MANAGEMENT PRACTICES OF HEADTEACHERS AND TEACHER RETENTION IN SELECTED RURAL PRIMARY SCHOOLS OF COPPERBELT PROVINCE IN ZAMBIA

BY

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DECLARATION

I, Silishebo Inambao do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a degree at the University of Zambia or at any other University.

Signature…………………………… Date………………………………….

CERTIFICATE OF APPROVAL

This dissertation of **Silishebo Inambao** has been approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Management and Administration by the University of Zambia and Zimbabwe Open University.

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DEDICATION

I dedicate this work to my almighty God who made it possible for me to accomplish the study. I also dedicate my work to my beloved children Ing'utu, Mundia, Mato and Shebo who have endeavored lots of vexation and discomfort while I was away to write this work.

ABSTRACT

Even if a teacher is successfully recruited to a rural school, there are often problems with retention. This study looked at management practices of headteachers and teacher retention in rural primary schools in Kalulushi District of Copperbelt Province. Teacher attrition can be as high as 30-50% in certain rural schools (Hobart 2001). The main reason teachers leave rural areas is isolation: social, cultural, and professional (Collins 1999). Teacher retention in Kalulushi district possesses a threat to the progressive education sector and the development of the nation. Managing teacher retention is important for ensuring quality teaching and learning in rural primary schools given society. A sample of 37 respondents were purposively and randomly selected and interviewed. Therefore, this included three (3) Education Standard Officers, two (2) District planning Officers, 2 HROs and thirty (30) headteachers from the selected rural primary schools. The study was mainly qualitative in nature. Thematic analysis was used to analyse data. This study was premised under the main aim of investigating management practices of head teachers and teacher retention in rural primary schools of Kalulushi district. Teacher attrition is mainly ascribed to poor working conditions. Many of the rural primary schools are geographically disadvantaged and bring a lot of challenges to its inhabitants. In an effort to address this scenario a qualitative study was conducted in Kalulushi with thirty selected primary schools to be the participating in this research. Purposively head teachers and education officers were targeted and further a simple random sampling procedure was implored to select the participants. These participants have enough experience concerning teacher retention and its effect on the education of any nation. Data collected was presented using percentages, frequency distribution tables and other descriptive statistics such as mean, and standard deviation. This information was displayed by use of bar charts, graphs and pie-charts. . The study was mainly qualitative in nature and used a case study design. Thematic analysis was used to analyse data. The objectives of the study were threefold; to determine the staffing levels of teachers in rural primary schools, to assess the management practices of headteachers employ on teacher retention in rural primary schools and to explore challenges headteachers face on teacher retention in rural primary schools.

The findings of the study revealed that management practices of headteachers and teacher retention in rural primary schools was due to a number of contributing factors that included lack of managerial skills, inadequate infrastructure, over-enrolment, low teacher morale, few qualified teachers, rampant teacher and pupil absenteeism, lack of social amenities and insufficient funding and low staffing levels. This included negative attitude for both headteachers and teachers, other stakeholders such as parents and learners towards primary education. Teacher retention in Kalulushi district possesses a threat to the progressive education sector and the development of the nation. Managing teacher retention is important for ensuring quality teaching and learning in rural primary schools. The recommendations were that the local administrators were to address issues of incentives, extra allowances, teaching and learning materials, work with local parents to build more houses, MOE to address issues of allowances and salaries, other stakeholders like the council to address issues of road network and drill enough bore holes in rural schools.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

DEBS	District Board Secretary.
EFA	Education for All.
MOGE	Ministry of General Education.
MOEVT	Ministry of Education and Vocational Training.
CSO	Central Statistics Office.
PTA	Parents Teachers Association.
EGRA	Early Grade Reading Assessment.
ZANEC	Zambia National Education Coalition.
PEO	Provincial Education Officer
UNZA	University of Zambia.
MUSTER	Multi-Site Teacher Education Research
GCE	Global Campaign for Education
PETS	Public Expenditure Tracking Surveys
PTRs	Pupil-Teacher Ratios

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Studies have indicated that behavioral affect the achievement of students in academic performance. The success of secondary education, like any other education depends on quality primary education. Ministry of education (1992:38) noted that there is urgent need to reform the grade 8 selection examination so that it can contribute effectively to improving the quality of education in primary schools. Low academic performance of learners participating in any examination has become a national concern in Zambia. There is a strong relationship between the skills within which the child enter school and their academic performance (Spira et al 2005). Kelly (2000) explained that children who did not display good reading and writing skills in the first grade had approximately ninety percent chance of remaining poor readers and as such their academic performance will be dramatically impacted during their time of schooling. School administration requires collaboration and professional interactions to achieve certain objectives and goals. The school management need to closely work with the teachers who play a critical role in the teaching and learning of pupils in turn translates into either good or bad performance.

The relationship between school managers is characterized by various forms managerial skills, interpersonal interactions, collaboration and team work. Since, the teaching fraternity is characterized by a number of professional relationships that encompass various collegial interactions among the human resource in a particular school. The dynamism of these interactions with the school management in a school tend to follow the kind of leadership that the school management has established in the school. Moreover, these interpersonal interactions seem to affect the level of motivation among the teachers. Kip (2014) pointed out that creating a collaborative environment can breathe new life into a company and reinvigorate employees. He further stipulated that, sharing new ideas and knowledge lets others see things from different perspectives, spurs their own work in new directions, and moves the organization forward.

Bush (2007) also agreed that good communication between the school management and staff helps to build participatory management, which is vital in establishing school management terms. These school management terms are empowered by the local by the school manager as she/he delegates responsibilities to them. Effective communication also establishes the foundation for good professional interactions and a shared vision and mission. In addition, the school's vision and mission helps to focus the attention of teachers and shows the learners the principles for which the school stands. Since, the learner is the most important client in the school, there is need to harness her/his potential to ensure results. The school manager using by his/her managerial skills, must therefore work closely with members of staff to achieve the desired goals of the school. The school manager must be aware of factors that affect the motivation of the teaching staff. Grade seven examination plays an important role in the Zambian Curriculum. It enhances the learner's understanding of the world around and prepares them for further education and challenges in life.

Curriculum Development Centre (CDC, 2013) noted that examinations of grade seven are very important in that they equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030. Additionally, the Ministry of General Education (2013).

1.1 Statement of the problem

There has been general concern by stakeholders such as parents, other members of the community and teachers at the statistics of teachers leaving rural positions in Zambia. (Kalulushi Strategic plan 2013-2015). Could it be that public primary schools lack the element of managerial skills, collaboration and team work? Or could it be that school mangers are not supportive to teachers in terms of motivation and other challenges so as to provide the needed skills to mitigate the problem? Or could it be the management practices of headteachers causing teachers to leave rural primary schools in Kalulushi district of the Copperbelt province. The issue of teacher retention has become a common phenomenon

today as perceived by concerned stakeholders in the district. Therefore, this study was aimed at establishing the management practices of headteachers and teacher retention in selected rural primary schools in Kalulushi district of Copperbelt province in Zambia.

1.2 Purpose of the study

The main purpose of this study was to identify management practices employed by headteachers in relation to teacher retention challenges in rural primary schools.

1.3 Objectives

The objectives of this study were;

- To determine the staffing level of teachers in rural primary schools in selected rural primary schools in Kalulushi district of Copperbelt Province.
- To assess the management practices of headteachers in selected rural primary schools of Kalulushi district of Copperbelt Province.
- To explore the challenges headteachers face on teacher retention in rural primary schools in Kalulushi district of Southern Province.

1.4 Research Questions

The study used the following questions.

- What are the staffing levels of teachers in rural primary schools in kalulushi District?
- What management practices do headteachers employ for teacher retention in rural primary schools in Kalulushi District?
- What challenges do headteachers encounter on teacher retention in rural primary schools in Kalulushi District?

1.5 Significance of the study

This study is significance in that it generated information on the management practices of headteachers on teacher retention in rural primary schools. The findings of the study would bring about improvement on the teacher retention in rural primary schools and effectiveness in the management of institutions of learning so as to increase teacher turnover in rural primary schools. The study would also data on the challenges headteachers encounter in enhancing teacher retention in rural primary schools. The study is expected to add value to the existing literature on educational administration, decisions makers, researchers, Ministry of General Education (MOGE) and other stakeholders might also find the study very helpful.

1.6 Assumptions of the study

The assumptions during this study were as follows:

(i) All the respondents will be cooperative and information that they will give will be true and accurate.

(ii) The school administrators to be selected will be from different schools who have acquired enough experience, in terms of management practices to facilitate relative accurate responses towards research findings.

1.7 Limitation of the study

The limitations of this study were as follows:

(i) Only the sampled participants' responses were used to generalize the findings of the study because of limited time allocated to complete this study course.

(ii) The study itself was limited to the selected respondents but for more conclusive findings other education stakeholders will be studied.

(iii) One limitation of this study is that the schools record keeping were not up to-date.

(iv) Some schools categorised as rural but are situated in urban areas.

1.8 Delimitation of the Study

(i) The proposed study had confined itself only to administrators leading a primary school in rural areas of the Copperbelt and other few key informers from education district and provincial offices that have the direct interaction with management responsibility.

1.9 Theoretical Framework

The study is guided by Henri Fayol's Theory (2002) management states that employees should be remunerated fairly to keep their motivation high. This remuneration may be monetary or non-monetary. The monetary compensation includes incentives, bonus or other financial compensation. They include rewards or recognition.

The 14 principles of management can be used to manage organizations and are useful tools for forecasting, planning, process, management, decision-making, coordination and control.

Henry Fayol's first principle for management states that staff perform better at work when they are assigned jobs according to their specialties. Hence, the division of work into smaller elements then becomes paramount. Therefore, specialization is important as staff perform specific tasks not only at a single time but as a routine duty also Fayol, no doubt, was accurate in his division of work principle in the sense that all jobs cannot be done together by all staff at the same time. Besides, efficiency and effectiveness of work are better achieved if one staff member is doing one thing at a time and another doing a different thing, but all leading to the same collective goal, at the same time. By this, work output can be increased at the end of a given time, especially in a complex organization

where different kinds of outputs altogether count for the general productivity of the organization.

This principle advocates for clearly-defined rules and regulations aimed at achieving good employee discipline and obedience. Fayol must have observed the natural human tendencies to lawlessness. He perceived the level of organizational disorder that may erupt if employees are not strictly guided by rules, norms, and regulations from management. This is true and has all along resulted in staff control in organizations. But in recent times, it has not been the best method to achieve long-term organizational order and goals.

The principle of unity command states that employees should receive orders from and report directly to one boss only. This means that workers are required to be accountable to one immediate boss or superior only. Orders-cum-directives emanate from one source and no two persons give instructions to an employee at the same time to avoid conflict. And, no employee takes instructions from any other except from the one and only direct supervisor. This tends to be somehow vague. Fayol was not explicit to show if it means that only one person can give orders or whether two or more persons can give instructions/directives to employees but not at the same time. If the case is the former, this principle is rigid and needs modification, especially in consonance with current realities in many organizations like schools.

Looking at the prevalent situations in most organizations nowadays where work is done in groups and teams, it simply suggests that each group will have a coordinator or supervisor that gives orders. And, this coordinator is not the sole or overall manager. A clear and more detailed theory of henry is in the index list of this research

Fig 1.0 Conceptual framework
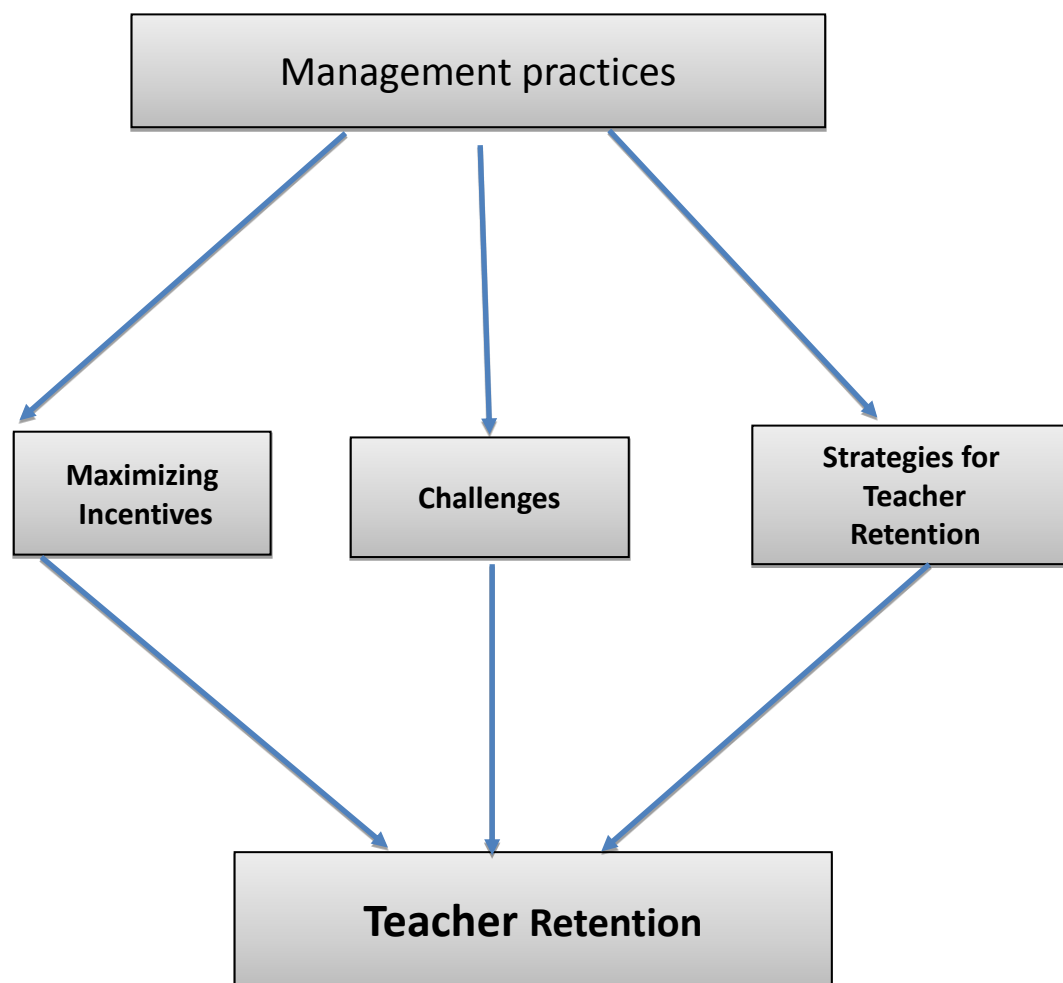
The conceptual framework illustrates that management practices are a pivot in enhancing the teacher retention. Maximum incentives are thought to be an ideal pathway of attracting

teachers in rural primary schools. Furthermore, challenges are the very reasons that lead to high attrition rates in rural primary schools.

Additionally, many strategies ought to be put in place to foster teacher shortages in rural primary schools

1.10 Operational Definitions

Administrative challenge: A restricting condition in the administration of organization.

Process of acquiring and allocating resources for the achievement of predetermined goals. This definition implies that educational manager is policy executor. Administrators execute policies made by a higher office.

Deployment guidelines: Rules and regulations used in the recruitment of teachers in Zambia

District: Refers to an administrative region under the District Education Officer.

Discipline: Action taken by management to enforce organizational standards or codes of behaviors to which pupils must adhere.

Management: Process of designing, developing and effecting objectives and resources so as to achieve the predetermine goals. This definition implies that educational manager is both a policy maker and policy executor. Manager may execute policies made by himself or herself.

Management practices: Refers to the working methods and innovations that manager use to improve the effectiveness of working

Rural: Are regions that are 20km away from the DEBS office.

Retention: Teacher turnover at a station for a specified period

Head teacher: A headteacher is an individual with an overall administrative responsibility over the school, otherwise known as headmaster or headmistress.

1.11 Summary

The chapter consecrated on displaying the concept of teacher retention in rural areas on the Copperbelt province with intentions of bringing out the background of the challenge. It further states the importance of quality education to all as indicated by the (EFA) education for all. Reaching the desired goal in the education sectors should correspond with teacher quality and their distribution.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the objective reviewing the literature related to the topic management practices of headteachers and teacher retention in selected rural primary schools. Additionally, the chapter reviews teacher retention from other written sources and studies done by other scholars within and outside Zambia. This concept of reviewed of related literature has been defined as follows. Creswell (2012) defines the review of related literature as a scholarly paper which includes the current knowledge, substantive findings, theoretical and methodological contributions to a particular topic. Additionally, Baglione (2012) explains that a review of related literature as a type of review article mainly associated with academic oriented literature and such literature in this study has been discussed.

2.1 Staffing levels of teachers in rural primary school

Every child deserves a caring competent and qualified teacher. Research evidence has shown that the quality of teaching in our classrooms is the most important school-related factor in ensuring students achievements (Greenwalls, 1996). It is helpful at this stage to sketch the broad context of teachers and teaching in rural areas of Africa. Although 70 per cent of Africa's population lives in rural areas (approximately 500 million people), it is these areas that are critically under-resourced with respect to qualified and experienced teachers. The challenge for recruiting teachers to and retaining them in rural areas is complex. A joint report of IIEP, the Association for the Development of Education in Africa (ADEA) and FAO indicates that training more teachers will not solve the teacher problem in rural areas (FAO/IIEP/ADEA, 2006, p. 2). Simply stated, producing more teachers will not increase the availably of teachers in rural areas, nor will it impact the

quality of teaching and learning in rural schools; currently, working conditions are too problematic to recruit and retain teachers in schools. A policy regime is needed for rural areas that assures teachers' rights and responsibilities, improves working conditions and increases well-being.

Resourcing schools with fully trained teachers has been a challenge for most countries, for both rural and urban areas. According to the UNESCO Institute of Statistics (UIS), sub-Saharan Africa will need about 6.1 million teachers by the year 2030, of which 2.2 million will be new positions to be created. Pupil–teacher ratios in primary education in selected countries are presented in table 1.

The data provide national level pupil–teacher ratios in the 10-year period 2003–2013, across selected countries in Africa. It illustrates that over the time period 2003–2013 changes in pupil–teacher ratios varied across the countries and is uneven within each country. Further, as in all cases where average data are used, the extremes are not apparent. For example, it is possible that some urban schools have very low pupil–teacher ratios while schools in rural areas have high pupil–teacher ratios. Further analysis and research are therefore required in order to have a clear picture.

Some evidence suggests high pupil–teacher ratios in rural areas. For example, in Uganda the average pupil–teacher ratio in rural areas is about 66:1 (ranging from 58:1 to 81:1) while it is 42:1 in the capital, Kampala. In Malawi the pupil–teacher ratio is 77:1 in rural areas compared to 44:1 in urban areas. This is indicative of the conditions and challenges facing teachers in rural areas (Mulkeen and Chen, 2008).

2.2 Management practices of headteachers employed on teacher retention in rural primary schools

Wangai Report, (2001) discloses that headteachers lack managerial skills in planning, budgeting and human resource. Abba (2004) in Nigeria did a study on the impact of socio-economic status on pupils' academic performance. A case study research design was used

as data collection tool. The findings of the study revealed that the socio-economic status of families in rural areas, long distance to school, over-enrolment, low teacher morale, shortages of teachers and learning resources affected the performance of learners. There is a link to this study in that the research also looked at the effects of teacher shortages in rural schools. However, the study left a gap because it did not focus on the management practices of headteachers and teacher retention in rural primary school. Therefore, the purpose why this research was conducted to fill up the gap. Chaudhari et al (1998) cited in Abba (2004) observed that socio-economic status plays a very cardinal role in the life of human being. This is really in line with the first objective of this study because the status of a person easily determines the academic performance of the learner. What has been realized is that intelligence, attitudes and interests are patterned by socio-economic status background of an individual learner. Abba (2004) indicates that socio-economic such as the position of that individual and family occupies with reference to prevailing average standards, cultural possession and participation in the group activity of the community.

Additionally, studies by Banda (2016) explains that socio-economic status refers to both the social and economic status of the individual in the group. The variations in grade seven learners achievement are also due to differences in socio-economic status of the children, differential treatment given by parents, parent's educational level, influence of the surroundings and many more. The socio-cultural factors have got influence on various aspects of individual's development and on one hand has particularly caught the attention of academician as well as the current researcher.

It has been noted that facilities and environment provided for one study, self-concept and study habits can also lead to individual success and failure. As such Van diver and Telford (2011) stipulates that children belonging to higher socio-economic status are not only brilliant but are also provided with better opportunities for developing intellectuals, physically and emotionally. It has been also observed that the kind of intellectual in the home will also on the other hand have an impact on the school achievement of the child and this in turn is determined by intellectual level of parents, parents' education, occupation, income and size of the family.

However, in the last two decades, across the continent of Africa, there has been growing anxiety about the quality of teachers and teaching, particularly in the rural areas where approximately 70 percent of the African population reside. The shortage of qualified teachers and poor condition of teaching are the major factors affecting the quality of education offered in many public schools. Most Africans live in the rural areas; hence, achieving the internationally accepted goals of EFA and providing qualitative education to children who live in rural areas, must be paramount in the policy agenda of African governments.

There is ample research, which illustrates the growing difficulty for developing countries as a result of their limited resources, to meet the immense needs of a rapidly expanding school population. UIS (2006) estimated that an additional 18 million teachers would be needed between 2004 and 2015 to meet the UPE goal. Findings and conclusions from the Multi-Site Teacher Education Research (MUSTER) a four year programme of research on teacher education focused on insights from Ghana, Lesotho, Malawi, South Africa and Trinidad and Tobago, are clear: the Vision 2030 relating to education cannot be met unless the supply of teachers is adequate to keep pupil-teacher ratios (PTRs) within reasonable limits, and the quality of their training is sufficient to result in minimum acceptable levels of pupil achievement (Levin and Stuart, 2003).

In addition to addressing the problem of teacher shortages and training, Göttelmann-Duret (2000) in a synthesis report on the management of primary school teachers in South Asia identifies the challenges of high turnover of teaching staff, particularly in remote rural areas; high rates of teacher absenteeism; and high levels of teacher dissatisfaction with current management and support practices. Anim, Halliday and Rodwell (1996) also indicate weaknesses in management processes as a key challenge.

They point to the fact that responsibility for managing teachers – the largest cadre of public workers in many African countries is often spread among various ministries and commissions. Weak management linkages among the employing authorities compound the problems inherent in this diffusion of management responsibility. Describing the situation of the teaching profession from a review of national research from nine African and Asian

countries, the Global Campaign for Education (GCE, 2006) gives an overview of the problems faced by teachers, education managers and governments in poor countries, and highlights a range of problems relating to teacher shortages, training, motivation, and management and inclusion issues. There is a strong case for saying that the influence needed to address these issues rests equally with those who manage teachers as well as with teachers themselves.

The research cited above all notes that in developing countries today, ministries of education are being challenged regularly on issues of management procedures, personnel grievances and conditions of service for teachers. In many countries the legal framework for teacher management is problematic and there is a need for debate and reform action (Bitamazire *et al*, 1996 cited in Göttelmann and Yekhlef, 2005). The problems arise in how the legal frameworks are applied at country level given that they are developed based on international conventions and regulations.

2.2.1 Teacher retention in rural areas

Information on the teacher numbers within and across countries in Africa indicates that the employment of teachers is neither efficient nor equitable. Many attempts are being made to address this through various recruitment and deployment strategies.

This section of the report discusses teacher recruitment, deployment and retention, highlighting different strategies to ensure that teacher shortages in rural contexts are addressed, especially in schools serving disadvantaged communities. In this regard it is evident that teacher shortages cannot be relieved merely through supplying more teachers, but that various incentives must be offered to counter the unwillingness of teachers to live and work in rural areas. Incentive regimes for recruitment, deployment and retention are multiple and varied, as the information in box 2 shows.

2.2.2 Working conditions in rural areas

It is generally assumed that working in rural schools is considerably more difficult and more demotivating than in urban schools because of poor living and working conditions. However, the findings from various country studies show that this is not necessarily always the case. Teachers who have grown up in rural areas frequently have strong social support networks in their community, and even if they are posted to another rural area, they are well adapted to village life. On the other hand, many university graduates are from urban backgrounds and therefore may find it difficult to adapt to living in rural areas and often resist being posted to rural schools. For instance, in the United Republic of Tanzania in 2003 nearly 2,000 out of 9,000 newly qualified teachers refused to be posted to their assigned schools (UNESCO, 2015).

Thus, in those developing countries where teachers and the education system are poorly managed, as highlighted above, this can lead to overcrowded classrooms and children being turned away from school due to insufficient numbers of teachers and high pupil–teacher ratio resulting from inequity in teacher deployment policies, and low teacher pay. These problems can contribute to low teacher morale leading to teacher attrition, teacher absenteeism and a low quality of education delivered to children.

Where teachers are not regularly present in the classroom or are de-motivated, this will have a direct negative impact on the quality of education, which will lead to increased repetition and dropout, thus threatening primary completion and the achievement of the EFA agenda. Efficient and effective systems of teacher management, deployment and training (including continuing professional development), are thus critical to achieving the EFA and to ensuring a quality education is available for all children in developing countries.

Although much of the educational research reviewed identifies developing countries as its prime focus, the issues and challenges facing teacher management in public basic education are mirrored in the experiences of some higher income countries, such as those in the Gulf States. Whilst these countries enjoy a higher GNP, in some, educational

infrastructure and management has not kept pace with overall economic development and the MDGs are an aspiration rather than a current reality. Farrell and Oliviera (1993) looking at teacher costs and effectiveness observe common issues across countries at different income levels and stages of development, and examine the most critical policy choices related to improving the performance of education systems

Education is seen as having a critical function of empowering individuals and transforming economics and nations globally. During the 1960s a series of meetings covenanted by UNESCO target dates for achieving U.P.E in different continent. The uniform goal adopted by education ministries of Asia, Africa and Latin America at UNESCO'S landmark regional conferences held in early I 960s was to achieve U.P.E. However, provision of education for all has been faced with a number of challenges in public primary schools namely: extreme poverty and hunger, irreverent curricula, HIV and Aids, failure by the curriculum to meet the needs of a wide range of learners, inadequate opportunities, lack of support services for learners outside mainstream schooling, inaccessibility of learning centers, poor mastery of language, low quality of instruction and uncoordinated service delivery.

Tanzania is characterized by a shortage of teachers at the primary level, as illustrated by its pupil-teacher ratio of 55 to 1 in government primary schools in 2009, much above the national target (45 to 1), the EFA-FTI benchmark (40 to 1) and the SADC average. The teacher training system has experienced difficulties in responding adequately to the growing demand for teachers, despite ongoing efforts. Indeed, by 2009, the accumulated shortfall of primary teachers was of 30,405 (calculated on the basis of compliance with the national PTR target of 45 to 1). The switch of the residential teacher training curricula from one to two years reduced the number of places available, and led to the consequent drop in the number of Grade A teacher trainees over 2005-08, at a time of very high demand. The general pressure put on TTCs to train more diploma-level trainees following the opening and expansion of secondary schools and the increased pressure on primary diploma holders' teachers to migrate to secondary schools are of particular concern.

2.3 Challenges headteachers encounter on teacher retention in rural primary schools

The shortage of teachers in remote areas is acute (Claussen and Assad, 2010). Pupil teacher ratio tends to be higher in rural schools than in urban schools. In the public expenditure tracking survey (PETS) school sample, the average district level Pupil teacher ratio were 42 to 1 in Dar as Salaam, 43 to 1 in other urban districts and 60:1 in rural districts (Claussen and Assad, 2010). This situation has various explanations: teachers' preference to work in urban areas with better services and training opportunities; married female teachers' household commitments; the growing demand for diploma level primary school teachers following the expansion of secondary schooling; and the hard conditions of both work and housing in remote zones that make rural postings less attractive. The solution to the teacher shortage issue through deployment to undersupplied areas is delayed as a result.

Trained teachers were always the intellectual vanguard, occupying a central role in advancing and developing ideas as well as nurturing in pupils critical thinking skills and the thirst for knowledge. UNESCO (2006) postulates that to the effect that teachers assumed responsibility for the most challenging assignment in the world, that of developing the potential of children as they set out on their individual paths.

To date there is no specific incentive package to attract and retain teachers in remote zones. Without effective incentives, it will be challenging for the country to ensure an education of quality in these areas. Options include monetary incentives (say a hardship allowance), fast-track career progression, training opportunities and facilitated access to pedagogical material and information. The allocation of teachers to remote rural schools is an issue that must be addressed given its major impact on school performance.

Other researchers argue that distribution of teachers is the problem, not a teacher shortage (Fox & Certo, 1999; Darling-Hammond, 1999). Wealthy school districts and districts in alluring geographical locations are likely to continue to have plenty of teacher applicants when vacancies occur (Fideler & Hasellcorn, 1999). Shortages are more common for urban and rural areas, however (Croasmun et al, 2000; Chaika, 2000). A lack of qualified

teachers was reported by two-thirds of the districts that comprise the Council of the Great City Schools Organization according to a report by Recruiting New Teachers, Inc. (1998).

Montana also mirrors the national research performed by Darling-Hammorifl (1999). An adequate supply of teacher graduates is completing Montana's education programs (Nielson, 2001). One institution, the University of Montana (UM), reports that a dramatic decline in the percentage of graduates that stay in Montana to teach has taken place in the last six years. While the information is not complete, statistics maintained by the Director of Field Experiences, Marlene Bachman, show that only 27% of the 2000-2001 UM teacher education graduates accepted jobs in Montana compared to 79% of graduates staying in Montana during 1995-96. Nielson (2001) noted a similar finding in an examination of the "teacher program completers" from the eight teacher education colleges in Montana in 1996-97 and 1997-98. She found that only 29% of the 1,830 graduates were actually teaching in Montana's accredited schools during the 1999-2000 school years.

Research shows that the reasons for teacher migration are not simply a response to poor terms and conditions. Some commentary, such as that of OECD (2005) reaches the conclusion that limited teacher mobility restricts the spread of new ideas and approaches and narrows the opportunities for diverse career experiences. What is certain, however, is that in developing countries, rural areas find it particularly difficult to recruit and keep qualified and experienced personnel.

High turnover rates create a significant administrative cost of recruiting and deploying new teachers and leave some posts in remote rural areas vacant for a considerable period of time, having a detrimental impact in the classroom. In these circumstances, either pupils from several classes are combined into one very large class, creating additional stress for the one teacher trying to teach a class of perhaps up to 100 pupils, or it means that one teacher moves from class to class doing blocks of teaching and then leaving the pupils without a teacher for several hours each day. The impact of teacher turnover is more severe in Africa than in Asia where there is stronger central control over teacher deployment and in some countries teachers have to pay bribes to be transferred thus putting this option out of the reach of many teachers.

As with many countries which feature in this study, the education service in Botswana suffers from significant rural-urban disparities in the allocation of teachers. There are particularly strong incentives for an urban posting in Botswana, due to the relatively developed and culturally dominant nature of the capital, Gaborone, compared to the high levels of under-development and remoteness of many rural areas. Although teacher attrition rates are low, high levels of study leave and a high number of teachers who are married to each other constrain teacher redeployment to areas in need.

In contrast to many countries in this study, however, Botswana has sufficient resources at its disposal to implement a structure of incentives for teachers to accept remote postings, such as transport and other special allowances. These incentives sweeten the pill of compulsory transfers, which tend to be used more widely in Botswana than many other countries. Together with a system which allows voluntary transfers which accord with certain criteria to be requested (enabling, for example, spouses to follow one another to teaching placements) and a policy of attempting to recruit, train and deploy teachers in their home regions, this has served to ameliorate teacher resistance to the transfer process, and help to redress rural/urban imbalances to some degree.

This process is still effectively fairly centralized, and aided by a reasonably effective EMIS, which promotes a holistic oversight of need throughout the country. This 'carrot and stick' tactic, by which a fairly authoritarian approach to posting is mitigated by incentives and flexibility at the national level, is complemented by effective training of headteachers in teacher management at the local level, which has increased standards of teacher behavior and performance. This has taken place within the context of pay levels sufficient to attract teachers from other countries to help address the teacher shortage, which has afforded greater room for maneuver in teacher allocation.

In absence of adequate numbers of trained teachers in schools, the transmission of knowledge to pupils is often distorted. Educating children was especially important if the world was to overcome the problem of illiteracy. Where teachers migrate from working in the public sector, especially if they are only recently trained, this leads to a significant wastage of the financial resources invested in their training by the public purse. Given that

in some developing countries primary school teacher training takes up to three years, this wastage can be considerable, yet it can appear to be a 'forgotten' cost as it is spent before the teacher is deployed into a school. There has been limited use of tracer studies in developing countries from which evidence can be drawn to see how widespread this practice is and how much it costs an individual country.

Teacher absenteeism is a significant problem in many developing countries due to legitimate reasons such as personal illness (including HIV and AIDS); caring for sick relatives (especially true in countries with high HIV prevalence rates); attending funerals; undertaking training; and the need for assistance in local government activities. Jishnu etal (2005) highlight in their study of teachers in Zambia that illness accounts for 60% of teacher absences. However, in many cases teachers are also absent because they are holding down several jobs (including teaching in private schools as well as public ones, or offering private tuition); they need to travel between urban areas where they live and rural areas where they may teach; they need to follow up administrative issues such as late payment or non-payment of salaries; or because they are farming to help provide for their families and survive as well as teaching (this is especially common in rural areas).

In most countries, low pay forces teachers to find additional sources of income. Secondary income activities create divided attention and loyalty to teaching and impact negatively on the quality of schooling (Bennell and Akyeampong, 2007).

In South Asia, absenteeism rates are higher than they are in Sub-Saharan Africa due to teachers being required to undertake official activities outside the school. Contrary to widespread opinion, a reasonably small proportion of absences in Africa were found to be unauthorized (Bennell and Akyeampong, 2007). Despite this, even where absences are authorized, if they occur frequently and are for such issues as following up late or non-payment of salaries, this is likely to have a knock-on effect on the quality of education children receive in the classroom. Given the lack of 'supply teachers' in most developing countries, this leaves fewer teachers in a given school trying to teach the same number of children, and as outlined above this has a serious negative impact on the quality and continuity of teaching due to the reduced contact time and management of children's

learning. A DFID study found that in Pakistan, many teachers stayed in the public system despite low morale, because they could earn significant additional income through private tutoring of students (Bennell and Akyeampong, 2007).

Around 75% of rural teachers in Tanzania admitted to secondary employment activities as well as 67% of urban teachers. In Zambia, these figures were 44% and 14% respectively (Bennell and Akyeampong, 2007). The practice of double shifting has made having a second job easier. In Pakistan, teacher absence especially among female teachers was worse in rural areas, where there is greater physical insecurity, harassment and poorer facilities in schools, which significantly hamper the teacher's ability to perform effectively and make schools unattractive work places. Female teachers discussed transport difficulties and the fact of commuting from urban areas with unknown men in buses as reasons for absenteeism (VSO Pakistan, 2005).

All these forms of absence contribute to the wastage of public resources. Whilst it is impossible to calculate a global figure or even a country specific figure of how much teacher absenteeism costs given the many legitimate as well as illegitimate reasons for absences, some research has been undertaken on the cost of AIDS-related teacher absences in several African.

Other schools employ multi-grade teaching without proper preparation for teachers for such a task. This is clearly going to have a negative impact on quality. In addition, where teachers have low morale and are looking to transfer out of their jobs as quickly as possible, even if due to economic circumstances and limited alternatives it takes them a while to find a new job, they are unlikely to be staying in a school long enough to have a significant impact on learning. Those who are dissatisfied and unable to find a new job are also unlikely to dedicate themselves fully to teaching, again having a negative impact on the learning environment of children.

2.3.1 Critique of Literature

Firstly, the literature present are more based foreign countries, there is little to none similar studies carried out in Kalulushi district despite the challenge if rural teacher retention being in existence. This study seeks covers the local challenge by providing workable solution.

Secondly there are no latest updated studies as variables are likely change with respect to time and technology advancements. With all this in mind this research provides real time information to the current problem with latest technological innovations in play.

Lastly many studies reviewed as mentioned earlier concentrate of incentives to curb the rural teacher retention challenge. Yet this study explored the school readily available solution which is human resource. The researcher believes that if human resource is developed and highly trained, the challenge of rural teacher retention would no longer be a big challenge in education.

2.4 Knowledge Gaps and Study Focus

Teachers' deficit, especially in rural of remotest areas in Zambia and with particular interest of Kalulushi district, this problem is enormous which needs immediate action. According to (URT, 2008), the few observable strategies to attract teachers in those areas such as introducing reward systems, fee exemptions for students' teachers, and increasing attractive incentive packages are questionable. As (Mbiling'i, 2011; Chenelo, 2011; January, 2010) continue to state that, a lot of the above stated policies are financially or economically based, unsatisfactory and ineffective.

Evidence from other research indicates that monetary-related policies and incentives have proved difficult to implement in retaining teachers, where such a resource is seriously scarce (Mulkeen et al., 2007; URT, 2012). This is also the case within global educational reforms, where such policies might not be urgent but are easily neglected (cf. Carnoy, 1998, 1999; Weber, 2007). (Chenelo, 2011) is of the view that these researches fail to indicate which retention strategies are visible for retaining teachers in Zambia and world at

large. Furthermore, few studies are traceable that precisely explore teachers' retention in remote areas from school level contexts in Zambia.

In light of the above education lacuna, this study's main interest is on the role of school based support on teacher retention in the Zambian remote contexts. The researcher is of the view that school based response, if the concept is well understood, could be a more feasible strategy for teacher retention as it capitalizes on resources readily available within the school reach.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter discussed the research methods which were employed in this study. It outlined the Research design, target population, sample size and sampling technique, data collection instruments, data collection procedure, data analysis and ethical consideration. This section is important in that it attempts to clarify on the research methods chosen and how they intend to address the research questions. On one hand, it also explains why some methods were preferred by the researcher over others.

3.1 Research Design

A research design is defined as the planning of any scientific research from the beginning to end. Studies by Bless & Achola (1954) cited in Creswell (2012) indicated that it is a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions. A descriptive case study research design was used to conduct this research. This study opted for a qualitative approach owing to the fact that it provided a good situational analysis of what actually obtained on the ground. This is a method of collecting information by interviewing a sample of individuals or it employs the use of interviews to collect (Creswell, 2012). The reason why this research design was chosen because of the advantages it has over other designs. For instance, by carrying out interviews, the interviewer can easily explain the purpose of one's investigation and explain more clearly just the information that is needed by one. If the subject interprets the question, the interviewer may follow it up with a clarifying question and at the same time one can evaluate the sincerity and insight of the interviewee. Additionally, Kulbir (2014) indicated that it is also possible to seek the same information in several ways, thus providing a check for the truthfulness of the responses.

This approach, therefore, paved way for participants to fully express their views without any restrictions. It was considered more appropriate because it allowed for in-depth understanding of the phenomena that was studied: stakeholders' management practices of headteachers and teacher retention in selected rural primary schools (Sikatali, 2016). Maxwell (2007) also noted that the qualitative approach is suitable for documenting people's beliefs and interpretation of reality as well as their actions. Qualitative data was derived from semi-structure interviews. In developing research questions and methodological strategies, qualitative researchers make important decisions which reflect epistemological and theoretical considerations and are evident in the core characteristics of qualitative research. This research design was used because it provided a clear picture on the prevailing situation in the schools and strengthen and verify the research findings of the study.

3.2 Study site

The study was done in Kalulushi district of Copperbelt Province and involved ten selected rural primary schools.

Fig 1.1: Map showing Kalulushi District

3.3 Target Population

Target population refers to the class of people, events or objects which have been designated as being the focus of an investigation as observed by Creswell, (2012). Creswell (2012) explained that population is defined as all those people about whom a researcher wishes to make statements. Therefore, the target population for this was all rural

primary schools in Kalulushi District. Therefore, the concentration of this study targeted a number of respondents such as head teachers of selected rural primary schools, HROs, Districts Planning officers and Education Standard officers from Kalulushi District Education Board.

3.4 Sample size

This study had a population sample that comprised of ten rural primary schools. These were selected from the 110 rural primary schools from both urban and rural areas of Kalulushi District. The sample consisted ten headteachers from School A, School B, School C, School D, School E, School F, School and School G as well as 3 Education Standard officers, 2 District Planning Officers HROs 2 and 1 planning Officer from Kalulushi District Education Board Secretary. The number of respondents comprised 28 male and 21 female which brought the total to 49.

3.5 Sampling technique

Kombo and Tromp (2006) explained that sampling technique is the procedure which researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements of the characteristics found in the entire group.

Simple random sampling and Purposeful sampling where used in this research to select the participants. Simple random sampling is referred to as Simple random sampling because no complexities are involved. All you need is a relatively small, clearly defined population to use this method as documented by (Kombo and Tromp 2006). In addition, in Simple random sampling, each member of the population has an equal chance of being selected and the member is not affected by the selection of other members.

The researcher decided to use Simple random sampling to select headteachers from the ten rural primary schools, because the population of study was small and this procedure is usually used when the size of the population is small and each member of the population has equal chance of being selected from the ten rural primary schools in Kalulushi District were selected to participate in this research. Therefore, the total of 32 participants in selected rural primary schools in this study were selected through randomly sampling by the researcher.

Purposive sampling is a non-probability sampling technique that is used to select individuals from a given population who have unique characteristics and hold specific information desired for the study. The power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied (Kombo and Tromp, 2006). For this reason, the researcher used purposive sampling to select the low academic performing public primary schools at grade seven level in Kalulushi District. The grade seven class teachers, headteachers from the same eight affected public primary schools and the planning officer were purposefully selected to participate, because they were equally key in the study. For example, in this study, the researcher used purposively sampling by targeting the grade seven teachers because they had experienced the central phenomenon under experience the central phenomenon under investigation. In this case, "Management practices of headteachers and teacher retention in selected rural primary school in Kalulushi District".

3.6 Research Instruments

In this study, the researcher used semi-structured interviews guides, focused group discussions and documents analysis. The interview guides were used to conduct interviews with headteachers and focused group discussions was used to collect from Standard officers. This was done to ensure validity and credibility of the findings.

3.7 Semi-structured interviews

Kombo and Tromp (2006) observed that focused interviews are based on use of interview guide. The guide is in form of a written questions that need to be covered by the interview. The researcher used semi-structured interviews to gather data from headteachers and Standard officers. This study opted for this approach because the questions were designed in such a way that it was easy to elicit subjective views of the research participants. Where it was noticed that the questions were falling short in some areas and not bringing out desired responses, probes were used in order to make sure that the interviewee could open up and give further information on the subject under investigation. The interview questions were carefully constructed to bring out the desired information sought. These questions were not exhaustive but only guided the flow and course of the interview. In some instances, the interview would bring in information that was not sought, however, when this happened, such data was politely discarded and the interview was steered back on course.

The researcher had to be cautious of the data collected as some information was not realistic and was given for the sake of impressing the researcher. Other interviewees said something out of malice and frustration. The interpretation and analysis had to take into consideration the mood, gestures and time of the day when the information or responses were elicited. In addition, the responses were, at analysis stage, grouped according to the topic or the subject they discussed. It is worth mentioning here that the interviewees were given the chance to fully express themselves with very minimal intervention. The researcher only interjected when the discussant went beyond what was expected. This control helped the researcher to save time. The researcher took down the notes during interviews process and no recordings were done during the interviews.

3.8 Focus Group Discussion

The researcher used this approach in this study because it is a very cheap method in capturing the views of a large sample and at the same time the approach is equally

interactive and provokes participants to think and look at other options available. Bryman (2008) defines the focus group method as a form of group interview in which there are several participants (in addition to the moderator/facilitator) there is an emphasis in the questioning on a particular fairly tightly defined topic and the accent is upon interaction within the group and the joint construction of meaning, thus the focus group method appends to the focused interview the element of interaction within groups as an area of interest and is more focused than the group interview. Nupon and Wangenge-Ouma (2009) observed that focus group discussions is useful for ascertaining respondents' thoughts, perception, feelings and retrospective accounts of events. Therefore, the focus group discussions were very beneficial as not all participants agreed to one school of thought but most of them had divergent views.

3.9 Document Analysis

This study opted for document analysis because its rich source of information that was needed by a researcher. It also allowed the researcher to compare responses from the interviews and the information from the document. The other reason why this study opted for the approach was to eliminate bias and compare responses from one-to-one and group interviews. Mpundu (2017) indicates that document analysis is a common approach which allows for the analysis of various types of documents. He further, argues that these documents can either be official, semi-official or non-official. Kombo and Tromp (2006) argue that the information that can be gathered from official documents such as memos minutes of the meetings, working papers and draft proposals. Internal documents can show the official chain of command and provide clues about leadership style and values.

Documents that were used by the researcher were those in form of external communication and those that are meant for public consumption such as newsletter, brochures, reports public statements and news releases. Such documents are rich source of data for education and social research. Documents in this study were in a form of deployment records, monthly returns were analyzed from the selected rural primary schools. The deployment

records from 2013 to 2017 period analysed by selected by rural primary school were used. This allowed the researcher to compare responses from the interviews and the information from the documents. This study used document analysis so as to eliminate bias and responses from one-to-one and group interviews.

3.10 Data Collection Procedure

Data collection procedure is defined a process of gathering specific information aimed at Proving or refuting some facts as documented by Kombo and Tromp (2006). In this vain the researcher must have a clear understanding of what they hope to obtain and how they hope to obtain it. Before the commencement of the study the researcher obtained an introductory letter from The Director of Research and Graduate Studies for Postgraduate at the University of Zambia. This introductory letter from the higher learning institution, where the researcher was pursuing his studies by distance learning was to be used to get final authority of entry into research premises. The letter to Kalulushi District Education Board Secretary for permission to enter the ten selected rural primary schools in the district.

3.11 Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and Making deductions and inferences as documented by (Kombo and Tromp, 2006). This study generated a qualitative data analysis. Thematic analysis was used in analysis qualitative data from Interviews which led into categorization of data into imaging themes. Additionally, Kombo and Tromp (2006) states that thematic analysis involves identifying major concepts or variables usually, from the questions or objectives. As such the bulk of the gathered qualitative data was placed and analyzed under the identified themes and appropriately coded to help develop summary reports according to the frequency with

which the issues emerged. Therefore, for the reporting purposes, taking of notes technique was used in this study as well.

3.12 Ethical Considerations

Ethical issues are cardinal in research world and should be observed fully when one is carrying out a research. Ethical issues in research are connected with beliefs and principles about what is right and what is wrong. In conducting this research, the researcher observed a number of ethical issues regarded in research. For example, before the commencement of the study, the researcher had to seek permission from responsible officers to allow him entry into their premises and conduct the study. When getting permission, the researcher also explained the kind of study he was carrying and why he had picked on such places and not others.

The researcher also informed all the participants that the information that he was going to collect from them was for educational purposes and he would maintain confidentiality at all times. This was evident in the manner the questionnaires were designed. There was total anonymity as no names were required in any semi-structured interviews guides.

Participants' rights during the research process were exposed to them or rather made known. The researcher informed respondents that they were at liberty to withdraw from participating from the study at any point whenever they felt uncomfortable to continue as research respondents. In compliance to the above withdrawal right of participation, the researcher made it clear that an informed consent was going to be signed and their participation was purely voluntary. The informed consent had clear guidelines revealing all participants during their participation in the study.

3.13 Summary

This chapter presented the research design, study site, target population, sample size, sampling technique, data collection instruments, validity and reliability, data analysis, ethical consideration and summary.

CHAPTER FOUR
PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings of the study on the management practices of headteachers and teacher retention in rural primary schools in Kalulushi District.The presentation of the research findings is done in accordance with the research questions and has been outlined according to the categories of the participants. Findings from Focus Group Discussions (FGD) and one-to-one interviews with headteachers and Planning Officer have also been presented in prose and narrative. Furthermore, the chapter presented the findings of the study in accordance with the research objectives which were as follows;

I. What are the staffing of teachers in rural primary schools in Kalulushi in District?
II. What management practices do headteachers employ on teacher retention in rural primary schools in Kalulushi District?
III. What challenges do headteachers encounter on teacher retention in rural primary schools   in Kalulushi district?

4.1 Biographical Data of Participants

Out of the 35 people who participated in the study, 2 (20%) were HROs and 3 (20%) were Education Standard officers, 30 (59%) were headteachers for rural primary schools and 2 (1%) was the district education planning officer.

4.1.1 Gender of the Participants

Fig 1.3:

Sex	Number	Percent
Female	23	38.3
Male	37	61.6
Total	60	100

The table above shows that 38.3% of the respondents were female, while 61.6 were male. The information deduced from the above table shows that a large proportion of respondents were male and few female did participate in this research.

Data for this study was from both males and females. The males constituted the majority with 23 (38.3%) while the females had 23 (25%). Therefore, this is a clear indication that the majority of teachers in Kalulushi District are female.

Objective number one sought to explore the staffing levels of teachers in selected rural primary schools in Kalulushi District. In view of the above objective, the study revealed that there are few teachers in rural primary schools can be explained as follows below. The academic performance is the reflection of what exactly happens in a classroom. It gives an explanations as to whether rural primary schools have the required number of teachers. The results analysis from Kalulushi District Education Board shows that the government has been deploying teachers in rural schools every year.

4.2 Staffing levels of teachers in Kalulushi District

Management practices of headteachers and teacher retention in selected rural primary schools in Kalulushi District.

The Findings from the One-to-one interviews with the headteachers from Research Question 1 indicted that there are few teachers in rural primary schools which was worsened by teacher absenteeism and included negative attitude towards work by some head teachers, lack of trained teacher, rampant absenteeism by learners, overcrowding due to over enrolment, insufficient textbooks and other reading materials, lack of teacher motivation, Pupils' lateness, poor leadership styles and low staffing level as documented by (Sikatali, 2016).

(i) Negative attitude towards work by some Headteachers in rural primary schools;

It came out during the one-to-one interviews that negative attitude towards work by some headteachers as one of the contributing factor to the shortages of teachers in rural primary schools. As one of the participants put it;

> *I can say that the causes of shortages of teachers in rural primary*
> *schools is that the school managers do not mind about the*
> *unnecessary movements of their teachers just because even them*

(school managers) are ever not present at work. Most teacher transfer to urban schools leaving primary school in rural areas without teachers and headteacher have no control over their teachers.

(ii) Absenteeism in rural primary schools;

One of the participants from the Education Standard officers (from the one-to-one interviews) described the contributing factors to low academic performance to the grade seven learners as follows.

Most learners are frequently absent from school. As a result of this they miss out on valuable lessons resulting in their poor academic performance ...” As such most the learners are not able to read fluently and properly up to Grade 7. School assessment shows that only 20% of learners in lower grades are able to read and write.

(iv) Teachers' Motivation in rural Primary Schools.

Teachers are further demotivated by a perception of little control over their posting, transfer or promotion. A report for VSO in Ghana noted that "reports can be made against a person and they will be moved immediately. Decisions appear to be made arbitrarily, rather than on the basis of a fair and transparent appraisal system, and teachers lack awareness of any appeals procedure to allow them to dispute the decisions. The feeling was expressed that, at times, 'teachers suffer as a result of politics' within postings issues"

(VSO, 2007). Lack of management training for headteachers can result in poor management practices, a lack of teacher involvement in decision making, and hence to lower teacher morale and increased attrition (Quartz et al 2008; Mpkosa and Ndaruhutse et al 2008). Promotion procedures which are perceived to be unfair, further reduce the attractiveness of the profession. In South Africa for example, Arends (2007) has suggested that gender imbalances remain inherent in the appointment of teachers to the highest educator posts such as deputy principals and principal, demotivating female teachers.

When asked them through the one-to-one interviews how the ten headteachers in the selected rural primary schools motivated their teachers, the responses indicated that some of the teachers were not motivated by the headteachers. One of the participant described that;

> *If schools can be heavily funded by Government, then teachers can also be appreciated. But as long as funding from Government continues going down, teacher motivation will remain a nightmare. In a related development another teacher had this to say," Teachers are not being appreciated in our zone. Imagine I have never seen a teacher from rural primary especially in rural schools given a reward during Labour Day cerebration. As a rural primary teacher am not motivated to work in rural areas this leaves me with no option but to seek for a transfer.*

Other contributing factor raised by the Education Standard officers during the one-to-one interviews included low staffing levels, low teacher-morale, lack of qualified teachers in rural primary schools.

During the one-to-one interviews some participants bemoaned the issue of being overworked. It came out that some teachers handle classes from grade 5 to 7 alone due to low staffing levels especially in rural primary schools. One participant from one of the schools (School C) had this to say;

I am the only class teacher for all the upper primary classes. I have to teach all the three, that is 5, 6 and 7. As such I feel overworked and as a result of this, my input is greatly reduced due to lack of enough time for preparation since I have classes throughout the day."

Commenting on the issue of lack teachers in rural primary schools, one of the thirty headteachers had this to say;

As this school, they are no trained teachers, imagine am the only trained teacher. The other teachers are community school teachers working on voluntary basis with little teaching skills. Therefore, this has made my work as headteacher tiresome.

Other factor raised by the Headteachers during the one-to-one interviews brought out a number of important findings related to this study which included some pupils, long distances from school to shopping malls. One of the eight headteachers had this to say;

The school has no road joining the rest of the urban facilities and inadequate infrastructure then how do you expect teachers to stay in rural areas?

Commenting on the issue of low morale the District Planning officer from the focus group had this to say;

Most teachers have no morale of teaching. Most of the time they
are told to do their work as if they are not trained teachers.

Commenting on the issue of negative attitudes towards by both teachers and school headteachers, the District Planning Officer from the District Education Board Secretary has this to say.

Generally, most of the teachers and school headteachers in
Kalulushi District have a negative attitude towards work and don't
stays in school. Most of school managers are on the move and this
in turn give an opportunity for class teachers to abscond classes
due to lack of close supervision and monitoring by their immediate
supervisors. As a district we fail to inspect and monitor the
implementation educational programs due to lack of transport and
resources.

On the issue of lack of trained teachers in the district, the Planning Officer had this to say**;**

What I observed is that the contributing factors to the shortages of
teachers in rural areas is that most of the Community Schools
without trained teachers and Regular Schools with few teachers
are in localities without unplanned structures with no social
amenities in the District.

4.3 Management practices of headteachers to enhance teacher retention in rural primary Schools in Kalulushi District

The findings here indicated that the majority of rural primary schools in Kalulushi District do not have enough teachers as required by their Establishment Teachers often have to

travel a long way to their schools, and the cost of transport is high. The vehicles are crowded and the journey uncomfortable. Salaries have not kept up with the rise in the cost of living. Professionally, there is a problem that we have been trained in new methods but the teaching material has not caught up with the change.

Managing teachers in remote areas presents additional difficulties. One concern is that teacher absenteeism may be higher in rural areas. In Zambia it is reported that some teachers in small rural schools commit fewer hours to classroom teaching in favor of their private work e.g. gardening perhaps as a means of supplementing their incomes. This pattern is likely to be repeated in other countries.

Teacher discipline having cited the immorality of teachers in rural areas becomes the source of enermity between management and teachers. as such head teachers management practices ought to be held in high esteem as it has a long lasting effect. The differences between management and teachers highly lead to low performance and high attrition levels. Hence the need to indentify these practices by the management to curb the challenge of rural primary schools.

The education policies in Zambia emphasise, amongst others, the quality of teaching and learning in schools as well as the instructional role of the school head. The interview schedule was answered by the respondents according to their opion "on would keep teachers in rural schools of Kalulushi district".

Participants that are in the school management shared their experiences on what skill they employed to retain teachers in Kalulushi rural primary schools. The education managers struggle to foster a conducive environment for both teachers and head teachers. Some of the participants remarked that ; we strive to bring about change in education and such a change is to create a good work relationship with the staff and log an open communication channels. Furthermore, they indicated that they motivate their teachers by telling them the importance of education and that every one should be aware of his or her contribution towards trinqiulity at the place of work.

The participants responses show that teacher motivation, is one most important skill or practice that administrators can allure teachers to stay at the school. The act thwarts misconceptions of infidels and notwithstanding unworthyness towards the management and even the school at large. As one participate school head teacher had put it;

> *teachers should be motivated by reminding them to think first about their society and nation building.*

(ii) Overcrowding in rural primary schools;

Speaking on the issue of overcrowding, for instance, one participant from one-to-one interviews from School B had this to say;

> *"Overcrowding in classrooms is one of the factors that hinder pupils from performing well in school. in some cases, it is impossible for group work to be used as a teaching method. As a result, pupils lose the educational benefits that accrue from a teacher's use of such a method and provision of individual assistance to his/her learners."*

4.4 Challenges headteachers encounter on teacher retention in rural in rural primary schools in Kalulushi District

Deployment is further complicated where there are multiple ethnic or linguistic groups within a country and that is the case in Zambia with about 72 tribes. Teachers may be reluctant to locate in an area where the first language is different from their own. In Zambia, student teachers belong to a variety of tribes and have a variety of first languages, which can pose problems for their deployment in areas with a different dominant language

group. In Zambia first language is not a criterion in teacher posting but may be very relevant to the experience of teachers . Where a teacher is not fluent in the language spoken locally, he/she may be isolated, professionally and socially in the area (Brodie et al, 2002).

Among the teachers, the most commonly reported leadership style was "democratic style". As for "Autocratic" and "Laissez faire" leadership styles were mentioned only on a few occasions.

Democratic leadership styles were mostly described as their Headteacher's ability to make decisions with the consultation of his or her teachers. In such cases, the head teacher consulted various delegated or non-delegated groups or individuals including management teams, various committees, or even the staff body as observed by (Moola, 2015). Some teachers reported that their headteachers went with the majority. In many cases, the Headteacher was reported as accepting divergent views and even criticism as one of the grade seven teachers in different public primary schools had this to say:

One of the HRO from District Education office had this to say during one-to-one interviews.

> *When it comes to decision-making; he won't make it on his own but will refer it to a group that is part of the management. The decision will then be taken to the meeting and if they agree with it, it will be implemented.*

> *Our headteachers allows us to give views and at the end of the day, he goes with the views of the majority.*

> *We are free to give our own opinion. The headteacher is not the kind of a person who will shut members of staff up when they are contributing effectively…. if she was autocratic kind of a person, she would have held everything in her hands. He is always ready to listen to criticism. Sometimes there are issues in the school*

where he may feel this opinion is right. But the staff will refuse and
is ready to listen.

Teachers often have to travel a long way to their schools, and the cost of transport is high. The vehicles are crowded and the journey uncomfortable. Salaries have not kept up with the rise in the cost of living. Professionally, there is a problem that we have been trained in new methods but the teaching material has not caught up with the change

Some HROs reported that their Headteachers were using a mixed style of leadership whereby democratic, autocratic and laissez faire were used interchangeable, depending on the context. In some cases, autocratic leadership style was used. For instance, when a Headteacher felt there was need to be firmer with the teachers or when a situation called for an urgent decision. Therefore, the HROs had this to say;

> *While at time she practices democratic type of leadership, she is*
> *also firm on certain decisions. She just does not leave it to*
> *members of staff alone but also makes her own decisions.*

> *I would say that the leadership is somehow semi-autocratic as*
> *there are certain decisions that are made by the head teacher*
> *himself and others are referred to members of staff.*

> *If there is an issue, he brings it before the teachers in the staff*
> *room. Of course, being democratic does not mean that he is going*
> *to implement whatever the teachers decide. As such he has the*
> *discretion to change those decisions.*

> *Depending on the situation, sometimes she practices democratic*
> *style and sometimes; if she wants things to get done, she just*
> *dictates.*

> *Morale in a place of work has to do with leadership. We cannot*
> *talk of morale without looking at the leadership.*

The kind of leadership which we are talking about dampness the morale of teachers.

Morale has been affected by these leadership practices…….it has been affected in that you lose interest in whatever one is doing pertaining teaching in this school.

4.5 Summary of the Findings.

The discussions presented above were guided by the research objectives. With the first objective it was found that negative attitude towards work by some of the headteachers, rampant absenteeism of both teachers and learners, pupils' lateness, low staffing level, non-implementation of homework policy, the second objective the presentation of findings were that indeed insufficient teaching and learning materials, overcrowding of learners, insufficient funding, non-availability of school libraries and the last objective it was found that poor leadership styles by some of the school managers in the rural primary school indeed contributed to poor teacher retention in rural primary schools

CHAPTER FIVE
DISCUSSION OF THE RESEARCH FINDINGS

5.0 Introduction

This chapter discusses the findings according to the objectives of the study. The purpose of the study was to investigate Management Practices of headteachers and teacher retention in selected rural.

(i) To assess the management practices of headteachers employed to enhancing teacher retention in selected rural primary schools in Kalulushi District.

(ii) To explore the challenges headteachers encounter on teacher retention in rural primary school in Kalulushi District.

The study revealed that contributing factors associated with the management practices of headteachers and teacher retention fell under three sub-themes which acted as independent variables. These included motivation-caused contributing factors, social–related contributing factors and management practices-related contributing factors.

5.1 Discussion of Staffing levels of teachers and retention   in rural primary schools of Copperbelt Province.

From the field in tackling the aspect of examinning the motives behind teachers decision to stay or leave a rural primary school.The research findings showed many factors that lead to the disparities in management practices of headteachers and teacher retetention in rural areas .the findings revealed that rural areas tended to have poorer social amenities than urban areas.It was further found that many rural areas had poor roads,health facilities ,accomomodation and communication network.The study indicated that Instability of faculty accelerates the reduction of teacher resources. The fact is that inconvenient transportation, inaccessible information, underdeveloped accommodation and low social status prevent teachers from teaching in rural schools. Teachers who have taught there may just want to stay for one or two years. As there are a small number of teachers in rural areas, overloading work is very common. For example, one teacher usually has to bear lots of courses and work for long hours a day. Some teachers have to shoulder the whole curriculum teaching of the class due to a small quantity, which indicates severe unbalance between responsibility and profits.

Due to the shortage of teachers, some schools even hire substitute teachers who graduate from college or professional schools without any formal teaching certificate. As consequences, the teaching quality may reduce and students' future development may be hindered. The teacher student ratio is another index to measure the teacher shortage problem.

The pie chart below explains the measuring of this objective, and the factors are outlined as indicated by the responder.

Fig 1.0 showing the reasons why teachers would leave rural schools

Teacher's reasons for leaving rural primary schools
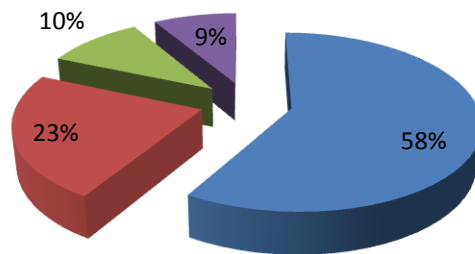
Source: field data

Social amenities

This study sought to investigate teacher's reasons for weather to enter and stay or leave rural primary schools in Kalulushi district. The overall analysis was based on teachers account, head teacher's account and education officer considered as key informers. From the participates of this research 59% representing 35 persons more than half of the sample size stated that social amenities are the leading cause of rural-urban transfers.

Rural school lack a lot of these facilities such as sporting facilities and activities, refreshing parks, shoping malls and adventures for their families. The scarcity of electricity and good communication facilities proves the localities hard for civilized beings as teachers and would wish to relocate to urban center.

(i) **Frequency of Absenteeism among Teachers in rural Primary Schools**

During focus group discussion with the grade seven learners in nearly all the selected public primary schools in Kalulushi, Teachers' rate of absenteeism came out strongly as one of the contributing factors to the shortages of teachers in rural primary schools. When asked through interviews what contributed to teacher absenteeism, a good number of them gave several reasons.

> *My class teacher when they go for town for salaries they take more weeks away and in most cases children learn on their own without the teacher, therefore, this becomes very difficult for the learner to perform well academically during national examinations*.

(ii) **Low teacher-morale in most rural primary schools**;

And when dealing with the matter of low teacher-morale in particular, some Focus Group Discussion members pointed out that most of the teachers particularly in remote areas felt demoralized due to deplorable working conditions which ranged from poor work environment, and lack of proper accommodation. One member had this to say;

> "*Lack of proper and decent accommodation makes some of the teachers in remote areas frustrated and leaving station for further studies just to have a decent life. The accommodation allowance they receive is not sufficient for them to rent decent houses. As a result, they find themselves renting houses in shanty compounds where we feel disregarded and suffer a loss of respect* .

From both the review of related literature and the primary data collected during the study, it was discovered that there are few teachers in rural primary schools and the contributing factors is the rampant transfers of teachers to urban schools has contributed to the shortages of teachers in rural primary schools.The study indicated that poor infrastructure and lack of adequate social amenities in rural areas led to many teachers abandoning their positions. These findings were consisted with those found in the review of related literature that the shortage of qualified teachers and poor condition of teaching are the major factors

affecting the quality of education offered in many public schools as documented by (Levin and Stuart2003).

5.2 Discussion of Management practices employed to ensure teacher retention in rural primary schools?

Fig1.1 Ingersoll's Perspectives on School Staffing

Contemporary Education Theory

| Student enrollment increases | | | |
| Teacher retirement increase | → Teacher shortage → | School staffing problem → | Decreases school performance |
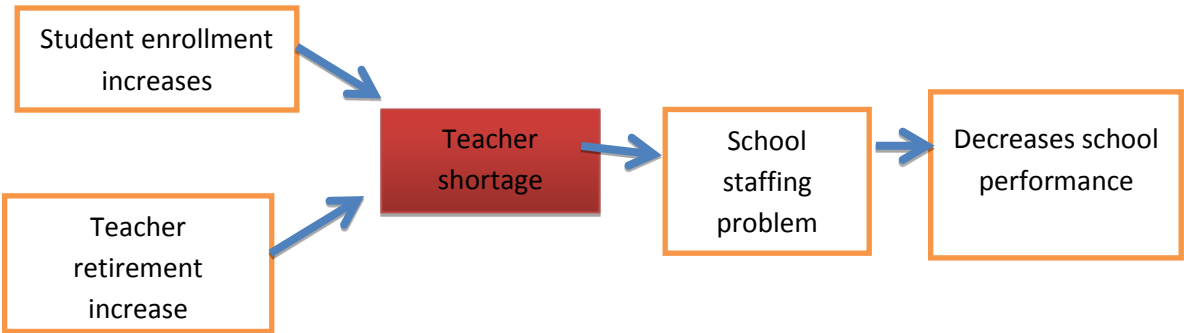
An Organization perspective

| Negative organizational conditions | → | Teacher turnover → | School staffing problem → | Decreases school performance |
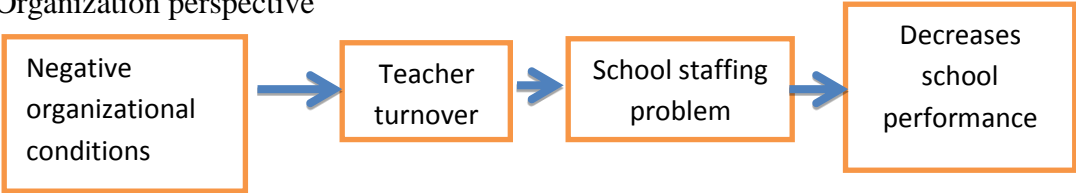
From Ingersoll's perspectives (**fig 1.7**), the Contemporary Education Theory relates teacher shortage problem to the evolution of time under social background, which is an objective reason. It explains that with the passage of time, student's enrolment and teacher's retirement have increased. But this contemporary education theory seems to be far from the situation at stake in the rural primary scenes to explain the shortage of staff in these areas. Furthermore, there has been an increasingly number of teacher graduates failing to tally with the retiring teachers.

The second theory relates the problem to negative organizational conditions, which result in teacher's turnover and shortage problem. This is a subjective issue. The researcher contends that the organizational perspective suits well to postulate the escalating levels of understaffing in rural primary schools of Kalulushi and the whole country at large. The ministry's failure to keep teachers in rural school it is an organizational.

Teachers' choice of workplace is sometimes related to the cultural specificity of certain ways of working. These rights such as the right not to be assigned a particular place of work but are sometimes nonetheless acceptable to teachers and beneficial to education. Cultural issues affect teachers' placement such as those from different ethnic groups having the cultural diversity in mind that Zambia houses, it is imperative to note that more of primary teachers do prefer to work within culture they are well oriented for them to reach the ultimate development and put forward concepts to learners in a very clear and vivid way. Though other educationist contend that teacher services ought not to segregate tribe, geographical position among other attribute that tend to be favorable than others in delivery of duty.

Provisions made by the UNESCO 1966 'Recommendation Concerning the Status of teachers' largely underpin the international frameworks that exist around teachers' rights to management. This recommendation document recognized the essential play of teachers in education and set out recommendations to ensure that teachers enjoyed the status commensurate with that role. The UNESCO 1966 recommendation worked from the premise that in spite of differences in constitution laws from state to state, regulations and the

organization of teachers, the application of a common set of standards and measures regarding the status of teachers were cardinal in the world that is increasingly becoming homogenous.

A subsequent report by ILO/UNESCO (2006) summarizes the analysis of the same issues affecting the status of teaching personnel. The report acknowledges the changing context of teachers' work and adds more vigorous recommendations in respect of teacher education.
It can be argued that the Recommendation has not been implemented in its entirety, and although significant progress has been made in improving the status of the teaching profession, there is still much progress to be made. This could potentially take place through a more binding Convention on Teachers' and Public Sector Workers' Rights or closer monitoring.

Managing teachers in remote areas presents additional difficulties. One concern is that teacher absenteeism may be higher in rural areas. In Zambia it is reported that some teachers in small rural schools commit fewer hours to classroom teaching in favor of their private work e.g. gardening perhaps as a means of supplementing their incomes. This pattern is likely to be repeated in other countries.

Teacher discipline having cited the immorality of teachers in rural areas becomes the source of enermity between management and teachers. as such head teachers management practices ought to be held in high esteem as it has a long lasting effect. The differences between management and teachers highly lead to low performance and high attrition levels. Hence the need to indentify these practices by the management to curb the challenge of rural primary rentition.

The education policies in Zambia emphasise, amongst others, the quality of teaching and learning in schools as well as the instructional role of the school head. The interview schedule was answered by the respondents according to their opion "on would keep teachers in rural schools of Kalulushi district".

Participants that are in the school management shared their experiences on what skill they employed to retain teachers in Kalulushi rural primary schools. The education managers struggle to foster a conducive environment for bother teachers and head teachers. Some of

the participants remarked that ; we strive to bring about change in education and such a change is to create a good work relationship with the staff and log an open communication channels. Furthermore, they indicated that they motivate their teachers by telling them the importance of education and that every one should be aware of his or her contribution towards trinqiulity at the place of work.

The participants responses show that teacher motivation, is one most important skill or practice that administrators can allure teachers to stay at the school. The act thwarts misconceptions of infidels and notwithstanding unworthyness towards the management and even the school at large. As one school head teacher had put it;

> *teachers should be motivated by reminding them to think first about their society and nation building.*

 In normal circumustance schools needed to have motivational talks where teachers are requested to embrace the importance of education and be agents of change for society irrespective of the location. While another participate had this in his mind;

> *Passion for work in teachers should be revamped for their duty is a calling and a service to man.*

Yet teacher motivational talks has not been on events from all the selected primary schools in Kalulushi. As one headteacher said:

> *From the time I have joined the teaching fraternity, I have never come across such a thing as teacher motivational talk. But it is really important to us, simply because we on a dialy basis face challenges, undergo stress and at times I think of quiting this job.*

Its a paradox scenario to note that administrator recognise the importance of motivational talks to their teachers and yet fail to put it in action. This status validates the reasons why rural teachers are leaving rural schools. This is simply because there is none to remind these teacher the value they hold in this country and by virtual that they owe an ingorant soul knowledge, irrespective of their spatiality. Teachers will be attracted to, and stay in, the profession if they feel they belong and believe they are contributing to the success of their school and students. Louis and Kruse (1995) have shown the important role of school-level leadership in the development of a professional community.

Teacher morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. Hargreaves (2000) indicates that there is no doubt that teachers themselves prefer headteachers who are honest, communicative, participatory, supportive and demanding and reasonable in their expectations with a clear vision for the school (Day et al, 2000).

According to participants rural primary schools should embark on participative decision making wherein teachers are involved in making decisions. The principal ensures that teachers participate in aspects that require their input. This if practised would create a conducive working atmosphere and to create teacher job satisfaction. Envolving teachers in all decision proccess of the school gives them a sense of ownership.

The reseacher further reviews that a strategic, specific, and sustained approach to retention may require a paradigm shift in the way school professionals view their jobs and spend their time. Ideally, responsibility for retaining teachers in rural primary school should be distributed among teachers. Time should be set aside for professional collaboration and other important and urgent matters that affect school climate and culture including teacher retention, at least to some degree.

From ingersoll (2001) leaders and managers should ensure that teachers are satisfied in their duties and that there is support in educational matters including school administrtion in order to retain them in schools. To support teachers, headteachers should be available during both curricular and extracurricular activities (duze 2013). Waddell (2010) states

that, when teachers feel motivated, indeed, supported and recognised by the management, they become more committed and loyal to the schools and the their leaders. He continues to indicate that commitment and loyalty exhibited by the teachers will in turn enable the principlals to accomplish school and educational aims and vision. With the head teachers power invested in them it is possible to motivate their teachers through sharing authority and decision making in a deplomatic manner.

School leaders can be a major influence on such school level factors as well as help buffer against the excesses of the mounting and sometimes contradictory external pressures. As the analytical framework for OECD's 'attracting, developing and retaining effective teachers project argues, a skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice (OECD, 2002). Spencer (2001) makes it clear that the single most powerful recruiter of teachers are schools themselves.

People who have had positive experiences in school can prolong that experience by becoming teachers. Once in the profession, intrinsic rewards are consistently rated highest in studies of teacher satisfaction. With the zambian context teacher deployment has never been at the school level except now that the commision mandated to deploy teacher is having consultative meetings on decentralizing the process.

School headteachers indicated that they are given slots to show the vacancies present at the school and present it to the education board, they wished if they were mandated to search for a qualified and recommend such a one to the district education board for consideration. A broad, one size fits all approach to recruitment and retention is not likely to produce the desired results (Murphy & DeArmond, 2003a). Efforts should be focused on specific schools or subjects that are particularly hard to staff. Building level staff should be involved in the hiring process so a specific candidate can interact with potential future coworkers on a personal level (Liu, 2003).

One respondent gave a thoght on as a solution to tackle rural retention and is of the view that;

> *recruiting and developing local talent is a strategy with high potential for helping rural areas because it results in a pool of teaching candidates who are already familiar with the rural lifestyle and already rooted to the community by family or other connections.*

This thought correspndents to that of Collins (1999) who pinpointed isolation as a major factor affecting rural teachers in his summary of rural-specific literature on the topic published between 1990 and 1999. He continues to say' comfort and connectedness within the rural community are especially important because these advantages can help beginning teachers overcome feelings of isolation

The physical remoteness of the school may encourage absenteeism. In some countries the need to travel to collect pay is a major cause of teacher absence. Most rural teachers leave the school to collect their salaries at the end of each month. This can involve an absence of up to three days even more to other teachers, where the school is deserted, with one teacher left behind to keep control. Teachers will still want to travel to withdraw money and buy commodities, but they may be able to spread this out to reduce the impact on the school.

In the review of related literature was found that teachers play a critical role in the academic performance and achievement of learners. It was also found teachers have an effect on the learners' academic performance because in the review of related literature it was found that when teachers appear to be harsh not friendly to accommodate learners then teaching and learning is adversely affected. From both review of related literature and the data primary collected during this research and from the focus-group discussions and one-to-one interviews and the head teachers as well as the planning officer, motivation–related contributing factors to teacher shortages. These included lack of incentives, social amenities and promotions as documented by (Barth, 2016).

The findings here indicated that managing teachers in rural areas presents difficulties.one concern was the teacher absenteeism which is very high in rural schools. Often the available text books for the revised curriculum were not enough to cater for the number of students available in a class. During the research, it was found that in one school the headteacher was the only teacher handling the entire school from grade 1 to 7.It was further discovered that most schools had no learning materials for learners. Yet it's imperative that every school should have these facilities, if teaching and learning is to take place for the benefit of the learner. Mbozi (2008) observed that limited text books for the school curriculum also affected the academic performance of learners. In the view of the review of related literature it was found that lack of facilities and insufficient teaching and learning resources adversely affected the academic performance of children.

5.4 Discussion of Challenges headteachers encounter on teacher retention in rural primary schools in Kalulushi District

Teachers in rural primary schools are not set as static beings but rather they are dynamic and that change is part of there dialy life. Hence rural school are effected by such changes that require a rural teacher to leave the school, such states as promotion, lack of housing facilities and other resources.

This research report has explored such challenges the head teachers face in retaining teachers in their rural primary schools. Acording to the respondents the challenges may be very difficulty to indentify. As some participants comment as follow:

> *One of the educational management skills is to know that many suboordinates consider their leaders as failures. This makes sense that nomatter how hard working and dedicated a leader maybe there will be still some who will condemm.*

The challenge here is to mak every teacher at the station understand that managers mean well for every one. It is very difficulty indeed to motivate all teachers but clear and vivid statements should indicate the plain encouragement statement to all.

There are educational challenges where headteachers have completely no power over such as lack of education resource (instructional media, textbooks). With scarcity of these resources in rural primary schools teaching and class management is almost impossible. Teachers who are not satisfied because of lack in teaching and learning resource end up having learner discipline issues which in turn make their work difficult to perform. Lack of these resources in many rural primary schools escarlet the influence of teachers' decision to leave the school for another school with the hope of finding a greener pasture. Resources such as textbooks, study guides, stationeries, chalk and chalkboard among other are fundamental for teaching to take place and influences teacher career path (Boyd 2011).

Remote schools are less likely to be visited by external inspectors. Through this study it was noted that absenteeism is more frequent in remote schools where the atmosphere is more relaxed and visits by inspectors are less frequent. the monitoring of teachers by the local community is often weaker in remote rural areas. The local community may place a lower value on education, may be less educated themselves, and so feel less able to challenge the authority of teachers. It would be unfair to see teacher management difficulties entirely in terms of policing teacher misbehavior.

There are also system failures, which undermine teacher morale and damage the system. These include failure to pay teachers on time and delays in promotion and transfer. Teachers in rural schools often feel neglected by the authorities, and perceive that they are unfairly treated in terms of access to promotion, transfers and other benefits. Such perceptions may encourage a lower morale among rural teachers. One of the particularly unwelcome consequences of poor monitoring and disciplinary systems in rural schools is that they may become more open to child abuse. Models of child abuse suggest that it is associated with power and authority (Nhundu and Shumba, 2001). In rural areas, pupil poverty, and respect for teachers places teachers in a greater position of power over children.

Many African countries have the smallest proportion of female teachers in rural schools further adds to the challenge. Rural areas are mainly considered to be no go zones for female teachers except their male counterpart, who tthey state should endure hardiships.

Lastly other respondents commented in addition to the challenges that head teachers face in teacher retention is the issue of families.

> *Many teachers would love to be with their lovers and children. As they have their human rights to family and that the government recognizes the solemn importance of families. Hence a teacher requests for a transfer to follow the spouce it becames impossible to object such a request.*

The fear of infedility and other sexual transimmitted disease, there is need to make families be united. This has costed many primary schools as at many times young teachers fake their relationship just to get out of the rural area. While, medical problems have a greater impact in isolated areas. A visit to a doctor that might take a day in an urban area, can involve an absence of three or four days. Many rural teachers are in locations away from their families or their home areas. Travel from remote rural areas can be time consuming, and travel to meet their families. If the school is in a remote location, trips often involve absences on Fridays or Mondays. These factors have proved to have hindered the retention of teachers in the ten selected schools of Kalulushi.

Respondents from the administration category indicated that head teachers are not responsible for the recruitment and deployment of teachers at at their respective schools, niether is their duty of creating teacher incentives. Headteachers said that they do not have any choice or say over the quality of teachers that are sent to their school. So, while headteachers may be well aware of the deficiencies of their schools and the type of teacher that would complement the calibre of their current teachers, they cannot do anything to balance this at the recruitment stage.

Furthermore, every school is supposed to have a balance of experienced teachers and newly qualified teachers to enable the new teachers to have colleagues to turn to for advice or mentoring. headteachers have no capacity over the level of incentives allocated to teachers or means to ensure compliance when incentives are given, even where they can see a genuine need for incentives for female teachers or to attract teachers to rural areas This lack of involvement by headteachers in the recruitment process has a negative impact on the quality of education the school is able to provide mainly in rural areas. School leaders would be able to serve the student population better if they were able to balance the number of male and female teachers to reflect the gender distribution of the school, and be able to implement inclusive recruitment policies that enable them to have a representative number of teachers with disabilities or from local linguistic or other minorities.

According to the headteachers, motivation and high morale in the school environment stemmed from the Headteachers' leadership practices, particularly his or her attitude towards the learners and how he or she treats them. Both teachers and learners reported that high morale was dependent on the extent to which the Headteacher showed appreciation and respect for both his/her teachers and learners in a school set up. This included commending them for their good work or even providing reproach through constructive criticism as well as providing various incentives, greetings the learners, interacting with the learners as well as showing interest in, asking about and assisting with their concerns, needs and generally showing the learners that they were valued. Therefore, providing these incentives to both teachers and pupils with little or no resources has proved difficulties. The headteacher had this to say:

> *Even when you have no school funds we try to motivate teachers*
> *with our own resources but it's difficult as we also have families to*
> *look after in most cases we labour to manage these schools*

From both the review of related literature and the primary data collected during this study it was found that the work overload, political interference and poor deployment guidelines in rural primary schools in Kalulushi district. This included providing reproach through

constructive criticism and providing various incentives, greetings and showing interest in asking about and assisting with their concerns, needs and generally showing the teachers and learners that they were valued as documented by (Sikatali, 2015).

5.4 Summary of Discussions

The discussions presented above were guided by the research objectives with the first objective found that factors such as rampant transfers, motivation and lack of social amenities in rural primary schools. The second objective was found that management practices of headteachers has contributed to poor teacher retention levels in rural primary schools. The objective found that the poor leadership style used by some headteachers, unsound relationship with colleagues and poor-community. The third objective was found that long distances to urban amenities has also affected the management practices of headteachers and teacher retention in rural primary schools

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Introduction

In this chapter, Arising from the presentation of findings in chapter four and subsequent discussion of findings in chapter five , chapter six makes an attempt to give a conclusions of the research findings, recommendation and suggestion for further research. The main purpose of this study was to establish the key determinants of teacher retention in rural primary schools in Kalulushi district in an attempt to provide a way of remedying the persistent low staffing in rural primary schools in Kalulushi district and the nation at large. Data for analysis was obtained through interview schedule teachers and school head teachers or the deputy were used as subjects of the study.Teacher shortages seem to be more acute in rural areas,It would be difficult for the country to meet the vision 2030 unless they recruit and retain teachers especially in rural primary schools.

6.1 Conclusion

The study explored the management practices of headteachers in teacher retention in kalulushi district on the Copperbelt. Teacher retention is highly linked to job satisfaction. This researches' result revealed that the need for school head teachers to understand the causes of why teachers are leaving rural primary school is paramount inorder to manage teacher retention in rural primary schools. Teachers can only be retained if they get the satisaction they need at place of work.

This study did reveal that there is great need for district education board, head teachers and any other concerned organisation to highly with great esstem to consider organizing motivational talks for educators if possible not only to rural teachers but to all teachers country wide. The study further states that head teachers who support and engage teachers in the school business make teachers feel valued and important. The ability of head teachers to involving teachers in decision making is also cardinal due to the fact that these teachers are the implementors of the policy made by the administration and if the teachers are against those policy, failure is ultimate the answer.

Head teachers need to be proactive, and not wait upon teachers to approach them, but should approach teachers to offer assistance and support to include the teachers who are not confident to voice their concerns. This study avails the reasons about why teachers may stay or leave a school and the profession, this study aims at helping education policy makes to design programs to retain teachers in rural areas. This wiill in last improve the quality of education in mary rural schoools in Zambia.

In rural districts, as in districts everywhere, some aspects of teacher recruitment and retention are beyond the immediate influence of education leaders: a local factory closing forces the math teacher to resign after her husband finds another factory job elsewhere, the science teacher moves to another state to care for an ailing parent, the special education teacher decides to pursue a nursing degree, the French teacher retires early. There will always be vacancies created by teachers who leave for personal and family reasons such as

these. Likewise, one wonders how much can be done to stem the out-migration of young people (including young teachers) from many rural areas to the cities and suburbs.

Other aspects of teacher recruitment and retention, however, can be influenced by rural education leaders. Edvantia's review of the literature suggests that the following strategies hold the greatest promise for yielding the desired result placing high-quality teachers in rural classrooms and keeping them there.

Another concept noted by this research is as Zambia pushes for universal access, in Zambia still faces a lot of challenges. At the national level, the government is yet to clear the backlog of over aged pupils who are yet to enter the school system in these rural areas. Making things even more complex, while public schools in high density urban areas have challenges absorbing children, schools in low density neighbourhoods are under enrolled in the early grades because people take their children to private schools. Challenges with over enrolment also show that it is not enough to get children into school. The school environment must be adequate to support learning.

In rural areas, long distances between schools remain a challenge. Distances in excess of the desired 5 km minimum between schools are the norm for rural areas rather than the exception. As such, Zambia will need to continue building primary schools for the foreseeable future. The relief that community schools have provided is temporal because the infrastructure and learning conditions are hardly ideal. Even the dogged and selfless commitment of volunteer community school teachers cannot be sustained forever.

Poverty is a notably an on-going challenge as it influences participation even with compulsory education because children will always engage in economic activities that take them away from school, such as subsistence farming, fishing, cattle herding and collecting caterpillars. These intractable challenges call for innovation both in terms of creating flexible learning environments (as opposed to solely relying on a one-size fits all school calendar) and the use of technology solutions. Zambia has popularly used radio (Interactive Radio Instruction) to reach underserved populations. Advances in computer technologies

and the availability of relatively low cost devices means that there are more avenues to deliver quality education.

The newly established early childhood education centres would benefit the most from technology innovations. The urgent need for learning spaces also calls for innovative ways to provide school infrastructure. The concrete construction solutions are not only costly but take time to deliver. Certainly, the continuing urgency around achieving access calls for an even stronger resolve to address the challenge, not business as usual.

6.2 Recommendations

6.2.1 The government should:

➢ Develop clear educational guidelines with projected number of teachers to be trained and recruited each year in order to meet the rural demands of teachers.Stakeholder groups should analyze data to identify trends and disaggregate data to determine what subjects or geographic areas need the greatest attention. The researcher futher recommends to the ministry of general education and the teaching commision to develop policies that address the relocation of teachers from rural school to urban school a.

➢ Always prepare them to nurture school structures and cultures that support teachers in important ways. Ongoing professional development for principals is just as important as it is for teachers. Rural school leaders need access to the best available information and data on teacher recruitment and retention, and they need to approach the task in a manner that is strategic, specific, and sustained.

➢ Take initiatives to motivate their teachers and also to encourage teachers to improve their performance and the pedogogies of education.

➢ Encourage universities to customize teacher education programs. Especially needed are programs that prepare prospective teachers for success in rural schools. Oregon universities have successfully recruited students from "shortage" fields (e.g., math,

science, foreign languages) into teaching careers. Offering evening, weekend, or online courses can play a vital role in preparing nontraditional teaching candidates.

➢ Ensure that there is a clear career path for teachers and other education employees such as promotion structure,parallel progression and salary upgrading.

6.2.2 The community should:

➢ Play an important role in welcoming new teachers. The community is also a potential source for teachers who are already rooted to the area and therefore more likely to stay.

6.2.3 Local authority

➢ Engage teacher unions ,asssociations and organisations with the view of developing rural areas in order to make them attractive to teachers

6.3 Suggestions for Future Research

Further research is needed in rural primary Schools situated in other rural areas for the purpose of comparing the results on the management practices of headteachers and teacher retention in rural primary schools and to allow for generalization of the findings. There is also need to assess the challenges faced by rural primary school headteacher in the management of rural primary schools .It could also be said that this study does not provide all the information on this topic but it should be viewed as a possible platform from which other further research would be taken from. However, the study may contribute towards explaining the relationship between management practices of headteacher and teacher retention in rural primary schools.

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APPENDICES

Appendix A: Budget

ACTIVITY	REQUIREMENTS	BUDGET
Development of the research proposal	Online searches for literature and airtime	**K150**
	Printing of copies of the draft proposal and final research proposal	K160
Data collection	Printing of questionnaires	K30
	Photocopying of questionnaires	K165
Data analysis	Data analysis and entry by software experts	K200
Report writing	Printing of the final research report	K200
Total cost		**K905**

Appendix B: Time schedule

ACTIVITY	DATE
Research proposal development, discussions with the supervisor and adjustments	May 2018
Collection of data	June 04th to June 29th
Analysis of data and report writing	June 30th to August 27th
Proof-reading	August 27th to September 25th
Submission of the final report	October 30th

Appendix C: Interview schedule

THE UNIVERSITY OF ZAMBIA/ZIMBABWE OPEN UNIVERSITY

Questionnaire / Interview for school administrators

Dear Madam/Sir,

I am **SILISHEBO INAMBAO**, a student at University, School of graduate studies. I am currently undertaking my research as a requirement for award of a Master's degree in Education Management. The study is on the **Management Practices Management PracticesOf Headteachers And Teacher Retention In Selected Rural Primary Schools Of CopperbeltProvince**. Participation in this study is voluntary and participants have the right to widraw at any stage of the study with no consequences to them.

Therefore, I would like to collect data that will assist in accomplishing the objectives of this study. Your contribution will be much appreciated and the information provided will be treated with utmost confidentiality.

INSTRUCTIONS:

Write not your name on this questionaire

Please answer all the questions and please write eligibily

School management interview schedule

1. How many teachers are present at your school?

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2. How many teachers have left the school since 2015?

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3. How many teachers have come to your school since 2015?.......................................

4. What do you think was their reason for leaving?

(a)…………………………………………………………………………………………

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(b)…………………………………………………………………………………………

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(d)……………………………………………………………………………………………………

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5. What management practices will ensure that teachers stay in the school?

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(2)……………………………………………………………………………………………………

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(4)……………………………………………………………………………………………………

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6. What challenges do you encounter with retaining teachers in the school?

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(3)…………………………………………………………………………………………

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7. What recommendation you would love to make to teachers, fellow head teachers and education officials

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8. Is there anything you would love to say about teacher retention?

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Appendix D: Questionnaire / Interview for teachers

THE UNIVERSITY OF ZAMBIA/ZIMBABWE OPEN UNIVERSITY

Dear Madam/Sir

I am **SILISHEBO INAMBAO,** a student at University, School of graduate studies. I am currently undertaking my research as a requirement for award of a Master's degree in Education Management. The study is on the**Management Practices Management Practices Of Headteachers And Teacher Retention In Selected Rural Primary Schools Of Copperbelt Province**. Participation in this study is voluntary and participants have the right to widraw at any stage of the study with no consequences to them.

Therefore, I would like to collect data that will assist in accomplishing the objectives of this study. Your contribution will be much appreciated and the information provided will be treated with utmost confidentiality.

INSTRUCTIONS:

Write not your name on this questionaire

Please answer all the questions and please write eligibily

1. What challenges lead teachers to leave rural primary school?

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2. How should the relationship be between you and your surpervisor? And how will you discribe your relationship?

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3. Is there anything ought to be done that has not been there to retain teachers at your school?

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4. How many teachers/ colleagues have left the school since 2015?

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5. What management practices by head teachers can keep teachers in rural primary school?

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6. What challenges do head teachers find to retain teachers?

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7. What recommendation you would love to make to teachers, fellow head teachers and education officials

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8. Is there anything you would love to say about teacher retention?

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Appendix E: **Fayol's 14 Principles and their Implication in Today's Library and Information Centres (LICs)**

Principles	Fayol's Proposition	Its Implications for LIC Managers
1	Division of work by specialisation	The job schedule of staff should not be rigid or static. In addition to their core or primary duties, staff should be able to perform other tasks within the organisation.
2	Centralize the organisations of power	Power and authority in any organization should be decentralized without undermining corporate cohesion. This will encourage the creation of new ideas and the harnessing of staff creativity.
3	Formal system of control over staff	The various informal groups within the workplace should be strengthened. For instance, trade unions and other staff groups can be brought on board to exert some influence and control over their members.
4	Staff report to only one head	Staff can report to more than one head and still

		harmonize directives to work successfully
5	One plan and one head for each plan	Multiple plans from one or more heads at a time is possible in order to advance corporate objectives.
6	Organisation interests first even if at the detriment of staff	The interests and welfare of the staff should not be overlooked. It is only where staff are motivated that they work whole-heartedly for the organisation's interests.
7	Deserving pay system	The pay system should be structured in such a way that the remuneration for workers is strictly performance- based.
8	Top management led decision making system	Creativity should not be stifled. Staff should be emboldened to initiate and implement policies relevant to their areas of specialization.
9	Vertical hierarchy and communication	Horizontal organizational structure and communication should be encouraged to the best interests of the organization
10	Arrangement of staff and things as suitable to management	The overall interests of the customer should be taken into consideration. Arrangement of staff and things as convenient for customers (users)
11	Fairness to staff to make them work more	Fairness to staff to give them a sense of belonging. The resultant feeling of appreciation makes them work harder
12	Recruit, train staff and encourage them to remain	Recruit self-made and experienced staff but sponsor them to on-the-job training on regular basis.
13	Top management conceive and implement new ideas	As much as possible, staff should be empowered to conceive and implement new ideas for the overall benefit of the organization.
14	Ensure high moral and unity	Efforts should be made to ensure high morale

	among staff	and unity of purpose across various cadres of staff

Appendix F: Diagram: pupil-teacher ratio of kalulushi district profile

Indic. 11	In which basic schools are pupil-teacher ratios the largest?

This page lists the 50 basic schools with the highest G1-G9 **pupil-teacher ratios**. The schools with the highest ratios are listed first and have the greatest need for assistance. In a school with a PTR of 60 or less, learning is possible. In a school with a PTR of more than 60, learning is difficult. In a school with a PTR of 120 or more, learning is nearly impossible. Schools with high PTR's may be in need of additional classrooms and other resources as well as teachers.

Schools with the highest Grade 1-9 PTR's

PTR	<= 39	40-59	60-119	>= 120	Total
# Schools	39	17	13	0	69

What is observed and why is it happening?

What action is required?

School	PTR
Kalisha	113
Chishilano	102
Chipuya Middle Basic	96
Nkokomi	82
Fitanda Community School	80
St-Nicolas	79
Chiwembashi	77
Katuta	77
Kaputula	74
Chisangwa	68
Luunga	66
Misenga M. Basic	63
Denovah M. Basic	61
Chiwempala	59
Tata Waluse School	54
Mungala Community	54
Kamluko	53
Tiwonge	50
Kafubu Depot Basic	49
Twaiteka M. Basic	47
Debora Community (Ovc) School	47
Chibote B.	47
Chibuluma Basic	46
Twikatane	43
Luela	43
Sitwe	41
Chembe Basic School	40
Mukulumpe	40
Lukoshi	40
Luongo	39
Chambishi Basic	39
Ichimpe Mid Basic	38
Kamene Basic	37
Lunshimba	37
Anbery Chibuluma Community	37
Kalulushi Basic	35
Twayuka M. Basic	35
Kankonshi Basic	35
Twalubuka Basic	35
Mitobo Basic	34
Michinka Lower Basic	34
Mpandala	33
Bwafwalo Community	33
Fibale	32
Shekinah Christian	32
Kawama	29
Masamba Basic	29
Lubuto Basic	29
Musakashi M. Basic	29
Chabala Mid Basic	28
St Marcellins Secondary	26
Namboard Community School	26
Chifupa	26
Chavuma	24

0   20   40   60   80   100   120