand. MoE to reinforce the mechanism for staff deployment [Director Human Resource, MoE HQ].

VII. Student enrolment should be kept to recommended levels to achieve the recommended teacher-pupil ratio

The government should continue to build more schools and employ more teachers. The Poverty Reduction Strategic Paper [PRSP] recommends a 40:1 teacher-to-pupil ratio. Private partners should be encouraged to come on board.

VIII. Teachers want a sufficient supply of textbooks and stationery for students and for themselves

MoE should reinforce the supply of textbooks in schools and ensure stocks are sustained. Schools should ensure teachers are well supplied with stationery all the time. Available books should be taken care of.

IX. Teachers want teaching and learning resources for practical subjects to enable them deliver their work more effectively

The school should allocate some funding to allow for the needs of practical lessons. Such departments should also be supported with self sustaining projects to supplement the allocation.

X. Teachers want qualified head teachers to lead them and also to have a good working relationship with them

The ongoing training for head teachers should continue and apply to all in management positions. Head teachers' Association is a good idea and should be reinforced to allow school head teachers come together and share knowledge and skills of management.

XI. Teachers' greatest wish and hope was that they get involved in decision-making, their requests heard and their recommendations put into action

The present unions should unify into one big and strong family so that the teachers' voice becomes stronger. Unions' negotiations with the government should be fair and leave both parties happy.

Summary

The various views of the respondents about teacher motivation have been presented here. The major causes of poor teacher motivation, the extent to which this is a crisis in Zambia and the expectations from teachers have been undertaken.

The following chapter will now go on to discuss the collected data in an essence to analyze the major causes of poor teacher motivation.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

In the preceding chapter, the research findings have been presented by use of frequency tables, figures and plates.

This chapter sets out to discuss the key findings from the study whose main purpose was to find out the major factors affecting teachers' motivation in Zambia with particular relevance to Lusaka Province. The discussion of the findings has been laid in a manner to follow the order in which the research findings in Chapter four have been presented. It further tallies with the study objectives as presented earlier in Chapter one:

I.   The major causes of poor teacher motivation in Zambia.

II.   The extent to which poor teacher motivation is a crisis in Zambia.

III. ` Teachers' expectations and some of their recommendations.

5.1 The major causes of poor teacher motivation in Zambia

From the findings, four major causes of poor teacher motivation were identified, and these were: poor remuneration, accommodation, promotion opportunities and lack of teaching and learning resources. This is, however, not to say these were the only factors affecting teachers' motivation. As earlier alluded to, issues of motivation were quite pervasive, and varied greatly among different individuals, institutions, gender, age groups, qualifications and places. In this study though, the above mentioned factors came out strongly across all the interviewees, questionnaire respondents and field observation results in Lusaka Province.

5.1.1 Remuneration

Remuneration for work should guarantee workers a dignified livelihood for themselves and their families. This is so because the value of any human work does not depend on the kind of work done but, it is based on the fact that the one who does it is a person and that person needs to be remunerated in a manner that enables him or her to live a dignified life. While the PEO strongly argued that teachers' salaries ranked top among civil servants, what really matters is whether teachers' salaries sufficiently meet their basic needs. In fact, teaching is one such profession where employees depend heavily on their salaries. One difference between teachers and other employees in the public sector is that the teachers have fewer opportunities to generate extra income within their employment arrangement, for instance, workshops.

In the words of Torres [1995], it was acknowledged within IMF/World Bank structural adjustment policies, that teachers' salaries be adjusted because it had experienced a more profound reduction than that of other public servants.

Teachers' basic salaries of about ZMK 1,145,300 [$229] to 1,831,600 [$366], [CSPR , 2010] could be said to be low. This was more so the case because the cost of living in Zambia was ever rising. In Lusaka, the monthly basic needs basket continued to show an increase. For example, according to The Civil Society for Poverty Reduction [CSPR], [2009/10] survey, the December 2009 basic food basket was ZMK 2,276,730 [$455] and the following month January, 2010 it rose to ZMK 2,696,030 [$539], [see Figure 8, page 69]. Yet this does not even include other needs such as children's school fees, health costs, transport, clothing and housing.

Figure 8: Total costs for basic needs basket in Kwacha: May 2009 to January 2010

May 09	Jun 09	Jul 09	Aug 09	Sept 09	Oct 09	Nov 09	Dec 09	Jan 10
2,240,280 [$448]	2,168,730 [$414]	2,226,930 [$445]	2,235,730 [$447]	2,260,680 [$452]	2,200,630 [$440]	2,254,630 [$450]	2,276,730 [$455]	2,696,030 [$539]

Source: Jesuit Center for Theological Reflection [JCTR], [2009].

This is not sufficient enough to cover even the most subsistence needs bearing in mind that a typical Zambian, like many other African families has at least five direct dependants [Bennell and Akyeampong, 2007]. With such a scenario, it is therefore incumbent upon the government to ensure that every effort is made to recognize humans as the major and central resource to any development. If a country is to move forward, a culture which recognizes the dignity of the worker and emphasizes the subjective dimension of work is needed.

By and large, it is a strict duty of justice and truth not to allow fundamental needs to remain unsatisfied. Going by Maslows Needs Hierarchy Theory, the lower level needs such as physiological needs are propelled by extrinsic motivation. It is these needs that Maslow [1954] says if they are not satisfied, can easily impair the realization of higher level needs such as self- actualization which are propelled by intrinsic motivation. This then follows that to realize the inner drive of a person's motivation the external needs should be satisfied first. Basically these external needs are satisfied by among other things, remuneration. Where this is not met as expected the outcome Maslow says, is frustration.

According to *The Post* [March 10, 2010], the CSPR urged the government to regularly revise workers' minimum wage to ensure that the welfare of people is uplifted. CSPR executive director Patrick Mucheleka said that the minimum wage should be revised to protect workers. He further said the

cost of basic needs was rising almost all the time; hence, the need to revise the minimum wage so that low income earners are protected.

The rights of workers, like all rights, are based on the nature of the human person and on his or her rights transcendent dignity. And among these rights is the right to a just wage. Economic justice also requires that each individual has adequate resources to survive, to develop and thrive, and to give back in service to the community. Teachers like other workers have the right to receive a just wage so that by the sweat of their faces they should be able to feed themselves [Genesis, 3:9].

It would be difficult to expect a worker who is earning half or less of what he or she needs to spend in a month to be honest and hardworking. It is this gap that leads to pilfering and low productivity [*The Post*, 2010]. An honest wage could move workers to give a more substantial support just like one head teacher said in an interview, "A well motivated teacher will give two hundred per cent more."

It is clear that the practice of taking second jobs has become commonplace and that in some cases teachers' commitment to educational norms and values has been undermined by difficulties in their daily lives. Many are the times when teachers have been reported to have had overlooked their ethics by playing a part in examination malpractices with pupils in exchange for money. Teachers, pre-occupied with life challenges, can compromise quality, progress and innovation in pedagogy.

When teachers' expectations fail to be satisfied they resort to other part time jobs as verified from the findings [Chapter Four]. This is done in an effort to make ends meet. This though, implies that teachers devote part of their time in preparing and exerting their energies in other private jobs instead of devoting themselves solely to their job as teachers. Going by the theoretical framework of this study [discussed in Chapter One], teachers are trying to fulfill or satisfy the lower needs which their salary or job is

failing. As quoted earlier, "when a need is not satisfied, people will do everything in their power to satisfy it" [Gerber in Chindanya, 2002:14].

Most teachers who engaged in extra jobs gave APU as their alternative source of income. While APU and tuition may be justified as being within the teaching fraternity, the time and energy spent on these added duties would certainly reduce the performance of teachers engaged in it. Other teachers though, engage in activities that are far from teaching such as those brought forth in the findings: tailoring, selling second hand clothes, mobile air time as well as running small shops [locally called *tuntemba*]. Fatigue, pre-occupied minds and unpreparedness among other effects, would result from such teachers.

It is perhaps not surprising then, that blame for teachers' strikes and poor attitudes to work for the majority of the population is laid at the feet of teachers. Education stakeholders have also tended to cast teachers as conservative, self-serving and reactionary, as part of the problem rather than part of the solution. While modernity might have reduced teachers to factors of production, in rhetoric they are idealistically bringers of knowledge and enlightenment to every human being.

5.1.2 Accommodation

A further issue of concern to most teachers was accommodation. Housing is such an important aspect in the welfare of every worker. However, finding decent accommodation in Lusaka either within or outside the school premises is one source of headaches most teachers were reported to be facing. Those accommodated within school premises complained of the poor state of the houses adding that the houses had fallen into a state of disrepair and that was a daily source of irritation and ill-feeling.

Some high schools in Lusaka were found to have institutional houses. However, the stocks were reported to be too few to accommodate the total number of teachers at a given institution. Worse still, the occupants who

got promoted did not leave those houses on the claim that they were still *government employees. At one school visited, out of fifteen institutional* houses only seven were occupied by teachers of that institution. The rest and the majority of the teachers had long been transferred to other schools where they did not find accommodation and hence, held on to houses in their former schools. Others had been promoted but could not find affordable accommodation to move in.

Schools with houses within the school premises were not many and this had left most teachers with no choice between living in unsavoury conditions, and paying high rents in private housing. The houses which might be affordable were sometimes far from school and that means an added cost on transport. Other than that it also posed other challenges on teachers and their management, among them, late coming and absenteeism. Late coming and absenteeism were actually among the challenges that head teachers bemoaned due to teachers living far from work places. It had become a delicate issue to address because teachers lived where they found affordable accommodation bearing in mind that the housing allowance is low.

As regards the same institutional houses, from the researcher's close observations, most of these houses were dilapidated as shown in the Plates 5 and 6, on page 62. The cost of houses in Lusaka took a swift upward trend following the sale of houses by the MMD government during the Chiluba reign. This meant individual landlords pricing their houses as they wished. The houses close to busy centres and those located in decent and easily accessible places were especially on a higher demand.

The initiative in itself by the government to sale houses to public servants was a good idea but rather, it disadvantaged many teachers. Most teachers then lived in institutional houses which by virtue of being located within the institutional boundaries could not be sold. Some government employees who benefited from the sale had long retired and they rented

out these houses at exorbitant charges which teachers could not afford. As earlier alluded to, some teachers ended up living in all sorts of places and houses with less regard to their dignity and distance from schools.

Among some shanty places teachers reported to be residing in included, Garden, Kalingalinga, George, Misisi, Kanyama and M'tendere. Others who lived in decent places such as Emmasdale, Avondale, Kabulonga and Woodlands were either married to well accommodated spouses or if not they ended up in servants' quarters, extensions and guest wings as these were the only affordable choices. Some married female teachers reported a gender based and biased view held by some officials that they had no need of housing, as their husbands would provide for them.

5.1.3 Promotion opportunities

Teachers, like other public servants, saw themselves not as static employees but as professionals on a structured career path. The trends in teacher recruitment in Zambia however, meant that the education system often operated a barrage of schemes to bring more teachers into the profession especially at primary level. Teachers in Zambia ranked the highest among other professionals with a considerable variation of experience and qualifications. The government, through various upgrading projects trained a massive cohort of basic school teachers, and it was still to upgrade diploma holders in high schools to degree holders, especially in Science and Mathematics. Just recently in 2009, the government embarked on sponsoring lecturers from colleges in order that they obtain masters' degrees in their various fields. This indeed was remarkable, bearing in mind that a qualified teacher would deliver quality information and services.

Common to all teachers though, was a real hunger for promotion. Most respondents felt that their promotion opportunities were constrained by bureaucratic systems managing promotions, favouritism and social

relations. This was manifest in some schools which had diploma holders for HODs when other schools were flooded with degree holders. One problem shared across the schools studied during the research was a perceived lack of opportunity for promotion while remaining in the teaching profession. Opportunities to become head teacher, for instance, were necessarily rare. Career progression was thus perceived to be a gradual acquisition, before progressing into educational administration. The effects of this were twofold: good teachers were quickly lost to other professions while those who remained in teaching felt that their status and recognition was limited.

While the government was indeed doing its best to promote profession development through various upgrading projects, promotion opportunities remained limited, partly because most promotions were still rooted from unclear basis. This was the cause for complaint among teachers leaving them with bleak prospects for promotion. This in itself could demoralize teachers' motivation. Some respondents quoted earlier, in Chapter Four, reported that even where one had the required qualifications, he or she needed to be connected or know someone in order to be promoted.

In an effort to meet standards believed to be the basis for promotion, many teachers had come to appreciate the need for professional development. The challenge had been the overwhelming numbers of teachers wanting to go on leave for further studies at once. To contend the situation, so many constraints were put in place, including limited sponsorships, delayed and unapproved study leave. Common to most teachers in Lusaka who were studying for their degrees at the University of Zambia at the time of the study were on an unapproved study leave. As a matter of flexibility, school management went into arrangements that allowed such teachers to go on and study under self sponsorship whilst working, other than waiting for a study leave approval. This was done in a bid to maintain their jobs and attain a qualification because staying away from work without an approved

study leave would result in losing their jobs. This too was brought out as a source of frustration and a cause for migration to other public sector employment upon completing their studies.

Promotion is not just by rank but it also encompasses self promotion by way of qualifying into a new salary scale after attaining a new qualification. While this was supposed to be a straight forward procedure, teachers were further frustrated because it took them years to cross the bridge to their new salary scale. A few teachers interviewed had stayed from two to four years in their old salary scales after graduating with a new qualification.

5.1.4 Teaching and learning resources

Another common cause for complaint was lack of teaching and learning materials in schools. Basic items such as textbooks were quite vital to teachers' performance in class. Indeed as echoed in Chapter Four, having no textbooks or supporting materials left teachers feeling that their approaches to teaching were limited and inadequate. The HODs' Focus Group Discussions confirmed the struggle teachers [especially for practical subjects] went through to explain issues that otherwise could be simplified in practical terms. The same was true when it came to the various teaching styles and techniques that teachers could apply, such as interactive methods [e.g. group work]. Such interesting variations were stymied by the lack of materials.

From the findings, all schools but two expressed worry on the defunct libraries. This was further verified through the observations around school libraries. A library was indeed vital for schools and more so, high schools because not only would pupils engage in research, but also stir up their interest to research. It is the bank for knowledge. This idea cannot be overemphasized, but much as this is imparted in pupils, reality must be seen on the ground. With functional libraries stocked with modern

literature, pupils would have less difficulties studying and researching on their own at present and in future.

A number of donors came to the aid of most high schools by donating computers. In some schools, Computer Science had even been introduced as an examinable subject and the first shoot of students wrote their Computer Science examinations at grade 12 level in 2009. This was quite commendable especially with global technological advances. Sad to say though only one school among those studied during the research was making good use of the computer laboratory.

One of the upgraded high schools earlier mentioned [school E], did not even have infrastructure for a school library. Not only was there no library but also, no Science or Computer laboratory. Teaching of practical subjects such as Home Economics and Sciences was done in ordinary classrooms. To this, the head teacher of the school bemoaned a number of challenges she was facing with the school's newly upgraded status yet not meeting the required and favourable standards of a high school.

While the government was doing all it could to better the education sector, sometimes it hastily implemented changes when it was not ready to do so. As discussed earlier in Chapter Two, this was mainly the case with unpredictable policies dictated to meet conditionalities arrived at between the government of Zambia and international financiers such as the World Bank and the International Monetary Fund [Ellen, 2007]. Teachers, who were basically at the grassroots, were usually left out in decision-making especially beyond the school level. Their voice felt rather superficial at times because much as they felt part of the education system, they were usually left out, and sometimes decisions taken at meetings were changed later on or not even implemented [VSO, 2002].

5.1.5 Conditions of service in general

Teachers had good conditions of service on paper. The unfortunate thing was that some of them were almost non functional in reality. More so, the findings in Chapter Four revealed that some teachers were not even aware of their conditions of service. Their complaints and source of frustration emanated from prolonged confirmation as teachers as well as confirmation in new appointments. This was however, slowly being addressed especially with the decentralized system in place. Teachers also brought forth issues of unpaid claims and prolonged payment of settling in and subsistence allowances. Money issues were quite delicate and one of the major sources of teacher de-motivation. When money was not paid on time it made the teachers' hearts anxious, spoiled plans and more so, it lost value; no wonder teachers' motivation to work was negatively affected.

In the current Payroll Management and Establishment Control [PMEC] arrangement, housing allowances had been included on the pay slips rather than the former payment arrangement of collecting money from DEBS' offices. This was well appreciated by many teachers because the former arrangement created various loopholes and at the end it was the teacher who suffered.

One of the fundamental reform measures taken by the government was the decentralization of many functions in the education system management and administration. Teachers' experience of this trend could, at best, be described as mixed. For many teachers, their experience of systemic breakdown, delay and failure, for instance, to pay allowances, was encountered chiefly at their regional or provincial offices. In another revelation, some teachers were being blocked from going on vacation leave which was clearly their entitlement, just because of failure to pay leave allowances. When it came to information flow, the centralized system was condemned for delays through various bureaucracies but, there was a sense that decentralized offices blocked information as well. This was

reported especially with regards to promotions, leave and payment approvals.

The decentralized system also entailed that school boards sponsored high school teachers on paid study leave. The need for teachers to upgrade their qualifications had increased in the new millennium to a point where school boards were too overwhelmed to sponsor them. This was what came out from most head teachers interviewed. They agreed that most teachers who were studying were apparently self sponsored. More so, their study leave having not been approved implied that they continued working alongside training.

Bureaucracy in MoE was the cause of many delayed decisions and actions. With the decentralization system in place, it was the hope of many teachers that the education sector would change for the better.

5.2 The Extent of Poor Teacher Motivation in Zambia

Another of the findings that emerged from this research study was that very sizeable proportions of high school teachers in Lusaka had low levels of job satisfaction and hence were poorly motivated. Bennell and Muykanuzi, [2005:34] in their research report concluded that, "the majority of the teachers in developing countries are increasingly de-motivated, their de-motivation is a major contributory factor to the abysmally poor learning achievement of primary and secondary students." Going by Bennell and Muykanuzi's report and on basis of the evidence presented in Chapter Four of this dissertation, many teachers were de-motivated.

From the findings in Table 11 on page 50, it was revealed that only two teachers agreed to the statement, 'teachers are well motivated'. The majority 47 teachers [65.3%] disagreed and 18 [25%] strongly disagreed that teachers were well motivated, bringing the total number to 65 teachers [90.3%] in disagreement with the statement. This percentage was

high enough to conclude that there was a motivation crisis among teachers in high schools of Lusaka Province.

Furthermore, the study uncovered that the majority of the teachers were becoming increasingly de-motivated. Table 12 in Chapter four revealed that the majority 49 teachers [68.1%] agreed and 15 [20.8%] strongly agreed with the statement, "teachers are increasingly de-motivated", bringing a total number to 64 teachers [88.9%]. Only 2 teachers disagreed with the statement. This was clearly a big number showing the extent of poor motivation among teachers.

The extent of teachers' poor motivation was actually spread among teachers regardless of gender, age, qualification or school locality. What differed were just the levels of de-motivation. In response to the statement, "female teachers are better motivated than males," it was surprising to find that not even female teachers were better motivated than their male counterparts. The majority of the teachers up to 34, 47.2% and 20, 27.8% strongly disagreed with the statement, bringing the total to 54 teachers, 75%. Only 7 teachers agreed and 1 strongly agreed with the statement, respectively.

Qualified teachers should be more competent and thus were expected to have higher levels of job satisfaction and motivation. Ensuring that all teachers were qualified might be expected to be an important way of improving and maintaining high levels of professional commitment and motivation. However, in nearly all schools studied, no sizeable differences existed between the differently qualified teachers. Typically, the whole issue of qualification and motivation was partly age-related. Younger teachers were usually better educated and have acquired higher professional qualifications. However, even though they got slightly a higher salary and were able to find schools in preferred locations, motivation levels did not appear to be higher than the unqualified. Indeed

younger teachers on whom the education system depends were the most seriously de-motivated. They were the majority who expressed interest in migrating to other countries, other ministries, and the private sector.

Statistics from the findings revealed up to 18 [25%] and 35 teachers [48.6%], strongly disagreed and disagreed respectively that qualified teachers were better motivated. Only 2, [2.8%] and 7 teachers [9.7%] agreed and strongly agreed with the statement, respectively.

Concerns about low motivation were quite pervasive, the precise reasons varied from school to school but common among all teachers was that they were de-motivated regardless of location. Previous studies [VSO, 2002], had shown that teachers in urban areas were just as de-motivated as those in rural areas. It was only a few factors that varied but with a number of similarities. The main attractions of towns and cities were that there were plentiful opportunities for further study, extra jobs, and the general level of amenities was much higher. However, this is offset by the much higher costs of urban living, particularly, rent and transport.

Low levels of motivation were also apparent from teachers' response concerning whether they would choose to be teachers again granted the second chance. Generally most of them refused, others regretted not to have had known the profession was that frustrating; yet others said it was only for passion they had for teaching. It was out of these responses that some teachers had made the teaching profession a "stepping stone" to careers that they felt were more respected and better paying. This was particularly a common answer from early career teachers who entered the profession much younger.

5.3 Teachers' Expectations on Motivation and Their Recommendations

A common factor among all teachers' expectations and suggestions was their remuneration. Most teachers felt their basic salary was not sufficient

and, hence, called for the government to increase their salary to a decent pay that would meet their needs. According to the adjustment within IMF/World Bank structural policies, it was agreed that teachers' salaries be adjusted because it had experienced a more profound reduction than that of other public servants [Torres, 1995 cited in Bruns et. al., 2003]. Then, going by the CSO [2007] report teachers' salaries ranging from ZMK 1,145,300 [$229] to 1,831,600 [$366] failed to meet the basic needs of a family of six in Zambia. Furthermore, according to the CSPR [2009/10] survey in December 2009, the basic food basket was ZMK 2,276,730 [$455] and the following month January 2010, it rose to ZMK 2,696,030 [$539] [See figure 5, page 46]. There was a gap between teachers' salary and basic needs and yet the amount did not even include other needs such as children's school fees, health costs, transport, clothing and housing.

In essence, all the reports cited in the previous paragraph, could not be from without. The teachers' needs remained unsatisfied. In this dissertation some teachers attributed their involvement in extra jobs such as APU to the meager salaries they were getting, but that robed them time to prepare their work well hence became less committed; the pupils were the ones that suffered.

Housing was another highly recommended factor to be improved. The current situation was not pleasing in some schools [see Plates 5 and 6, page 62. A teacher who came from a dilapidated house risked his family's life, lacked security and hence, worked with frustration. Such houses as that shown in plate 7, page 63 with cracks in the wall, posed a great danger to teachers occupying them. Safety and security, according to Maslow's Needs hierarchy, were indeed vital in the realization of a satisfactory outcome. Safety and security needs included the need to be without fear of physical or psychological harm [Steyn, 1996]. He further said this level represented one's stability, implying that a teacher who was not well accommodated would not be as stable as expected. Not only were

those houses dilapidated, they also posed a health hazard. Some captured houses had poor sanitation, no kitchen facilities and tap water could only be accessed over 200 metres away [refer to plate 6, page 62].

Teachers who rented houses outside the school premises equally suffered. The kind of houses they managed to pay for within the housing allowance, were servants' quarters, guest wings or extensions. Other than that, they might find a fairly big house but that would be in shanty compounds where house rent was less priced due to various reasons among them, poor sanitation, no tap water, bad roads and drainage, insecurity and shoddy houses. This situation was real on the ground and no wonder teachers called on the government to look into the matter.

With regard to promotions and career path, teachers expect a clear procedure of applying for positions that fell vacant and advertisements to be made transparent. While teachers realized the multitude of the learned teachers against few positions, all they called for was to see that the deserving teachers occupy positions that fell vacant. It frustrated them to see fellow teachers with lower qualifications and less experience rising to fill higher positions they did not deserve, yet, they possessed the requirements for the same job. Such positions they claimed, went unadvertised and that trend did not give all teachers an equal opportunity to compete for promotions.

Teachers were mindful of what they taught and expressed their concern to be up to date with current literature that guides them in teaching. They expected sufficient supply of latest textbooks and stationery for both the learners and themselves. The stocks, they further emphasized, should be sustained and the available books be taken good care of by individual schools. The situation, where some high schools did not even have a library was worrying because not only were the pupils denied of the opportunity to research new information but also, the spirit of studying especially in building confidence and curiosity through research.

Teachers also expected a good supply of teaching and learning resources for practical subjects to enable them deliver their work more diligently. The situation where pupils had less access to more practical lessons before writing their examinations would impact negatively on their performance. More so, the teachers would be faced with challenges of trying to explain issues that would otherwise be easy.

Teachers' overall expectation was that they would become involved in decision-making and furthermore, be appreciated, heard and their recommendations put into action, because talk without action was heart sickening. They further hoped the three teacher-unions would unite into one big family with a stronger voice and strive to reach negotiations with the government that would leave them happy and motivated to do their work.

Summary

The discussion and analysis in this chapter has demonstrated that teachers' motivation towards their own profession is low due to the factors surrounding their profession. A deeper understanding of teachers' plight is needed because not only are teachers the major learning resource worldwide, but they also have a wealth of experience about what does and what does not work for education in both advantaged and disadvantaged contexts. Yet the voices and insights of concerned people are seldom considered adequately in planning and implementing educational reforms. A new approach to educational reform is called for: one that puts teachers' needs, and perspectives, at the heart of decision-making as will be emphasized in the conclusions and recommendations in the next chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Having discussed the research findings, this chapter presents the conclusions and recommendations based on the findings. Teachers' expectations have been made clear in Chapter four, some of which were included in the PRSP. However, implementation was slow due to lack of prioritization. In recognizance of Maslow's Hierarchy of Needs theory, efforts to improve educational quality are unlikely to succeed unless the higher order or basic needs of teachers are adequately satisfied. This study shows that teachers could be re-motivated and strongly recommends that they be at the centre of future action.

Below are broad conclusions and recommendations wound up from the study. It is believed that they would provide a framework for action on the part of the Zambian Government, development partners and the civil society. In bold, are the conclusions and what follow in bullets are the recommendations.

I. **By and large the study showed that teachers could do a good job but could not perform effectively under some of the conditions of service.**

- Teachers' needs should be prioritized in the overall education budget. This would increase their motivation in delivering quality education.
- There should be a publicized campaign to increase support for teachers so that the public works with them rather than against them.

II. **The findings of the study had shown that the major factors affecting teacher motivation were remuneration, conditions of service, accommodation, promotion opportunities and teaching resources.**

These issues were addressed in the PRSP but there had been limited policy implementation.

- There was a high expectation in the PRSP. Issues brought forth should be acted upon and not remain on paper. The factors identified should be prioritized to rectify or prevent a problem.
- There must be serious monitoring and evaluation on any policy activity, so as to give first priority activities that had not been accomplished in the previous annual plan.
- Teachers' salaries [including accommodation] must reflect their proper status and valuable contribution to society. There was a threshold below which teachers could not reasonably perform their duties effectively. Over time, the persistence of de-motivation factors would erode teachers' commitment to work and henceforth, decline education norms and values in schools.
- Government should approach various development partners about subsidizing the salary bill for teachers. Donors should be willing to support teachers' remuneration in the same way as other education interventions.

III. The problem of poor teacher motivation in Zambia was widespread to the extent of every school. Factors influencing teachers' motivation inevitably varied from individual to individual and school to school but, major factors had been established from the study.

- The identified factors should be acted upon by the concerned stakeholders to try and re-motivate teachers and build their trust in government.
- The spread of teachers' poor motivation could be arrested by first setting straight major issues on the ground. This would

not only combat the spread among the current teachers but also the incoming teachers.

IV. **Many stakeholders were aware of the problem of poor teacher motivation, but were not taking appropriate action either to seek teachers' views or address their problems.**

- The decentralized system in place must be accompanied by effective measures to ensure successful top-down and bottom-up communications with schools, supported by monitoring and evaluation systems.

- Stakeholders should address factors that reduce teachers' motivation more seriously as this would create conditions for the success of other education interventions. Teachers are at the pivot of all education delivery.

V. **With the decentralized system in place, the district and school boards could do something to improve and maintain teachers' motivation.**

- Individual schools should arrange for subsidized tea breaks. This would ensure that every teacher was not working on a hungry stomach, as well as avoid late coming.
- Schools could arrange for subsidized holiday trips at least once a year. This would ease off teachers' tense work and unite them even more as a family [one school from this study was doing this].
- Giving rewards and incentives for co-curricular activities would be such a good gesture and would encourage teachers to get involved fully just like in other government departments where there was an overtime allowance.

- Districts and even schools should put in place well clarified loan revolving funds. This would help teachers in urgent and critical need of money to borrow for various purposes. This would also restrain teachers from borrowing from high interest lending firms.

- Districts and school level management should work out lists that fairly distribute teachers to attend workshops all year round. Locally arranged workshops such as CPD should be emphasized so as to improve teacher performance.

VI. Non-remuneration and administrative factors were almost as important as the actual level of remuneration teachers received. Teachers' motivation stems from a complex interplay of factors that links to their sense of their own worth and value as educators ～and employees.

- Extensive surveys should be undertaken on teachers' poor motivation in various parts of Zambia. Once such factors are identified, a quick response on the part of concerned stakeholders is the most important step towards solving problems.

- The government, donors, international institutions and teachers' own representative bodies should work to support teachers' motivation and welfare as a whole in order that teachers too proudly render their services whole-heartedly. It is possible that a well motivated teacher would give 200 per cent more.

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INTERVIEW CONSENT

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

I am a duly registered postgraduate student from University of Zambia, researching on Factors Affecting Teachers' Motivation as part of my studies in a Masters Programme in Educational Administration.

Thank you for according me time out of your busy schedule to run this interview in which I would like to learn from you the factors affecting teachers' motivation in Zambia. I would also like to hear from you what could be the ideal way of curbing this problem.

Your name and the name of your institution are not required. Furthermore, they will not be mentioned in the report, but the findings of the study will be shared with the Ministry of Education officials and other people interested in the betterment of teachers' affairs. You are free to withdraw from the study at any time.

Read consent of agreement below and sign.

CONSENT OF AGREEMENT SIGNED BY RESEARCH PARTICIPANTS.

I have understood the instructions and conditions concerning the study and I agree to participate as he/she asks. I also understand that I am free to withdraw from the study at any time and that the information collected from our conversation will be confidential.

Sign……………………………………… Date……………………………………………

INTERVIEW GUIDE FOR THE P.E.O AND DEBS.

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

1. When did you join the teaching service as a teacher?..............

2. How long have you been P.E.O./DEBS for Lusaka Province? ...

3. How would you describe the current levels of teacher motivation in Lusaka Province? ....

4. Have there been any noticeable trends over time in levels of teacher motivation? [10 to 20 years ago]........ ....

5. Are there any significant differences in teacher motivation between females and males, young and old, qualified and unqualified?.................

6. What have been the main complaints of teachers resulting into perpetual strikes and go slows? ....

7. What would you comment on:

    a. The current procedures of teacher- recruitment and deployment?

    b. Teachers' pay and benefits?...

    c. Conditions of service? ....

8. How would you describe schools in Lusaka Province with regards to [Staffing and workload, teaching and learning resources, school management, promotion and Continuing Profession Development]? ....

9. What do you think should be done to improve teachers' motivation? ..

10. What do you think will happen if teachers' motivation is not addressed?

11. Any other comments...

Thank you for your participation

APPENDIX C

INTERVIEW GUIDE FOR THE DIRECTOR-HUMAN RESOURCE

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

1. How long have you been in this office?...
2. What have been the main demands from teachers during your tenure of office?...
3. How have you succeeded in meeting those demands? ....
4. What have been the main constraints in meeting their demands? ....
5. How would you describe current levels of teachers' motivation in Lusaka Province?...
6. In line with teacher motivation, would you comment on the following:

   Teacher recruitment and deployment ....

   Retention ....

   Promotion and professional upgrading ....

   Staffing and workload ....

7. What should be done to improve teachers' motivation? ....

8. What do you think will happen if teachers' motivation is not effectively addressed? ....

9. Any other comments ....

Thank you for your participation

INTERVIEW GUIDE FOR A UNION LEADER [G.S.]

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

1. How long have you been in this union? ....
   Current position? ....
2. What have been the main successes by the union during the past five years? ....
3. What have been the main constraints? ....
4. How would you describe the current levels of teacher motivation in Zambia and Lusaka Province in particular? ....
5. What have been the main complaints of teachers resulting into perpetual strikes and go slows? ....
6. What would you comment on:

   Teachers' salaries and allowances..

   Conditions of service ....

7. What do you think should be done to address teachers' motivation? ....

8. If the situation is left unaddressed, what do you think will happen? ....

9. Any other comments ....

Thank you for your participation

INTERVIEW GUIDE FOR HEAD TEACHERS

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

Section A: General information

1. How long have you been head teacher at this school? ....

2. Tell me about the teachers: how many?

    Females…..........…………....…… Male………………………..

    Primary certificate.................. Diploma …………………….

    First Degree ……….................. Masters ……………………

    Age group: Under 30years………………………………………..

    Over 30years……………………………………………………..

3. How many classes are there per stream?

    G.10……….…… G.11………….. G.12……………………….

4. Is the number of teachers adequate? How about the number of classrooms? ……………………………………………………

5. Are there opportunities for Continuing Professional Development [CPD]? ……………………………………………………………

Section B: Teacher motivation in this school

6. How would you describe the current levels of teacher motivation at this school?...

7. Are there any significant differences between teacher motivation in this school and other schools? [If yes, explain]..............................

8. What could be the main reasons for current levels of teacher motivation at this school? ....

   Personal characteristics: [gender, age, qualification disparities]?...

   Institutional characteristics: School management/supervision ....

   Work environment: [location, surroundings, and infrastructure].......

   Accommodation and housing: [availability, distance from school]
   ....

   Staffing and workload: [class size, number of periods per week] ...

   Promotion and upgrading ....

   Teaching and learning resources: [library, latest literature] ....

   National characteristics:

   Recruitment and deployment: ....

   Conditions of service: [how favourable?].....................................
   Remuneration: [how adequate?] ....

9. How does the current level of teachers' motivation influence their behaviour and commitment to work? ....

10. How many teachers left this school due to?

Transfers…………….. Promotion……………. Study leave…………..

Resignation……............. Retirement……………………………………..

Dismissal…………………Death………………Other……………………

11. What would you say about absenteeism and time keeping among your teachers?………………………………………………………………………

12. Comment on your teachers' behaviour/conduct: [drunkenness, rudeness, sexual relations with students, other] ……………………………………..

13. What about their competence/capacity to teach effectively? [Preparation, marking, general classroom practice, extra duties] …………………….

14. Who are the majority among your teachers: Well motivated, adequately motivated, poorly motivated?………………………………………………

15. Given a free hand, how many teachers would you like to replace due to poor motivation? …………………………………………………………….

Section C: Suggestions

16. What should be done to improve teacher motivation and job satisfaction?

17. What do you think will happen if teacher motivation is not addressed effectively? …………………………………………………………………

18. Any other comments ………………………………………………………

Thank you for your participation

FOCUS GROUP DISCUSSION FOR HEADS OF DEPARTMENTS

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

Section 1: General information

Gender:

Female: ………………………   Male: ……………………

Age group: [20-24]…………… [25-29]………… [30-34]…………,…

[35-39]……… [40-44]……….. [45-49]………. [50+]……………...

Teaching qualifications (highest obtained)

Primary certificate ……… Diploma ………………..………

First Degree ……………… Masters ………………………

Are you studying to upgrade your present qualifications?

Yes………………………   No…………………………………

Do you feel secure with your current qualifications?

Yes …………………………..   No…………………………

How do you find work with workmates older/younger than you?

Do you feel de-motivated at times working with men/women?

Yes ………………………………   No……………………........

Are you a member of a trade union……… teachers' association? …….

How have trade unions or teachers' associations been of help to the teachers' plight?...

Section 2: Teaching career

a)Teaching career:

Why did you decide to become a teacher? ....

Prompts: Interest in teaching, lack of other employment opportunities, salary, few working hours, school holidays, other ....

Granted a second choice, would you still make the same career choice? Yes...........................   No ....

How satisfied are you with your job as a teacher in this school? ....

Job satisfaction level: High .... Medium .... Low............

Any reasons ....

b) Income and expenditure:

Is your salary adequate enough to support your needs? Yes... No..

Do you receive any non-monetary benefits [such as free or subsidized accommodation, education, medical scheme, other]?

Yes.............................   No..

If yes specify...

Do you have any other work outside your normal teaching hours?

Yes...........................   No..

If yes what type of work? ....

c) Accommodation:

Are you accommodated within school premises? Yes……No…..

For other arrangements, specify…………………………..………………

Are you happy with your current accommodation arrangement?

Yes…………….……………..   No………………:……………..……

If not, why? ……………….…………..…...............................

d) Work environment:

What are your views on the school location, surrounding community, caliber of pupils, classrooms, labs, toilets, teaching and learning resources? …………………………………………………………………….

Would you want to be transferred to another school?
Yes………………………………..   No…………………………………

If yes, for what reasons? ……………………..……………………

e) Conditions of service:

Are you well acquainted with the teaching conditions of service?
Yes…………………………..….. No……………..………………..

How satisfied are you with the current conditions of service? …

f) School management/supervision:

Do you feel your work is well managed?   Yes……….. No………

How free are you to work with your supervisor[s]? ………..……..

Do you have a voice in the affairs of this school? [Decision-making]
Yes ……………………………… No…………………………………

How are teachers involved in decision-making at this school? ….

g) Your workload:

What is the size of the group[s] you actually supervise?..............

Do you intend to continue working as a high school teacher for the foreseeable future? ....

h) Retention:

Have you ever thought of leaving the country in search for greener pastures?
Yes.. No..................................

If yes why? ....

Section 3: Suggestions

What other factors do you think affect teachers' motivation? ....

What needs to be done in order to improve the motivation of teachers at this school/in Zambia?

At this school .... In Zambia.............................

Thank you for your participation

QUESTIONNAIRE FOR TEACHERS [PERSONAL BACKGROUND]

FACTORS AFFECTING TEACHER MOTIVATION IN ZAMBIA

Dear respondent,

I am a postgraduate student from the University of Zambia, researching on Factors Affecting Teachers' Motivation as part of my studies in a Masters Programme in Educational Administration.

This questionnaire is intended to guide you as you give the needed information. Be assured that the information you give, will be treated with a high level of anonymity and confidentiality. Your views are very important.

Do not write your name, unless you want to.

1. Sex:[female/male]
2. Age ....
3. Marital status: [married/single/divorced/widowed]
4. Teaching qualifications (give highest obtained) [certificate/diploma/degree]
5. For how long have you been teaching? ....
6. How many years have you taught at this school? ....
7. Have you ever been promoted since your first appointment? [Yes/no]
8. If yes, in what capacity? [head/deputy/senior teacher, head of department, sports/careers master, other]
9. Have you requested, or are you planning to request, a transfer from this school? [Yes/no]
10. If yes where would you want to go? [urban, rural, peri-urban]
11. Are you currently studying to upgrade your qualifications? [Yes/no]
12. What is your basic salary? ....

13. Is your pay adequate enough to support your needs? [yes/no]

14. Do you .have other work outside your normal teaching job? [Yes/no]

15. If yes indicate the type of work ……………………………..……..

16. Have you ever thought of leaving the country at any point in time? [yes/no]

17. Are you a member of: a union/ an association/ not a member of either.

Thank you for completing this questionnaire

QUESTIONNAIRE FOR TEACHERS

FACTORS AFFECTING TEACHERS' MOTIVATION IN ZAMBIA

Do not write your name

Circle ONE response to each of the following personal statements.

1. My current level of job satisfaction is

Very poor   Poor   Good   Excellent

2. My pay as a teacher is

Very poor   Poor   Good   Excellent

3. The working environment in this school is

Very poor   Poor   Good   Excellent

4. Opportunities for continuing professional development are

Very poor   Poor   Good   Excellent

5. Staffing at this school is

Very poor   Poor   Good   Excellent

6. Teachers' accommodation at this school is

Very poor   Poor   Good   Excellent

Circle ONE response to each of the following general statements about Teachers' motivation.

7. Teachers in this school are well motivated.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

8. Teachers at this school come to work on time.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

9 Teacher absenteeism is not a problem at this school.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

10. Teachers in this school are well managed.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

11. The head teacher of this school leads by example.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

12. Teachers at this school work well together.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

13 The school is well stocked with teaching and learning resources.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

14. Teachers at this school are increasingly de-motivated.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

15. Teachers usually transfer from this school.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

16. Qualified teachers are better motivated than unqualified teachers.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

17. Female teachers are better motivated than male teachers.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

18. Teachers at this school think their trade unions are doing a good job.

Strongly disagree   Disagree   Not sure   Agree   Strongly agree

Thank you for completing this questionnaire

:e,

ns

rk

APPENDIX I

OBSERVATION GUIDE

FACTORS AFFECTING TEACHERS' MOKTIVATION

Section A: Work environment

a. Observe general cleanliness around the school premises for instance, loans, flower gardens and path ways,

b. Observe the staffroom, classrooms and departmental or preparations rooms.

c. Observe the infrastructure and furniture.

Section B: Teachers' accommodation

a. Observe teachers' houses especially those within the school premises.

b. Observe house maintenance and the standards of leaving.

c. Find out the supply of water and standard of sanitation.

d. Observe teachers' commitment for work by the way they report for work and during change of periods.

e. Observe pupils' discipline around the school.

END OF OBSERVATION