

A COMPARATIVE STUDY OF STATUS OF TEACHERS IN SELECTED URBAN AND  
RURAL SECONDARY SCHOOLS IN SOUTHERN PROVINCE, ZAMBIA

BY

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A Thesis submitted to the University of Zambia in fulfillment of the requirement for the award of  
degree of Doctor of Philosophy in Sociology of Education

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**2016**

## **AUTHOR'S DECLARATION**

I, Georgina Hamaimbo, do hereby solemnly declare that this thesis presents my own work and that it had never been previously submitted for a degree at this or any other University.

Signed:.....

Date:.....

## **DEDICATION**

This work is dedicated to my late mother and my children.

## **APPROVAL**

This thesis by Georgina Hamaimbo, is approved as a fulfillment of the requirement for the award of degree of Doctor of Philosophy in Sociology of Education, at the University of Zambia.

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## **ACRONYMS**

CPD	Continuing Professional Development
FGD	Focus Group Discussion
ILO	International Labour Organisation
IT	Information Technology
LIDC	Low Income Developing Countries
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific Commission
UPE	Universal Primary Education
VSO	Voluntary Service Overseas
WLSA	Women and Law in Southern Africa

## **ABSTRACT**

The purpose of this study was to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and to establish factors that affected the status of these teachers.

The target population was all head teachers, teachers and grades ten to twelve pupils in all secondary schools in Southern Province of Zambia as well as all parents living in communities around the selected secondary schools. The sample for the study was 1,135 participants. Out of this number, 800 were pupils, 204 teachers, 8 head teachers and 123 parents living in communities around the 8 selected (4 urban and 4 rural) secondary schools.

Quantitative data was collected from pupils, teachers and head teachers using semi-structured questionnaires while qualitative data were collected from parents using Focus Group Discussion Guidelines (FGD). Quantitative data were analysed using Statistical Package for Social Sciences (SPSS) to generate tables of frequency and percentages and qualitative data were analysed by use of themes and categories sorted according to the objectives and research question of the study in order to obtain opinions from participants on the subject under investigation.

The findings were that:

1. The difference in the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia was minimal. The lack of difference in social status may be attributed to the fact that the role of teachers in society was the same regardless of the location of the school they were teaching and the factors considered by the public and pupils when according status to teachers were similar.
2. The lack of difference in the status of these teachers showed that the services teachers offered to society were generally valued and appreciated by society regardless of whether they were in urban or rural area.
3. Though teachers from rural and urban settings had poor working conditions compared to other professions, they were accorded higher status by pupils and the public because their profession was considered to be contributing to national development.
4. The factors that affected the status of teachers were: level of education one had attained; subject one was teaching; grade level one was teaching; position held in the school; one's salary; quality of teaching / mastery of the subject matter, conduct of the teacher and relationship with the community members. These factors applied to teachers in rural and urban setting.

Based on the findings, the study recommended that: Teachers should be given opportunities for Continuous Professional Development (CPD). This may act as an incentive and motivating factor to joining teaching as well as to remain in the profession; housing allowance for teachers should be comparable to economic rate of rentals in good residential areas to enable those that do not own houses rent decent accommodation; conditions of service for teachers should be improved to attract more young people to join the profession; hard working teachers should be commended publicly to motivate them.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter presents the background to the study, statement of the problem, the purpose, objectives and research questions of the study. In addition the chapter gives the rationale, motivation and significance of the study. Operational definitions of terms have also been given as they relate to the study.

### **1.2 Background to the Study**

Khurshid, Nazi and Asharaf (2012) observed that teaching was one of the most significant professions of the world and that all professions in the society had their base in this noble profession. They further noted that teaching could be described as a platform where significant socializing of the students took place. They observed that schools were important institutions where children followed careers and gave meaning to their lives; and further noted that as teachers played a special role in setting the standards and creating the conditions for children's school attainment, they were considered a key element towards student academic success.

Sidhu (2005:126) described a teacher as:

A pivot of the system of education, a builder of the nation and that a teacher has not been respected but worshiped and was much more than good curricula and expensive equipment.

He further stated that a teacher had a great role to play in education, social and political reconstruction of a country.



He noted that it was a teacher who directed and implemented the whole programme of education which in turn affected immensely all-round progress of the nation.

Sidhu (2005:126) further stated that” A teacher was a torch-bearer of the human race on him depended the future of the school, village / community, country and mankind”. He also observed that the reputation of the school and its influence on the life of the community invariably depended on the kind of teachers working in it.

The concern therefore, about the status of teachers and the teaching profession is not new and cannot be confined to any country, whether developed or developing. This problem has been historical and the present concern about teacher status has been linked to motivation, recruitment and retention of teachers among others (Hargreaves 2006).

Robb (2002) noted that teaching has an ambiguous status as a profession as it was lagging behind other professions such as law and medicine in four significant areas: having a defined body of knowledge and skills, control over licensing standards or entry requirements, autonomy in making decisions about selected spheres of work and high prestige and economic standing.

Though there has been a lot of debate as to whether teaching was a profession, semi-profession or not, Stub (1975:303) stated that, “Teaching was generally defined as a profession but full recognition of a profession was frequently denied to the individual teacher”.

He further stated that many elements contributed to lack of clarity in the status of teachers as well as education in modern society. Some of the ambiguity in the occupational status of teachers was due to the size and heterogeneity of the occupation. Stub (1975:303) further observed that “Professional status usually not only included reasonable security of tenure, but also ensured substantial individual autonomy, commitment and provided substantial social prestige”.

Personal autonomy was another element of professionalism that had a history in the teaching profession. However, although a considerable degree of autonomy was possible within the confines of the classroom, many areas of decision making relative to teaching were frequently challenged or usurped by administrators, school board members, parents or community leaders. The large number of persons who leave teaching after a short stay, the lower academic abilities of many who become teachers and inconsistencies in the public attitude towards teaching as an occupational choice were illustrative of the problems involving the teacher's status.

Teachers were entrusted with the task of ensuring children's intellectual growth and preparing new generation to meet the challenges of the future. One might expect that such important work would enjoy high status and considerable respect and reward in society, but this was not always the case. While teachers in some countries enjoyed high salaries and attractive working conditions, in others, especially in developing countries, they may have had to engage in some form of business to supplement their income.

Since independence in 1964, Zambian teachers have been faced with a problem of declining status (Mwanakatwe, 2013), Tiberondwa, 1975 and Chakulimba, 1986). Teachers are no longer held in high esteem. According to Tiberondwa (1975), before independence the teaching profession was one of the highly respected and envied professions among the Africans in most African countries. Unfortunately this was no longer the case by the 1980s.

Instead, teachers, regardless of the level at which they were teaching and whether they taught in rural or urban secondary schools, were looked down upon and perceived as poor, lowly paid and generally working under poor conditions of service.

Chavalier (2012) observed that the status of teachers in France had severely eroded over the last ten years, working conditions had deteriorated badly and there was an absence of respect and consideration for teachers. He further revealed that teachers were not viewed as education specialists but merely as implementers of an education policy. Osunde and Omoruyi (2005) revealed that the traditional respect and prestige enjoyed by teachers in Nigeria had been eroded considerably. This scenario indicates that in the past, teachers were highly respected. This could have been because the teaching profession was among the few available professions at the time. Currently, there are many occupations such as engineering, law, medicine, accountancy, politics that are more highly regarded than teaching.

Osunde and Omoruyi (2005) further observed that teachers' salary had always been low compared to that of other professions. Showing that teachers had continued to suffer low status in society due to low salary they received. The teaching profession was also perceived as a career that was taken as a last resort because one was not able to enter a career that was more attractive. They also observed that the status of teachers had declined to a point where teachers felt humiliated and devalued as professionals. Similarly, VSO (2002) in Kayuni and Tambulasi (2007) similarly revealed that from 1940s to 1970s, teachers were seen as agents of progress, modernity and development and were respected accordingly, but this was no longer the case.

Adelabu (2005) revealed that prior to independence in Nigeria, teaching was considered by almost all sections of society as a highly respected profession. Teachers played key leadership roles in local communities and acted as role models. But after independence many teachers left the profession to take up other jobs elsewhere in the public and private sector. Those who remained began to be looked down upon by the public.

The growing tendency for school leavers to opt for teaching only if they were unable to find other lucrative public or private employment further compounded the problem of lowered professional status (Lawal 2000) in Adelabu 2005).

However, Sidhu (2005:126) observed that:

The perception of the teacher by the public was relative because teachers were held in very high esteem in some areas and not in others. For example, in rural areas, because of the fewer professions, teachers were held in high esteem, while in urban areas where there were many professions they received less recognition and respect.

This view was similar to that of Ezewu (1983:132) who also noted that:

The perception of the teacher by the public was relative, in the sense that teachers were held in very high esteem in some areas and not in others. In rural areas, where most professions were absent, the teacher was held in very high esteem. In urban centres, however, where there were other professional people, the teacher's status was not very high.

This observation therefore, meant that in the past teachers in rural areas were more highly regarded than those that were teaching in urban areas where other professions obscured the teachers. Chakulimba (1996) also revealed that teachers did not enjoy the same status in different geographical areas. However Hamaimbo (2008) revealed that the difference in social status of selected teachers in Kafue District of Lusaka Province, Zambia was minimal. This was attributed among others to the fact that their role was similar whether they taught in schools located in urban or rural setting. Ezewu (1983:132) further revealed that, " Primary school pupils in a rural school had ambitions to be teachers, while primary school pupils from an urban centre wanted to become medical doctors, engineers, nurses and only a few of them opted for teaching as a career".

This was because pupils in urban areas were more exposed to other professions unlike those in rural areas that were confined to very few professions such as teaching and perhaps nursing.

### **1.3 Statement of the Problem**

Occupational status depends on the ‘public valuing’ of the role and contribution of a particular occupation to society (Bennell, 2004). Despite the challenges that the teaching profession faces with regard to its low social status in society especially when compared to other professions such as engineering, it was historically one of the valued professions by the public due to its contribution to society Tiberondwa (1975). Given the important role teachers play in society, one would expect that teaching would be a highly regarded profession by the public particularly in rural setting where there is a limited number of professions.

While some studies (Mwanakatwe, 2013), (Tiberondwa, 1975), (Chakulimba, 1986) have been conducted on the status of teachers during the colonial and the post independence periods, not much research has been done in Zambia to compare the status of teachers in urban and rural secondary schools and to establish the factors that affect the status of teachers teaching in urban and rural secondary schools. This study therefore, compared the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and attempted to establish the factors that affected their status.

### **1.4 Purpose of the Study**

The purpose of the study was to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and to establish the factors that affected their status.

## **1.5 Objectives of the Study**

The objectives of the study were to:

1. Compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia.
2. Establish factors that affected teachers' status in selected urban and rural secondary schools in Southern Province of Zambia.

## **1.6 Research Questions**

Based on the objectives of the study, the research questions for the study were:

1. Are there any similarities or differences in the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia?
2. What are the factors that affect the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia?

## **1.7 Rationale and Motivation for the Study**

The researcher was a Chief Curriculum Specialist in the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE). She rose through the ranks from a secondary school teacher to Chief Curriculum Specialist. As a trained secondary school teacher and with memories of the role teachers played in her life, she observed that teachers especially in urban areas were not accorded the respect they deserved in society given the important role they played. She wondered whether this perception was correct and applied to teachers in rural areas as well.

In the quest to provide empirical evidence to the assertion, at Masters level, she decided to conduct a study on whether there were any similarities or differences in the status of teachers in urban and rural selected basic schools in Kafue District, Lusaka Province, Zambia, as a partial fulfillment of the requirements for the award of the degree of the Master of Education in Sociology of Education.

The study on Status of Teachers in the selected Urban and Rural Basic Schools in Kafue District of the Lusaka Province of Zambia showed that the social status of teachers teaching in urban and rural selected basic schools in Kafue District was similar. The study further revealed that the status of teachers at this level was low compared to other professions even though the people that occupied jobs with high status passed through the hands of a teacher. This was attributed to poor conditions of service, low salaries, lack of poor housing and lack of authority, power or fame in society.

Given that the study revealed that the difference in status between teachers teaching in urban and those teaching in rural basic schools was minimal, the researcher got motivated and decided to conduct a similar study but this time at secondary school level, with a larger sample. The assumption was that the results would be different hence the study to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia.

## **1.8 Significance of the Study**

Zambia has suffered a brain drain in many professions, including teaching, to the neighbouring countries citing low salaries and poor housing among others, being the push factors.

Chakulimba (1986) revealed that status was one of the social phenomena which teachers desired to have but which currently had been eroded, a scenario which, if not checked, could affect the

quality of education being provided in schools. He further revealed that when respect or prestige was not forthcoming or when status were threatened, dissatisfaction, frustration and low morale were likely to result.

The findings of the study therefore, may be useful to policy makers in formulating policies pertaining to the teaching profession in general and teachers in particular. These would include policies on teacher training, professional development, teacher qualifications, conditions of service for teachers and salaries. The findings may also be useful to Teachers' Unions in their endeavour to improve conditions of service which may result into increased motivation, commitment and dedication to duty and consequently improved delivery of lessons, teacher and learner performance. The findings may also add to the existing body of knowledge on the status of teachers in society.

## **1.9 Limitations of the Study**

The concept of limitations refers to influences, shortcomings or conditions that cannot be controlled by the researcher that place restrictions on methodology and conclusions. Macmillan Study Dictionary (2009:431) defines limitation as: "Weak points that make someone or something less effective".

This study therefore, was limited in its findings in that; there are about 83 secondary schools in Southern Province and in this study only eight schools; four from urban and four from rural settings constituted the sample.

Considering that the sample of secondary schools was small, the findings of the study may not be generalized to all secondary schools in the province, let alone, to secondary schools in the entire country but only to the sampled secondary schools. While the intention of the researcher



was to have samples in equal representation of both gender, the samples had more male respondents and this may have influenced the results of the study.

Limited current literature on the status of teachers resulted in the researcher reviewing old data on the subject. Additionally, the researcher had difficulty in meeting respondents at the expected time due to other assignments they were engaged in.

### **1.10 Delimitation of the Study**

In order to control the range of the study, the researcher had to limit the study in terms of coverage and this is known as delimitation. Delimitation limits the scope and defines the boundaries of the study. Sidhu (2005:59) defines delimitation as:

A statement of limits or scope of the investigation that provides information concerning who, what, where, and how many. It defines the geographical limits of the study, specifies the time limits of the study specifies the type of institutions to be covered for example the rural or urban schools, type of subjects thus head teachers, teachers.

Sidhu (2005) further noted that unlike limitations which the researcher has no control over, delimitations can be controlled by the researcher for example; the choice of the problem under investigation is determined by the researcher.

The concept of delimitation therefore, implies certain restrictions of the study being conducted in terms of what is being investigated, places where the study is being conducted, and the population.

The study therefore was conducted in eight (8) Districts of Southern Province of Zambia, namely: Chikankata, Choma, Kalomo, Livingstone, Monze, Namwala, Pemba,imba and covered eight selected secondary schools in Southern Province of Zambia. Of the eight schools,

four (Kalomo, Linda, Monze and Zimba) were located in urban area while the other four (Chikankata, Macha Girls, Namwala and Pemba) were in a rural setting. The study also covered communities around the sampled secondary schools from which 123 parents were drawn.

### **1.11 Operational Definitions of Terms**

**Status**—as used in relation to teachers means the standing or regard accorded to them as evidenced by the level of appreciation of the importance of their function and of their competence in performing it and the working conditions, remuneration and other material benefits accorded to them relative to other professional groups (UNESCO, 2003). It is “one’s position in comparison with other people’s positions in a social context and the deference or prestige granted by others within that context”. In this study the term ‘status “refers to socially identified position or public image of teachers in urban secondary schools in relation to those teaching in rural secondary schools.

**Community Status** refers to the social standing of the teacher in a community.

**Organizational status** refers to the teacher’s position and prestige within the organized structure of the school.

**Secondary Schools** refer to schools that provide education to learners from grades 8 to 12.

**Urban Schools** refer to schools that are located within town and or situated within a radius of 25 kilometers or less from the central administration of the Ministry of Education.

**Rural Schools**— refer to schools located outside the radius of more than 25 kilometers from the central administration of the Ministry of Education.

## **1.12 Organization of the Study**

There are six (6) more chapters after chapter one. Chapter two discusses the review of related literature to the subject under investigation. It discusses literature based on other studies conducted in different countries on the status of teachers and the factors that affect them.

Due to limited literature on status of teachers in urban and rural secondary schools, much of the literature is based on status of teachers in general. The chapter brings out the findings of other studies conducted in various countries and how they relate to this study.

Chapter three discusses the theoretical frameworks applied in this study to explain and understand the status of teachers in society, and the factors that contribute to such status.

Chapter four discusses the methodologies employed in the study. It outlines the research design of the study, the population, sample size, sampling procedures and the data collection instruments. The chapter also discusses how data were collected, analyzed and interpreted to form meaning.

Chapter five presents the findings of the study according to different categories of the sample and the objectives of the study.

Chapter six discusses the findings of the study, while chapter seven presents the summary of the findings, conclusion and recommendations, and suggests further research to provide more insights on the status of teachers in urban and rural secondary schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter is divided into two main sections. The first section deals with the status of teachers while the second section deals with the factors that affect the status of teachers. Due to limited literature on the status of teachers in urban and rural secondary schools, much of the reviewed literature is on the status of teachers in general. Literature on factors that affect the status of teachers, in general, and those teaching in secondary schools, in particular, was also reviewed. The purpose of the literature review was to scrutinize other studies that were related to the topic under investigation and identify any gaps.

#### **2.2 Status of Teachers**

Social status is a concept that is premised upon three basic assumptions; a differentiated unequal status structure that exists in society, the occupation an individual engages in and the years of school one had completed. The term status has been defined by many scholars in different ways and as such there is no commonly agreed definition. Macmillan Study Dictionary (2011:716) defines status as: “Someone’s position in a profession or society, especially in comparison with other people. Philips (2002) in Sheikh and Iqbal (2003) defines status as: “The perception of the value a profession has to society”. On the other hand, UNESCO (1966:3) defines status as:

A standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

Though there are many definitions of the term “status” by different scholars, in this study, status refers to socially identified position or public image of teachers in urban secondary schools in

relation to those teaching in rural secondary schools. Cameron (2003) revealed that status was relative and could only be assessed in relation to its environment and the dynamics of society and that the status of the teaching profession could not be considered in isolation from the status of the education system in general.

Research conducted in Pakistan on the status of teachers revealed that assessing the status of teachers required an understanding of the teacher's competences, autonomy, commitment, social position, remuneration and the degree of public recognition of the significance of education and the teaching profession (Cameron 2003).

According to the National Commission on Teachers 1987, teachers' status was a complex sociological concept and could mean different things in different cultural contexts. In some countries, a teacher's status was determined by the teacher's freedom from religious and political restrictions; and in others, a teacher derived his status from the "control of professional standards". The Commission further revealed that it was not a secret that school teachers in many countries, particularly developing countries, did not enjoy high status in society.

### **2.2.1 Status of Teachers and Context**

Bennell (2004) revealed that the status and pay of primary school teachers compared to secondary school teachers was generally much lower in Low Income Developing Countries (LICs) than in the North. In the absence of alternatives, becoming a secondary school teacher was the main avenue for social and economic advancement for the most primary school teachers.

Sidhu (2005) also observed that in India the teacher's socio-economic status was very low and found it strange that while all the traditional beliefs had undergone a change, the orthodox idea

of sacrifice by the teacher in the interest of education, still persisted. He noted that it was an irony of fate that teaching, the so-called noblest profession, was the most unattractive profession these days and observed that a teacher in India suffered from poverty, neglect, indifference and insecurity. He further observed that the teacher did not enjoy any social recognition and that in this materialistic society; he occupied the back-seat social position and that in spite of the fact that he was the sincerest well-wisher of the society, society was not prepared to accept him / her as an honourable citizen. According to him “The social status of a person was also linked with his economic status in the society of today”.

(Sidhu 2005:143) observed that teachers did not get any other facilities and benefits, like free education of children, free medical aid, concession tickets for travel and that the conditions of teachers working in privately managed school was still worse, because they did not enjoy any benefit of pension.

Shrimali in Sidhu (2005:143) observed that a general survey of the teaching profession could reveal that:

A large majority of teachers did not enter this profession by choice but were forced into it by circumstances and that mostly these people would have come from poor families belonging to lower middle and lower income groups of the community.

Saiyidain in Sidhu (2005) also observed that, teaching was still an unattractive profession which many people took up as a last resort.

Sidhu (2005:143) noted that:

The financial prospects offered by the profession were still so poor that persons with ambition and intelligence were not attracted to it

barring perhaps, a few who had genuine call for it and that the teacher's economic status was nothing but poor and that their salary was their only limited income.

VSO (2002) revealed that in many developing countries; the teaching force was demoralized and fractured. Teachers, especially in rural areas, were frequently paid little and late, their education and training needs were neglected, and they were mired in bureaucracies that supported neither their effective performance nor their career progression in their jobs. VSO (2002) further revealed that teachers in the past benefited from considerable public respect and reasonable financial reward, but felt that their status was in the decline.

Due to the declining status of teachers, the teaching profession in developing countries was characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment, stating that teachers' motivation was fragile and declining; they had low self-esteem in their professional role and felt they were not respected by others.

VSO (2002), in a study conducted in Lesotho, revealed that up until 1970s, teachers used to command considerable respect by the communities they served and that doctors, lawyers were ranked highly while teachers came third out of nine (9) occupations. Teachers in rural areas before the 1970s were respected by children and held in high esteem by the public. A study conducted by VSO (2002) in Zambia revealed that teachers were perceived as people of low status by the employer. The two studies showed that while teachers probably enjoyed high status in the past the situation was now different and that they were not held in high esteem like their colleagues in other professions.

While studies have revealed that generally teachers enjoyed high status in the past in developed and developing countries, a study conducted in Japan in 1975 on social stratification also revealed that teaching in Japan remained a socially respected occupation and an attractive career, due to the fact that the economic status of Japanese teachers was comparatively high, and the monetary rewards provided a strong incentive to pursue a teaching career. The study also revealed that by 1984, the beginning salary of a Japanese high school teacher was 15% higher than the starting salary of a white collar employee with an equivalent qualification and that a teachers' salary was generally higher than that of other professions such as business men, engineers, pharmacists. It was also revealed that the incentive to remain in the profession was strong because of the cumulative effect of seniority and generous retirement benefits.

National Commission on Teaching & America's Future (1996) revealed that there was a widespread feeling that no profession had suffered such downgrading as the teaching profession. Various groups, both among teachers and others, had expressed dissatisfaction at the erosion of teachers' status particularly in developing countries. This was reflected in the low esteem given to the profession and the unfavorable image of teachers held by parents, students and society at large.

While it could be true that the magnitude of decline in teachers' status was sometimes exaggerated, it was equally true that the present state of affairs was highly unsatisfactory. National Commission on Teaching & America's Future (1996) further revealed that throughout the period from about 1850 to 1925, when schooling was becoming universal in the more developed countries, the elementary-school, or primary-school teacher had lower status than the teachers of the more advanced schools.



### **2.2.2 Variations in Status of Teachers according to Rank, Gender and Location**

The National Commission on Teaching & America's Future (1996) also showed that a secondary-school teacher in social status was ranked 2 or 3, sharing the level with journalists, clergy, business managers, accountants, insurance agents, real-estate or land agents, and substantial landowners while a primary-school teacher on the other hand was ranked 3 or 4 on the same level occupied by social workers, office managers and bank clerks. Therefore, a secondary school teacher enjoyed higher status than a primary school teacher.

This finding was similar to that of the Teacher's Council in New Zealand (2003) which revealed that the status of early childhood teachers was lower than that of other teachers. The study further revealed that in Germany, primary-school teachers were more frequently men than women, and males had relatively higher status than females. If a male taught in a rural school, he usually had a comfortable house adjoining the school and was above peasant landowners in social status and if he taught in a city, he could look forward to becoming the head teacher or school director.

The study also revealed that in Europe and South America, adolescent students training in normal schools to become primary-school teachers were referred to and treated as children, while their counterparts in university preparatory schools were addressed as adults. Prospective primary-school teachers were called pupils and not students. This perception indicated the beginning of according low status to teachers while in training and consequently after they qualified to be teachers. However, the Teacher's Council Report revealed that the status of the teaching profession in general was an important avenue of upward social mobility.

The report also revealed that teaching provided a good opportunity for the economic and social advancement of able and ambitious young people.

Adelabu (2005) noted that teachers in rural areas were likely to be the only people with regular income and therefore could command respect. He further observed that in urban areas teachers, especially primary school teachers were the lowest earning professionals. Ingersoll (2011) revealed that in Europe the status of teaching was ranked the same between urban and rural areas. However, in Benin and Ghana teaching was ranked lower in urban areas.

A study of the social origins of middle-school teachers in Brazil conducted in 1963 showed that approximately half of them had moved up in social class as a result of becoming teachers (Robert J. Havighurst and Aparecida J. Gouveia, *Brazilian Secondary Education and Socio-Economic Development*, ch. 9, (1969). However, within the profession, the degree of status mobility was not great, at least in the primary and secondary schools. A classroom teacher was likely to remain a classroom teacher unless he or she found an administrative post or followed some specialty, such as curriculum work, counseling, or the teaching of handicapped pupils.

The observation that teaching is a step for upward social mobility also applies to teachers in Zambia. With limited places in colleges and universities that train secondary school teachers, many people started with training as primary school teachers and eventually became college or university lecturers. Some teachers took up curriculum work as Curriculum Development Specialists while others became Education Standards Officers.

A study focusing on comparative figures for the perceived status of different occupations conducted in Australia revealed that teachers were well regarded as an occupational group.

A Morgan Gallup Poll (1996) on how occupations rate for ethics and honesty, showed that teachers ranked fourth out of 15 occupations and improved their ratings over time, with nurses, Pharmacists and Doctors taking the first, second and third places respectively.

Edmonds, Sharp and Benefield (2002) revealed that status went with power and was usually economic and that children had no economic or political power. They noted that those teaching children were also accorded limited status and power and the younger the children, the more limited the status and power their teachers received. Elvidge (2002) showed that status was attributed to positions on the basis of their ability to deliver fame, fortune or power. He found that doctors and / or lawyers, politicians were viewed to be of high status especially among the young people. On the other hand teachers ranked fourth overall, at a substantially lower level than other high status occupations. He confirmed that teaching was not particularly a high status career and that within teaching, secondary school teachers had the highest status rating, and Early Childhood Care and Education (ECE) teachers the lowest.

This view was also true of Zambia in which Teachers at Early Childhood level were perceived to be lower than those teaching at primary school level, while secondary school teachers were also accorded lower social status than those teaching at college and university levels with those at University level being accorded higher status than college lecturers. This scenario related to entry qualifications, type and duration of training one undertook as well as the level of students one was teaching.

Obaya (1995) in Kayuni and Tambulasi (2007) revealed that the prestige previously bestowed on an African teacher had eroded and that to restore quality education, the prestige of the teacher must be increased.

He noted that due to the decline in social status, the teaching profession in developing countries was characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment.

### **2.2.3 Declining Status of Teachers**

A study conducted by the National Commission on Teachers 1985 in India, revealed that the social status accorded to school teachers was unsatisfactory as well as the salary and other conditions of service. Imani (2013) also observed that regardless of development, the teaching force in most countries had never enjoyed full professional status and that the status of teachers as a developing profession was more evident in developing countries such as Tanzania. He further noted that though during the colonial era and early years of independence in Tanzania, the teaching profession was highly respected and valued by society, but with the introduction of Universal Primary Education (UPE) in 1977, the status of teachers and the teaching profession started to decline. Most people thought of it as the work of those who failed or had no alternative but to be rescued by the teaching profession.

The declining status of the teaching profession was common to both developed and developing countries though the situation was worse in third world countries. Jing (1993) revealed that Chinese teachers had a social status much lower than many social groups such as government officials and entrepreneurs. He further revealed that the teaching profession was generally despised and teacher education colleges have had great difficulty recruiting outstanding students. Bennell (2004) noted that it was widely argued that the status of teachers in most countries both developed and developing had declined during recent decades. Regardless of development, the

teaching force in most countries had never enjoyed full profession status. However, the status of teachers as a semi-profession was more evident in developing countries.

UNESCO (2008) revealed that status of teachers in Australia was low and that usually equated to salary and perks. The study further revealed that though teaching was a very noble profession and that only the best and most qualified and competent members could join the profession, it was unfortunate to find that generally the worst and most incapable people of society found their way into the profession.

It was further revealed that anyone who failed to find an opening in other walks of life got into the teaching profession. It was also revealed that because of the poor salary of teachers which was lower than that of their counterparts in other professions or occupations, a large number of teachers was therefore frustrated and uninterested. Literature has shown that the status of teachers in developed and developing countries had generally declined over the years and that the teaching profession was no longer held in high esteem. It is very unfortunate that a profession that once enjoyed higher social status especially in rural setting had become a lowly considered profession in society especially when compared to other professions of high standing.

#### **2.2.4 Teacher's Perceptions of Their Status**

With regard to teachers' perceptions of their status, Hargreaves (2006) revealed that the teaching profession saw itself as lacking in reward and respect but highly characterized by external control and regulation compared with a high status profession. The general view of teachers was that the profession had witnessed a decline in their professional image over a number of years.

Riga (2007) revealed that teachers were not usually concerned about the status of their profession. They felt positive about it if they were trusted, valued and respected by parents and had opportunities to cooperate with other professionals.

He observed that some teachers felt that the status of the teaching profession was high in society at large and that the profession was still one of the most demanded and a teacher remained an important figure in a particular society and environment. They felt teachers had big influence on the young people and consequently on society.

Sumra (2009) indicated that generally teachers in Tanzania felt that in the past, they were respected and that respect declined in the 1980s when their salaries became much lower compared to salaries of other professions. He observed that, the majority of teachers were of the opinion that they were respected, while others felt that teaching was not a respected profession anymore and attributed their low status in society to their low income and deteriorating conditions of service which had lost them the respect of pupils and community. They felt that this was more so in urban areas where when compared to other professions, teachers' living conditions were very low. Teachers could not build their own houses or buy cars like those in other professions did and walked to school like their students.

Sumra (2009) further revealed that teachers observed that pupils pretended to be respecting them particularly those that teach them for fear of being punished, and as soon as they were out of school grounds their respect disappeared. They were of the opinion that generally communities did not respect them unless when they needed something from them, for example a school place. He further noted that lack of respect by society was to an extent that, if a teacher visited the pupil's parents, even if she / he wanted to discuss the pupil's performance, they would think one

had visited to borrow money. One teacher argued that in the current situation, only rich people were respected in society.

Adelabu (2005) revealed that teachers in Nigeria felt that teaching was not a respected profession because of the low salaries teachers got which made them unable to build their own houses or buy cars like people in other professions did. Many teachers walked to school like their students, their living standards were at low level and students respected teachers as long as they were in the classrooms and once outside the class, there was no respect. Teachers felt that the teaching profession was not as respected as other professions because the benefits of their labour were not seen immediately. They observed that the usefulness of other professions was seen immediately for example if someone commits a crime a police man comes and arrests the person. For a teacher it was very difficult to see what he/she had achieved.

Similarly Ezewu (1983:133) observed that: “In Nigeria, society tended to accord a profession or any other job high status if such a position provided opportunities for people to derive some benefit from it either materially or otherwise”. He also noted that: “in the past when admission to secondary schools was difficult secondary school principals and teachers enjoyed prestige because people went to them to ask for the admission”. The observation by Ezewu (1983) that in the past teachers in Nigeria enjoyed prestige when members of the community went to them to ask for the admission, applies to teachers in Zambia as well particularly head teachers.

Head teachers were respected by parents when seeking information relating to their children especially if they had not qualified to a higher grade for example grade ten (10) after having written national examinations and would like the child to be considered for a place in open classes.

### **2.2.5 Student Perceptions on Teacher's Status**

While students could be considered to be part of the public and that they would have been covered in the discussion on status, the researcher found it necessary to review literature specifically on the student perceptions of teachers' status and the teaching profession because they were the potential future teachers. Their perception of the profession would possibly be indicative of the number of secondary school graduates that could join the profession.

Although teaching was perceived to be a profession of last resort by some students, other students felt that it was an attractive profession. Sumra (2009) revealed that pupils would want to join the teaching profession because they felt that teachers had a huge influence on people's lives, and that teaching was an honourable, important and a respected profession. They also felt that teachers had significant secondary influence on career choice and that job security was seen as assured for teachers, not only in terms of having a job for life, but also being something that one could do for whole working life, almost irrespective of where in the world one was.

However, an opinion on the opportunity for career progression within teaching was divided, some pupils were of the opinion that teachers had many opportunities in the wider workforce, and that they gained skills that they could use in many other jobs. Others felt that teaching was an interesting job that was not boring.

### **2.3 Factors Affecting the Status of Teachers**

The section on teacher's status discusses the status of teachers in society based on studies conducted on status of teachers. Literature has revealed that status of teachers was generally low though those in rural areas slightly enjoyed higher status than the ones in urban areas because of the limited number of professions. However, it has been revealed that though the status of



teachers was generally low it was highly valued and appreciated in terms of the contribution teachers made to society.

UNESCO (2008) observed that due to low salaries, teachers had to do part-time jobs to meet their basic needs and that the teaching profession, therefore, did not enjoy due respect in society and that secondary and primary school teachers had lower status than doctors, engineers and advocates. Education is viewed as a resource and hence a form of power and if income was viewed as a measure of both power and prestige, therefore, it can be said that the variance in the prestige of occupations could be viewed as a reflection of occupational power and privilege. Lenski (1966) observed that individual prestige seemed to have been a function of power and privilege. He noted that professions enjoyed a high social status, regard and esteem conferred upon them by society arising primarily from the higher social function of their work, which was regarded as vital to society.

Occupational status therefore depends on the public valuing of the competence, role and overall contribution of a particular occupation to an individual and societal welfare Bennell (2004). He observed that occupations that had attained professional status had, among others, high level of education and training, a strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.

Bennell (2004) further noted that teachers in most countries were semi-professionals mainly because of their relatively low levels of education and training vis-a vis professional occupations such as doctors, engineers and lawyers and that the sheer size of the teaching force militated against professional exclusivity. He also observed that teaching had become employment of the last resort among university graduates and secondary school learners in many countries.

Consequently, teachers often lacked commitment to teaching as a vocation and were paid considerably less than the mainstream professionals.

This section therefore, focuses on literature reviewed pertaining to the factors that affect the social status of teachers in society. Datta (1984) observed that in every society, occupational categories and groups were accorded different places or statuses in the social hierarchy. He noted that among the factors that determined the status of an occupation relative to other occupations, were the level of remuneration, general working conditions, qualifications and experiences necessary for the performance of the role, the importance attached to it measured by the amount of money the state spent on it, and the social influence exerted by members of the occupation as an organized group. The status of the teaching profession according to Datta (1984) had been generally affected by these factors.

### **2.3.1 Poor Remuneration / Salary**

Olaniyan (2011) in a study conducted in Nigeria showed that the poor salary for teachers, when compared to their counterparts who were engaged in other professions with comparable level of education and experience, was one of the challenges teachers had to cope with across African countries. The teachers' poor remuneration had led to local, state and national strikes in the past and at present.

Salaries were simply not sufficient for a good standard of living and were seriously inadequate and not always paid when due. He further stated that teaching in many African countries was one of the most undervalued professions. Teachers were not well paid, and that it had become a job that one only did if they could not get another job. He noted that due to poor salaries, many

teachers were forced to find additional income to augment their poor earnings, and invariably resulting in serious negative impact on their overall performance.

Similarly, Jing (1993) revealed that Chinese teachers had a fixed salary, which was low compared to that of people in government agencies, enterprises and peasants and observed that in order for the Chinese teachers to supplement their income, many had to teach after school and during weekends.

Osunde and Omoruyi (2005) also observed that teachers were not well financially remunerated and that they were looked down upon because of delay in payment of salaries and allowances, thereby having a loss of sense of belonging. This situation had resulted in the low esteem and status of teachers and the teaching profession in Nigeria.

Farrant (2009:224) revealed that:

In many countries the morale of teachers was low because they did not possess great status, lacked promotion opportunities, were poorly paid and had to teach under unsatisfactory conditions.

Teachers mourned that their profession was not respected and complained that they were inadequately paid for duties they were required to do.

Farrant (2009) further noted that: “ other professions had better conditions of service and sighed for better life and that professionalism tended to be weak, among teachers in developing countries because the criteria of a true profession were not completely met”.

The observation noted by Farrant (2009) that teachers had poor conditions of service was also true of teachers in Zambia, where they worked under poor conditions of service such as lack or limited accommodation or housing and that those housed the accommodation was not descent.

In Zambia teachers have had either gone on strike or threatened to do so as a means to press the government to improve their conditions of service.

It was also common for teachers to engage themselves in income generating activities such as conducting tuitions classes for learners in examination classes (grades 7, 9 and 12), farming and poultry in order to supplement their low salary and sustain their families. In addition to teachers' low salaries, in most remote parts of Zambia, salaries were in most cases not paid on time, a situation that affect their morale and commitment to work.

According to Stub (1975) some social and economic factors that were involved in the problems of status of the teaching profession were closely related to the organization of the school, status and prestige of the school and the community. He further observed that a status of a profession was a complex concept and its perception depended on how respondents related to the profession, using different criteria.

### **2.3.2 Heavy Workload**

Heavy workload in the teaching profession was one of the factors that contributed to the status of teachers. Jing (1993) observed that most teachers had heavy workloads, taught large classes, and worked long hours. All these made teaching an undesirable and low status profession. He noted that Chinese teachers had suffered discriminatory treatment and that great damage had been done to their social status and their authority in the classroom.

According to Kibera and Kimokoti (2007), teaching had long hours of work coupled with heavy workload and that there were too many clerical routines and community projects that tended to distract teachers from professional purpose.

### **2.3.3 Stereotyping of the Teaching Profession**

Riga (2007) observed that the status of teachers was low and attributed it to the fact that society had developed a stereotype that people that chose teaching as a profession had failed to find a better job and not that it was a high status profession. More work load and responsibility were more associated with teaching than with other professions and that teachers were usually criticized in society; teaching was a poorly paid profession in which mainly women were employed as it was not prestigious for a man to work as a teacher.

### **2.3.4 Short Time of Teacher Training Programme / Low Social Status of Teachers**

Kibera and Kimokoti (2007) revealed that very few teachers chose teaching as a profession of high status. They noted that some people joined the occupation because the teacher training period was shorter compared to other professions such as medicine and law and that it was a means for advancement in social status.

Most teachers joined the profession to work with children, prepare the pupils for life, interest in the job or to contribute their knowledge and skills to society and others joined the career due to long vacation / holidays when schools close (Woodworth, 2009).

### **2.3.5 Specialised Nature of the Knowledge Base**

Beare (1992) revealed that the status of professions was influenced partly by the specialized nature of the knowledge base. Members of professions that required significant preparation were judged to have more expertise, and tended to have greater respect accorded to them.

Hargreaves (1994) revealed that teacher training was never accepted at the Universities of Sydney or Melbourne in the same manner as the professional training courses such as medicine, law or engineering. This had been seen as closely related to the low status of teachers in the community compared to more prestigious professions. Teaching was associated with the public service and apprenticeship training. Those who did not appreciate the complexities of skilled teaching were not likely to see teaching as a "real" profession, and to consider that teachers' skills were easily gained. Hargreaves (1994) further noted that the teaching profession led to a public perception that teaching was really quite easy, that it consisted of routine technical skills that could be acquired relatively easily, and within a short period of time.

Bessant and Holbrook (1995) also observed that until recently, some universities in New Zealand and Australia resisted involvement in teacher preparation, seeing it as less prestigious than other endeavors. Taylor (2003) observed that scientists, firemen, doctors, teachers and nurses as professionals that had the most prestige. He also noted that generally, the teaching profession was one of little status resulting in lack of motivation.

Taylor (2003) further observed that there was no correlation between making money and having high prestige and that firemen, teachers, nurses and police officers scored very high on prestige but were not well compensated.

### **2.3.6 Masterly of the Subject Matter**

Sidhu 2005:132 states that a teacher must possess sufficiently higher qualifications as compared to the level of the class which he has to teach.

He noted that with the development of the information technology (IT) children of today are alert and inquisitive. Therefore, a teacher has to satisfy them by his knowledge. A teacher was required to be sufficiently ahead of them.

According to Sidhu (2005), a teacher must be a master over his subject, and should love the subject. The students and authorities should be proud of his mastery over his subject, outstanding academic record and ability to impact education. He noted that any academic weakness on the part of a teacher would lower his prestige in the eyes of the students.

### **2.3.7 Heterogeneity Kind of Professional Training and Size**

Bennell (2004) revealed that the teaching profession had a heterogeneity kind of professional training ranging from Certificate, Diploma and Degree professional qualification. He observed that teachers did not have the equivalent level of training nor the cohesiveness as well as established professions such as medical doctors, engineers and lawyers which had uniformly high academic entry qualifications. He also noted that this scenario tended to disadvantage teachers with regard to their standing in society and that teaching was a mass occupation in Nigeria which accounted for one and half to two thirds of public sector employment.

### **2.3.8 Lack of Control of Admission / Entry Into the Teaching Profession**

Folami (2009) noted that the established professions enjoyed a high degree of self – regulation and successful in maintaining high barriers to entry in terms of qualification requirements and registration. He further observed that on the other hand teachers tended to have weak, state-dominated professional organizations with factions.

The size of the teaching force coupled with lower education qualification meant that teachers were also paid considerably less than the main stream professions such as medical doctors and lawyers, a situation which adversely affected the status of teachers.

### **2.3.9 Feminization of the Teaching Profession**

Acker (1995) and Lahelina et. Al. (2000) in Alterman (2002) stated that the feminization of the profession created worries that education lost quality and boys lacked male role models. Sociologists have argued that one of the consequences of feminization was a decline in the social status of teaching. Compared to work of men, the jobs of women were mostly perceived as less important or not even as real professions Bradly (1989) in Alterman (2002). Dimensions like salary, responsibility, social benefit and social influence were genuine components of the status and prestige in society.

Neave (1992) in Antonia (2002) observed that feminization of the teaching profession was a phenomenon which was essential for analysis of the social image and the economic status of teachers. Traditional sociological explanations made inference that the teaching profession was devalued because it was predominately feminine Albisetti (1993) in Antonia (2002).

Etzioni (1969) and Lahelma et al (2000) also observed that Sociologists, educational scientists and teachers often argued that one of the consequences of feminization was a decline in the social status of the teaching profession. The argument that one of the consequences of feminization was a decline in the social status of the teaching profession was also true for Zambia in the sense that there were more female teachers in the teaching profession than males especially at primary school level, hence the profession was sometimes perceived and referred to as a women's profession.



This could also be attributed to the fact that teachers at primary school level were looked down upon in terms of status than those teaching in secondary schools. It should be noted that even at Early Education level, there were more female teachers than males. Considering the level of learners they taught teachers at this level were usually perceived to be of low level of education and training than those at primary school subsequently being accorded lower status than primary school teachers.

### **2.3.10 Lack of Commitment to the Profession / Conduct of a Teacher**

According to Folami (2009), lack of commitment to the profession was another factor that affected the status of teachers. He noted that in the teaching profession there was no such a life commitment to the task of teaching like in other professions. This could be attributed to the fact that teaching was always regarded to be a “second choice” with many of the teachers only committing themselves to it at a late stage when they were not able to change their profession. Teaching was also considered to be a stepping stone to other occupations by many teachers in their initial stage or first few years. This notion therefore, variably affected their commitment to the profession.

Sidhu (2005) observed that the teaching profession demanded high character and perfect morality. He noted that if the ethical standards of a teacher were not fairly high, the reputation among the students would remain low and would not be able to command respect among them.

### **2.3.11 Lack / Limited Housing**

Folami (2009) argued that housing was a major problem generally faced by nearly all teachers. He noted that there were not enough houses to go round so only a small fraction of teachers stayed in houses provided by schools. He however observed that the housing situation was slightly better for secondary school teachers working in government boarding schools where the number of staff houses was in some cases adequate.

Folami (2009) further observed that teachers that were not provided with housing in rural areas had a problem of finding satisfactory accommodation and that even where teachers were provided with school houses; the condition of these houses was far from being satisfactory. Housing for teachers in the semi-urban and even urban areas was also not satisfactory. By and large the teaching community suffers a great deal from the lack of proper or descent housing facilities, particularly female teachers and teachers posted in rural, tribal and other difficult areas.

### **2.3.12 Social Background of Entrants / Recruits**

The standing of a profession was, to some extent, affected by the social background of its recruits, the higher the social strata from which recruits generally come from, the higher the status of the profession. The higher the status of the profession, the more it would attract recruits from the higher social strata (Hoyle, 1969 in Folajimi, 2009). This observation may suggest that if the social background of recruits to the teaching profession was high, the social image of the profession in general and that of teachers in particular may positively change.

Given the determinants of the low status of teachers in society, it is important to note that if the teaching profession has to restore its past glory, the factors contributing to its low status have to be addressed by those in authority.

Then teachers, regardless of the location in which they are teaching shall be accorded high status in society. From the literature reviewed on the status of teachers and factors that affected their status, it is evident that teachers' status was low and this was due to a number of factors. Riga (2007) observed that the low status of the teaching profession was considered as one of the main reasons of the increasing lack of teachers. This factor prevented to attract the young specialists to schools while the already in schools considered changing the job. He further noted that the prestige and status of the teaching profession in society was related to the motivation of new and old teachers to enter and stay in the profession.

Similarly, Taiwo (1980) in Osunde (2005) noted that the poor status of the teaching profession caused a number of teachers to drift into what were perceived to be more respectable forms of employment. The attrition rate of teachers, particularly secondary school teachers, was attributed to the general poor attitude to the teaching profession; teachers' negative personal and professional behavior; teaching occupation's semi-professional status; poor conditions of service; poor social image of the teacher and teaching profession and the wider society negative influence.

Based on the literature which indicated that teachers were not respected in society comparable to other professions with equivalent or similar qualifications due to various factors among them poor remuneration, it can be concluded that the teaching profession was not a prestigious occupation. However, it was valued by the public because of its contribution to society.

## **2.4 Lessons Learnt**

The review of literature has brought out some lessons with regard to the status of teachers and factors that affected their status. Given the objectives of the study, which were to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and to establish the factors that affected their status, the review of literature has shown that much research had been done on the status of teachers in general and also in comparison to other professions.

These studies generally revealed that teachers commanded respect in society in the past but that the status of teachers had declined over the years. It has also been revealed that teachers enjoyed high status in society because they contributed to national development. However, when compared to other professions that had higher status in society based on their conditions of service and immediate benefits from the services rendered to society, teachers did not enjoy high status in society.

Literature also showed that though teachers did not enjoy high status in society, their role was very important to society and that the public appreciated and valued the contribution they made to the economy of the country by contributing to the preparation of the highly required productive labour force.

With regard to the factors that affected the status of teachers, literature has shown that poor conditions of service such as poor or lack of housing and low salary, feminization of the profession, short duration of the teacher training programme, stereo-typing, social background of student teachers, lack of control of entry to the profession were some of the factors that affected the status of the teaching profession and teachers in society.

The literature on the subject under investigation guided this study and aimed at filling up the perceived gaps. However, the literature reviewed did not reveal the differences in the social status of teachers in rural and urban setting. Therefore, the findings of this study shall add a different dimension to the status of teachers and the teaching profession in urban and rural areas.

## **2.5 Summary**

This chapter reviewed the available literature on the status of teachers in general and those in secondary schools in particular and determined the factors that affect the status of teachers. The literature has shown that;

The teaching profession and teachers in both developed and developing countries enjoyed respect in society in the past when it was one of the few occupations. However, with the emerging of other lucrative professions such as medicine, engineering and law, the status of teaching and teachers had declined and had become employment of the last resort among university and secondary school learners in many countries.

The declining status of the teaching profession and teachers was attributed to poor conditions of service compared to those of other professions with equivalent academic qualification. For example low salary, lack and in some cases poor housing, limited opportunities for continuous professional development, feminization of the profession.

Though the teaching profession in general and teachers in particular did not enjoy high status in society, their role –thus equipping the young with knowledge, skills, competences, attitudes and

values to enable them become responsible citizens in their adult hood was highly valued and appreciated.

Next chapter discusses the theoretical frame-works that can be applied to explain and understand the status of teachers in society and the factors that affect their status.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1 Overview**

In order to understand or explain certain phenomena, one needs to apply a theory. Theories are analytical tools for understanding, explaining, and making predictions about a given subject matter. Borg and Gall (1989:25) defines a theory as “a system for explaining a set of phenomena by specifying constructs and laws that relate these constructs to each other’. Theoretical constructs identify the universals of experiences so as to make sense of experiences. The laws of a theory therefore, enable one to make predictions and control phenomena. It is an explanation of behavioral or physical events.

The study of social status therefore, could be understood and explained by use of theoretical frameworks. Theories are a product of existing circumstance and formulated and implemented in order to address existing situations (Marshall 2000 in Chiyongo 2010). They are necessary because they help to understand, communicate and predict the nature of a discipline or field of practice, its purpose, goals and methods.

This chapter discusses the theoretical frameworks that could be applied to explain and understand the status of teachers in the selected rural and urban secondary schools in Southern Province of Zambia and factors that affect the status of teachers in these areas. The researcher identified two theoretical frame works, Gerhard Lenskis’ Status Inconsistency and the Functionalist theories.

Chinoy (1967:171) states that “The system of status thus ranking of roles and their incumbents therefore constitute a dimension of social stratification”. Social stratification also refers to a

society's categorization of its people into rankings of socio-economic tiers based on factors such as wealth, income, power, race, education and occupation Chinoy (1967). Sociologists used the term social stratification to describe the system of social standing.

According to Hunt and Colander (1987:377) social stratification refers to: "Grouping of people according to differences in income, occupation, power, privilege, manner of living, region, where they live". They noted that social stratification in the sense of differentiation was not necessarily bad and appeared to be unavoidable. Some activities and some kinds of work were more important to the society than others and that some could be carried on only by people of outstanding ability with special training or experience. Hunt and Colander (1987) further noted that people who play important roles in society acquire power and prestige, larger incomes and various special privileges.

Chinoy (1967) observed that although wealth and occupation were often significant bases for prestige or social standing, they were not the only criteria used to assess one's social worth or standing in society. While people were regularly categorized based on how rich or poor, there were other important factors influencing social standing.

For example, in some cultures, wisdom and charisma were valued, and people who had them were revered more than those who did not have these attributes. Education, power and style of life may also provide alternatives, or additional bases of social standing.

In any society with more than minimal division of labour, roles vary and the reward they provide. These differences in status derive from many sources: power or authority attached to



some roles, the relative importance assigned to alternative roles by society, the number of persons capable of performing the requisite tasks and the rewards they carry.

In this study the researcher identified and discussed the two theoretical frame works that could be applied to better explain and understand the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia as well as establishing the factors that affect their status. This chapter discusses Lenski's Status Inconsistency theory of Social Stratification and the Functionalist Theory of Social Stratification.

### **3.2 Status Inconsistency: Lenski's Theory of Social Stratification**

According to Lenski (1966), a theoretical framework had three functions; (1) to expound the structure within which the situation would be investigated that was to provide a rationale for the perspective from which the investigator would examine the problem; (2) to conceptualize or state the theory in which terms the investigator would examine the problem and (3) to validate the application of the particular logical structure in the investigation of the problem in terms of its anticipated advantages and consequences.

Most theories of inequality fall under "functionalist or conflict" theories (Lenski 1966). Both theories approach the problem of inequality from a perspective of society seeing it as a necessary feature of any properly functioning human society. Social inequality was an unconsciously evolved device by which societies insured that the most important positions were consciously filled by the most qualified persons.

Stratification therefore arises out of the needs of societies, not out of the needs and desires of individuals. Social inequalities among professions or occupations did exist as such some jobs

were accorded higher status than others. Literature has revealed that inequalities exist among teachers and the teaching profession, hence the differences in the status of teachers and the teaching profession when compared to other occupations. Social stratification therefore could be said to be an integral part of society.

Lenski (1966) observed that the major determinants of the magnitude of the rewards attached to positions were; their functional importance to the society and their relative scarcity of qualified personnel. Positions therefore, that were extremely important and which suffered from shortage of qualified personnel received the highest rewards, and those which were unimportant and for which there was abundance of personnel could never be highly or equally rewarded.

He further noted that the system of stratification in any society was essentially an expression of the value system of that society. The rewards which men and positions enjoyed were a function of the degree to which their qualities, performances and possessions measured up to the standards set by their society. Since men necessarily differed in these aspects, inequality was therefore inevitable.

The arguments could be applied to explain and understand the status of teachers in Zambia today. Though the role of teachers was very important in this country thus educating the young people and teachers contributed to national development, their status compared to other professions such as medical doctors and lawyers remained low.

This could be attributed to the fact that the number of teachers was larger than that of medical doctors and lawyers as such; these professions had limited number of qualified personnel,

viewed as very important to society hence they were highly rewarded for their unique service they provided to society.

The theory can also be used to understand the functionality of the position one held in society. For example the roles of medical doctors and lawyers were perceived to be more functional than those of teachers. While the services of medical doctors and lawyers were immediate, those of teachers were not. It takes long for pupils to go through the education ladder and begin to contribute to the economy of the country and also it becomes difficult to associate the contribution of different professions or individuals to teachers because by this time society would have forgotten the role a teacher had played in shaping the individuals that constituted a profession.

Lenski's arguments could also be applied to the teaching profession to explain and understand the social inequalities that exist among different groups of teachers. For example, the number of primary school teachers in this country is more than that of secondary school teachers, and the number of college lecturers was more than that of university lecturers. In terms of training, the duration of training for university lecturers was longer than that of college lecturers and the training for secondary school teachers was longer than that of primary school teachers. Hence university lecturers were more rewarded than college lecturers and college lecturers were more rewarded than secondary school teachers, the lowest rewarded being primary school teachers. Therefore the fewer the number of job holders, the higher the reward for their scarcity and competences regardless of their location.

Lenski's Status Inconsistency theory of social stratification can be applied to explain and understand the status of teachers in the selected urban and rural secondary schools in Southern

Province of Zambia and the factors that affect their status. He defined the Status Inconsistency as a situation where an individual's social position had both positive and negative influences on his or her social status. For example, a teacher might have a positive societal image (respect, prestige) which increases her or his status but may earn little money, which simultaneously decreases their status. He further observed that social status was usually associated with clothing and possessions. Most attention had been given to inconsistency between material status and prestige or respect, arising from education, occupation, or ethnicity.

Geschwender (1967) among others suggested that the balance of investments, for example, education versus rewards, income was at the heart of any actual effects of apparent status inconsistency.

Lenski (1966) argued that if people were ranked higher in one dimension than another, then they were going to emphasize their higher rank. Since others may focus instead on the former's lower rank, the situation may generate conflict. The status inconsistency theory shows that people can assume different social status in different social settings. The status may rise when an individual was ranked high on one dimension, in one locality, for example, on power or income, and may be ranked low when in another locality based on other factors or criteria such as education, importance of the job to society, the scarcity of high ranking jobs in the locality.

Lenski's status inconsistency theory of social stratification suggests that status of teachers was not static and could change over time.

For example in Zambia a secondary school teacher may be ranked higher in rural area based on education or income and may be accorded low social status when in an urban setting due to a

large number of highly educated and rewarded professionals in an urban area. Teachers can be ranked high among commercial farmers with regard to education but low in terms of income. They can also be ranked high in class in terms of power and income but ranked low in power and fame among politicians. According to this theory, a teacher teaching in urban or rural could be ranked high in locality and low in another based on the criterion used and not necessarily because one was in urban or rural setting.

In a situation where a primary school teacher obtains a degree in sciences or mathematics and goes to teach at a secondary school regardless of the location, the social status subsequently becomes higher based on the subjects taught because according to Lensiki, there is scarcity of teachers for these subjects in schools. Literature has also shown that teachers of Mathematics, English and Sciences were accorded higher status by pupils and the public.

It is currently common in Zambia to find many teachers striving to improve their professional qualification. Those with diploma want to acquire degree qualification because this was a step for upward mobility and a fair way of competing for the limited positions that can make them improve their position, income and influence both in school and society. For example at secondary level, only teachers with degree qualification stand a chance of being appointed Heads of Departments, Deputy Head teachers or Head Teachers.

It is also common to find some teachers resigning from the teaching profession to join other occupations such as law in pursuit of high salary, better conditions of work and high status in society.

When one acquires high income / salary, they also assume power and prestige and therefore their status changes accordingly. This shows that status of teachers was not static hence the use of the inconsistency theory in this study to explain and understand the status of teachers and the factors that affect their status.

The inequality in terms of academic and professional qualifications among teachers acts as a motivating factor for further education so that they move from one stratum to the other to get higher income and recognition in society. The higher the income for a teacher, the more property one can acquire and the more power and influence one can enjoy in society. Status inconsistency therefore, states that a group will compare its achievements both in terms of prestige and salary, with other groups, trying to receive the rewards of people with similar occupations and years of education. It should be noted that the more teachers continue to make comparisons with other groups the more they feel dissatisfied, resulting in some teachers leaving the profession.

### **3.3 The Functionalist Theory of Social Stratification**

The second theoretical framework that could be applied to explain and understand the status of teachers in this study and the factors that affect their status is the Three-component theory of stratification also known as Weberian Stratification. The theory uses three distinct variables - class, status and party. Weber's multidimensional approach to social stratification reflects the interplay among wealth, prestige and power. He argued that power can take a variety of forms thus a person's power can be shown in the social order through their status, in the economic order through their class, and in the political order through their party. Thus, class, status and party were aspects of the distribution of power within a community.

Hurst (2002) observed that class; status and party had a great deal of effect not only within their individual areas but also a great deal of influence over other areas as well. According to Weber, “Wealth” included property such as buildings, land, farms, houses, factories and as well as other assets. Weber in Hurst (2002) defined **prestige** as the respect with which a person or status position was regarded by others- status situation while **power** referred to the ability of people or groups to achieve their goals despite opposition from others.

Weber indicated that there were two basic dimensions of power; the possession of power and the exercising of power and that the ability to exercise power takes a number of forms, but all involved the idea that it means the ability to get your own way with others, regardless of their ability to resist you. For example, if we think about an individual’s chances of realizing their own will against someone else, it is reasonable to believe that “the person’s social prestige, class, position, and membership in a political group would have an effect on these chances” (Hurst, 2002).

If one respects someone or views someone as socially superior, then such a one would potentially be able to exercise power over that person. In this respect, social status was a social resource simply because one may have it while the other may not. Similarly, one finds that in our communities, some teachers were well respected by the public or community members while others were not. Society uses some criteria to determine the profession among many to accord respect as well as individuals within the profession. There is a certain code of conduct or behaviour society expects from professions as well as from the individual workers and if the expectation is not met then only those that deserve to be respected get accorded the status. It is also important to note that respect is earned and as such the functionalists perceive it as a resource which others have and others do not.

The functionalist theory also argued that; some form of social stratification existed in all known societies; hierarchical patterns of social stratification were both desirable and inevitable; occupational differences in income were explicable in terms of differences in the functional importance of different occupations combined with limited availability within societies. Talents necessary for the performance of the more functionally important and difficult occupational roles and inequalities of social status were similarly desirable and inevitable.

The functionalists further argued that administrators and other professionals in both the private and public sectors were well rewarded financially because their work was functionally important-thus contributed to the stability of their societies in various ways and because they had scarce skills. In functionalist view all social institutions which make up a given society were assumed to contribute to the overall efficiency and stability of that society in various ways and to contribute positively to the welfare of its members.

Weber argued that property could bring prestige since people tended to hold rich people in high regard. For him, wealth and prestige were intertwined. He believed that a social class was also a result of power which was the ability of an individual to get his or her way despite the opposition. The functionalists describe occupational differences in income and wealth as involving a hierarchy of a large number of slightly differentiated and non-antagonistic social strata.

Differences in income between different occupations arise because of differences in the functional importance of different occupations and because only limited numbers of individuals have the talents necessary for the effective performance of the functionally most important occupations.



Functionalists argued that in some cases such talents were scarce because they were innate only to a minority within a society's population and in other cases such talents were scarce because they could be developed only after long periods of training. The Functionalists further observed that individuals received high incomes not only because their work was functionally important but also because they possessed skills which were limited in supply. However, they acknowledged that there were some functionally important occupational roles which were nevertheless relatively easy to fill because a supply of suitable labour was readily available.

They further argued that these functionally important occupations would not be well rewarded, for example it would be argued by functionalists that, the work of miners, agricultural labourers, care assistants, plumbers, and electricians were certainly functionally important but that incomes in these occupations were relatively low compared to that of bankers and industrial entrepreneurs because of the relatively large supply of suitable labour in the former occupations.

The functionalist theoretical framework can be applied in explaining and understanding the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia and the factors that affect them. The teaching profession was perceived as a functionally important occupation in society and relatively easy to fill because teachers were readily available. Therefore, according to the functionalist theory, teachers were not well rewarded since their skills were not limited in supply.

However, though the number of teachers graduating from colleges of education each year was large, there has always been a shortage of teachers especially in secondary schools due to budgetary constraints among others which limit the number of teachers to be recruited each year.

The functionalist theory also contends that, the differences accorded to groups of teachers and the teaching profession when compared to other professions perceived to be functionally more important than others were seen as inevitable and desirable. Occupations that had many years of training and in possession of scarce knowledge and skills deserved to be highly rewarded and recognised and appreciated by the public. However, it can be argued that the teaching profession though it was not considered as one of the functionally important occupations due to its large size and perhaps less duration of training, was very important because of the role teachers played in society.

The functionalists would justify the low status of teachers within the teaching occupation and its poor conditions of service, because of the duration of the training for teachers and the type of skills that they acquired. For example the duration of training and the content for primary school teachers was different from that of secondary school teachers, college and university lecturers respectively. According to the functionalist theory, these factors justified the high income of university lecturers and the high status they enjoyed in society. The functionalists argued that the financial and non -financial incentives which generated economic and social inequality were seen as functional for societies because they helped to ensure that functionally important roles were performed effectively by suitably talented individuals.

According to the functionalist theory, the most significant inequalities of social status in capitalist societies were related to inequalities of income and both types of inequalities reflected the functional importance of different occupations. For example, a doctor was well paid and accorded high status in the community because the functional importance of his/her work was widely recognised.

Therefore, these social status differences were also functional for societies because they provided another non-financial incentive for individuals to opt for difficult but functionally important occupations. This could be one of the reasons why there has been a high attrition rate of teachers in Zambia particularly at secondary and tertiary levels. One finds that some teachers take up other professions considered to be highly functional and rewarding such as law, while others change their subject specialisation to sciences and mathematics which were considered more important, highly recognised and respected in society.

Functionalists also see social stratification by power as desirable and inevitable. They argue that functionally important occupational roles often involved the use of decision-making and power to direct the work activities of subordinate workers who themselves lacked the talents and knowledge to contribute to complex decision-making procedures. However, they have argued that power should be seen as a variable sum concept which the powerful used not in their own interests but in the interests of society as a whole.

Inequalities of power like inequalities of income and of social status were seen as functional for societies as a whole and inevitable given the limited supply of individuals with the talents necessary to make effective decisions in relation to complex problems. Given the functionalist perspective, it can be assumed that the inequalities that exist in the teaching profession among teachers in which others got appointed to positions of leadership was health and functional. This was because it made teachers with the necessary administrative skills which in most cases were limited, to compete for limited administrative positions that had money and power for example Senior Teacher, head of department, deputy head teacher and head teacher.

Both Lenski's inconsistency theory of social stratification and the functionalism theories make it easy to explain and understand the variations in incomes or salaries and general conditions of service among professions in general and teaching profession in particular. According to Hunt and Colander (1987:387) "the most basic of the factors that determine income variations between occupational groups is demand and supply.

Therefore, occupations that require special abilities and aptitudes and long training are highly paid and those that are classified as common labour which anyone can enter with relatively little ability or training, tend to be poorly paid. However, within each occupational group there are often differences in individual earning power especially at managerial level. For example a head teacher of a grade 1 school is in a higher salary scale than that of a grade 2 school.

It suffices to state that individuals that were in occupations that had fewer people with skills demanded long training and specified body of knowledge enjoyed high status in society because their services were perceived to be more important and functional to society. Similarly professions such as teaching that had large number of workers and not limited in skills were not accorded high status because they were considered relatively easy to fill. It has also been revealed that status of teachers was not static but changed according to one's position and because of this; there was a high probability among teachers of one moving from lower to higher stratum.

### **3.4 Summary**

This chapter has discussed two theoretical frameworks –Lensik’s inconsistency theory and the functionalist theory that could be used to explain and understand the status of teachers in the selected urban and rural secondary schools and the factors that affect their status. The chapter brought out reasons for inequalities in society in general and among the teachers and the teaching profession in particular and that these inequalities were functional and desirable and that stratification in the sense of differentiation was not necessarily bad, and appeared to be unavoidable. This was because some activities or kinds of work were considered more important to society than others and could be carried out only by people of outstanding ability with special training or experience. People, who play roles considered to be more important to society acquire power and prestige, have large incomes and various special privileges.

An inequality in status was perceived to be a push factor for social mobility among the members of a given profession, for example teaching. Due to inequalities in status of teachers in society and in school, they were motivated to move from lower social strata to a higher one. Therefore, both theoretical perspectives can be applied to understand the findings of this study. Social inequalities among teachers like in other professions were perceived to be desirable. It should be noted however, that social mobility could affect teachers’ status in general and not necessarily those in urban or rural areas. A teacher who upgrades himself / herself can either be moved to take a position in an urban or rural located school as long as a position existed. A teacher can also assume high status whether teaching in rural or urban setting as long as one meets the criterion considered when according high status to an individual teacher.

The next chapter discusses the methodology employed in the study.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.1 Overview**

This chapter describes the research design, study population, sample, sampling procedure, research instruments, data collection procedures, data analysis and interpretation and provides reasons why the chosen methods were found to be appropriate to collect information needed to answer the research questions.

#### **4.2 Research Design**

The plan for this study was based on the survey method to compare the status of teachers in selected urban and rural secondary schools in Southern Province, Zambia and to establish factors that affected their status. Burns and Grove (2003) define research design as a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. It is a plan that describes how, when and where the data will be collected and analyzed. Another scholar Bryman (2008:698) defines research design as: “ A framework for collection and analysis of data”. He also observed that a choice of research design reflected decisions about the priority being given to a range of dimensions of the research process for example generalizations.

The research design for this study was a survey involving descriptions and explanations of status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and the factors that affected their status.

The design was found to be the most suitable to ascertain views, attitudes, values and opinions on the status of teachers. The researcher interacted with the participants particularly parents during the focus groups discussion. The use of focus group discussion to collect views from the subjects enabled the researcher to collect more insights by probing and also to assess the opinions of the participants regarding the research problem.

### **4.3 Study Population**

Sidhu (2005:253) defines population as:

The aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. It means all those people or documents who are proposed to be covered under the scheme of study. It is any group or individuals that have one or more characteristics in common that are of interest to the researcher.

Another scholar, Gray (2004:403) defines a population as:

The totality of people, organizations, objectives or occurrences from which a sample is drawn. It is a total number of possible units or elements that are included in the study and Bryman (2008:697) defines population as: “The universe of units from which a sample is to be selected”.

From the definitions the emphasis is on the totality of the people with similar characteristics and occupying a well defined area. The study population therefore consisted of all head teachers, class teachers, parents and pupils in grades 10 to 12 in secondary schools in both urban and rural areas of Southern Province of Zambia.

#### **4.4 Sample Size**

Sidhu (2005) observed that for studying any problem, it is difficult to study the whole population or universe. It was therefore, convenient to pick up a sample out of the universe proposed to be covered by the study.

Sidhu (2005:253) defines a sample as:

A small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. He noted that by observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Another scholar, Nigel (2009:513) defines a sample as: “A subject of members of a population. He observed that statistics collected from a sample can be used to make inferences to the population”. In sampling, the researcher would like to obtain a sample that will be representative of the target population. According to Singleton Jr. and Straits (1999:141) a representative sample is a means: “To provide a close approximation of certain characteristics of the target group”.

In this study, eight (8) head teachers, 204 class teachers, 800 pupils and 123 parents comprised the sample of participants.

#### **4.5 Sample of Secondary Schools**

The sample at school level consisted of eight (8) secondary schools, four from urban and four from rural areas of the Southern Province of Zambia.



Since the study was comparative, the inclusions of schools in urban and rural parts of the southern province was done in order to establish whether there were any variations in social status between teachers teaching in secondary schools located in urban and those in secondary schools located in rural setting.

## **4.6 Sampling Procedures**

Borg and Gall (1989:216) defines sampling as “selecting a given number of subjects from a defined population as representative of the population”. The small number selected from the population is known as a sample.

There are various sampling designs that a researcher can use to select the cases for the study. Brayn (2008:168) defines sampling design as: “The part of the research plan that indicates how cases are to be selected for observation”. Sampling designs are generally divided into two broad classes: probability and non-probability sampling. Probability sampling is scientifically more acceptable, although it is not always feasible or economical. Its essential characteristics are that all cases in the population are randomly selected and have a known probability of being included in the sample. On the other hand, in non-probability sampling, the chances of selecting any case are not known because cases are non-randomly selected.

Probability sampling designs offer two major advantages over non-probability sampling designs; they remove the possibility that investigator biases will affect the selection of cases and by virtue of random selection, the laws of mathematical probability may be applied to estimate the accuracy of the sample. They also enable the researcher to know the population to which the sample may be generalized as well as the units of generalizability.

There are two types of samples; probability sample and non-probability sample. Brayn (2008:168) defines probability sample as: “A sample that has been selected using random selection so that each unit in the population has a known chance of being selected”. It is generally assumed that a representative sample is more likely to be the outcome when this method of selection from the population is employed. A non-probability sample according to Brayn (2008:168) is “A sample that has not been selected using a random selection method”.

Examples of probability sampling include: simple random sampling, purposive random sampling which is based on the levels or ranks of individuals or items, and systematic random sampling which maintains a certain order or pattern using, for example, letters to select the items.

Sidhu (2005:265) observes that purposive sampling “can be considered to be a form of stratified sampling in that the selection of the cases is governed by some criterion acting as a secondary control. He further observes that this type of sampling demands that the researcher selects a particular group or category from the population to constitute the sample because it is considered to represent the characteristics of the whole. In this type of sampling, the sample is restricted to units considered by the investigator to be especially typical of the population.

In this study, purposive sampling was used to select the province, 8 districts (4 urban and 4 rural), 8 secondary schools (4 urban and 4 rural) and 8 communities around the selected urban and rural secondary schools from which the 123 (about 15 from each community) parents were drawn to constitute the sample. Purposive sampling was also employed to select 204 teachers and 8 head teachers from the sampled secondary schools.

Borg and Gall (1984:220) define simple random sampling as: “a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample”. At school level simple random sampling was used to select the eight hundred 800 pupils (at least 100 pupils from each secondary school) in the sampled secondary schools. In schools where the number of pupils present at the time of data collection was less than 100 for example at Monze secondary school, all the pupils present constituted the sample. In order to make up for the required sample of 800 pupils, the researcher increased the number of pupils sampled at Pemba secondary school from 100 to 111.

#### **4.7 Sample of Pupils**

A sample of 800 pupils was drawn from eight selected urban and rural secondary schools in the study sites. Table 1 gives the distribution of the sampled pupils for the study.

**Table 1: Distribution of Pupils by Location and Gender (n=800)**

		Gender of pupils		Total
Location of School	Name of Secondary School	Girls	Boys	
Rural	Chikankanta	44 (44.0%)	56 (56.0%)	100 (100%)
	Macha Girls	100 (100%)	-	100 (100%)
	Namwala	40 (40.0%)	60 (60.0%)	100 (100%)
	Pemba	30 (27.0%)	81 (73.0%)	111 (100%)
<b>Total</b>		<b>214 (52.0%)</b>	<b>197 (48.0%)</b>	<b>411 (100)</b>
Urban	Kalomo	45 (45.0%)	55 (55.0%)	100 (100%)
	Linda	41 (41.0%)	59 (59.0%)	100 (100%)
	Monze	24 (27.0%)	65 (73.0%)	89 (100%)
	Zimba	49 (49.0%)	51 (51.0%)	100 (100%)
<b>Total</b>		<b>159 (40.9%)</b>	<b>230 (59.1%)</b>	<b>389 (100%)</b>
<b>Grand Total</b>		<b>373 (46.6%)</b>	<b>427 (53.4%)</b>	<b>800 (100%)</b>

Table 1 shows that the total number of participants from rural and urban was 800, 373 (46.6%) girls and 427 (53.4%) boys.

The number of participants from rural secondary schools was 411. Of this number 214 (52.0%) were girls and 197 (48.0%) boys. The number of participants from secondary schools in urban setting was 389, 159 (40.9%) girls and 230 (59.1%) boys.

The age range of pupils sampled varied and figure 1 shows their age.

**Figure 1: Distribution of Pupils by Age Range (n=800)**

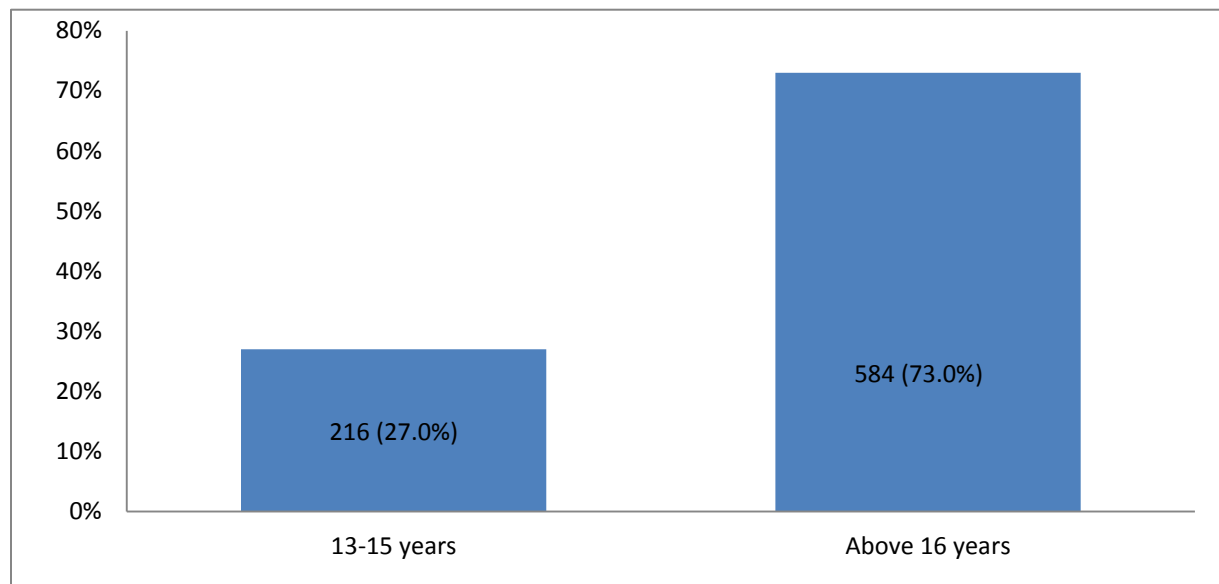


Figure 1 shows that the age range was from thirteen to above sixteen years with the majority of pupils above the age of sixteen.

#### **4.8 Distribution of Teachers**

Even though the design of the study was to sample three hundred and twenty teachers (forty from each sampled school), due to other commitments teachers were engaged in at the time of data collection, it was not possible to find forty (40) teachers in each selected secondary school. Therefore, the sample distribution of teachers was two hundred and four (204), of these 66

(32.4%) were females and 138 (67.6%) were males. Further analysis was done to determine the distribution by location and gender as shown in table 2.

**Table 2: Sample Distribution of Teachers by Location and Gender**

Location of School	Name of Secondary School	Sex of respondents		Total
		Female	Male	
Rural	Chikankata	5	10	15
	Macha Girls	7	10	17
	Namwala	6	23	29
	Pemba	2	15	17
<b>Total</b>		<b>20 (25.6%)</b>	<b>58 (74.4%)</b>	<b>78 (100%)</b>
Urban	Kalomo	14	16	30
	Linda	9	29	38
	Monze	13	22	35
	Zimba	10	13	23
<b>Total</b>		<b>46 (36.5%)</b>	<b>80 (63.5%)</b>	<b>126 (100%)</b>
<b>Grand Total</b>		<b>66 (32.4%)</b>	<b>138 (67.6%)</b>	<b>204 (100%)</b>

Table 2 shows that 78 participants; 20 (25.6%) females and 58 (74.4%) males were from rural secondary schools and 126; 46 (36.5%) females and 80 (63.5%) males were from schools in urban setting.

The age range of teachers sampled varied and table 3 shows their age.

**Table 3: Distribution of Teachers by Age (n=204)**

<b>Age range (in years)</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25	14	6.9
26 -30	48	23.5
31 -35	37	18.1
36 -40	40	19.6
41-45	42	20.6
Above 46	23	11.3
<b>Total</b>	<b>204</b>	<b>100.0</b>

The teachers' age ranged from below twenty five to above forty six years and the majority of teachers, 48 (23.5%) were aged between twenty six and thirty years.

In terms of their academic qualification, all sampled teachers had attained secondary school education- thus grade twelve (12) qualification. This means that they had obtained General Examination Certificate.

Professionally, 108 (53.0%) of the teachers had Secondary School Teacher's Diploma, 13 (6.4%) had obtained advanced teacher's diploma and 83 (40.6%) had obtained university degrees. The professional qualification of the sampled teachers therefore ranged from diploma to university degree.

The number of years that teachers in the sample had served in the teaching profession varied.

Table 4 shows the length of service of teachers in years.

**Table 4: Length of Service in Years as a Teacher (n=204)**

<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5	65	32.2
Between 6 and 10	38	18.8
Between 11 and 15	39	19.2
Between 16 and 20	29	13.9
Between 21 and 25	19	9.4
Between 26 and 30	9	4.5
31 and above	5	2.0
<b>Total</b>	<b>204</b>	<b>100</b>

Table 4 shows that the length of service of teachers ranged from less than 5 years to more than 31 years, with the majority 65 (32.2%) of them having been in the teaching profession for less than 5 years

The number of years that teachers in the sample had been teaching in their respective schools varied. Table 5 shows the length of service as a teacher in the selected secondary school.



**Table 5: Length of Service as a Teacher in the School**

<b>Length of service (in years)</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5	104	51.2
Between 6 and 10	46	22.9
Between 11 and 15	26	12.9
Between 16 and 20	18	9.0
Between 21 and 25	5	2.0
Between 26 and 30	3	1.5
31 and above	2	.5
<b>Total</b>	<b>204</b>	<b>100</b>

The study revealed that majority of teachers 104 (51.2%) had been teaching in their respective schools for less than five (5) years and the two longest serving teachers had served for 31 years or more.

#### **4.9 Sample Distribution of Head Teachers by Gender and Age Range**

Though head teachers are basically supervisors or administrators and may not be teaching in class, they are also teachers.

The researcher therefore found it necessary to administer the teacher questionnaire to head teachers as well to collect their views on the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia and factors that affected their status. Of the eight secondary school head teachers that responded to the questionnaire, 7 were males and 1 was a female and their age ranged between 31 and 46 years.

#### **4.10 Distribution of Head Teachers by Academic and Professional Qualification**

With regard to academic qualifications of head teachers, 6 (75.0%) had Bachelor of Education Degree and 2 (25.0%) had Master's degrees. Professionally, all the eight head teachers had acquired university education. In terms of the length of service in the teaching profession, 1 (12.5%) had served between 6 and 10 years while 2 (25.0%) indicated that they had served between 11 and 15 years and 3 (37.5%) had been in the profession between 16 and 20 years, while 2 (25.0%) indicated that they had served between 21 and 25 years.

With regard to length of service as head teacher, 2 (25.0%) respondents had been head teachers for less than five years and 6 (75.0%) had served in the administrative position between 6 and 10 years.

#### **4.11 Sample Distribution of Parents**

In order to get opinions from parents on the status of teachers from the selected urban and rural located secondary schools in Southern province of Zambia, and factors affecting their status, 123 parents living around the sampled secondary schools formed the sample. Table 6 shows the distribution of parents by location and gender.

**Table 6: Sample Distribution of Parents by Location and Gender**

Location of School	Name of Secondary School	Sex of respondents		Total / %
		Female	Male	
Rural	Chikankata	10 (33.3%)	20 (66.7%)	30 (100)
	Macha Girls	3 (30.0%)	7 (70.0%)	10 (100)
	Namwala	2 (15.4%)	11 (84.6%)	13 (100)
	Pemba	2 (13.3%)	13 (86.7%)	15 (100)
<b>Total</b>		<b>17 (25.0%)</b>	<b>51(75.0%)</b>	<b>68 (100)</b>
Urban	Kalomo	6 (37.5%)	10 (62.5%)	16 (100)
	Linda	5 (50.0%)	5 (50.0%)	10 (100)
	Monze	4 (25.0%)	12 (75.0%)	16 (100)
	Zimba	4 (30.8%)	9 (69.2%)	13 (100)
<b>Total</b>		<b>19 (34.5%)</b>	<b>36 (65.5%)</b>	<b>55 (100)</b>
<b>Grand total</b>		<b>36 (29.3%)</b>	<b>87 (70.7%)</b>	<b>123 (100)</b>

Table 6 shows a total of 123 parents, 68, 17 (25.0%) females and 51 (75.0%) males from rural secondary schools, and 19 (34.5%) females and 36 (65.5%) males from urban secondary schools.

#### **4.12 Research Instruments**

The main data collection instruments that were used to collect data from respondents were questionnaires and Focus Group Discussions. Gray (2004:187) defines questionnaires as:

A research tool through which people are asked to respond to the same set of questions in a predetermined order and most popular and widely used to collect primary data

On the other hand, Bryman (2008:697) views questionnaires as: “A collection of questions administered to respondents”.

Sidhu (2005:131) defines a questionnaire as:

A form prepared and distributed to secure responses to certain questions. It is a device for securing answers to questions by using a form which the respondent fills by himself. He describes it as a systematic compilation of questions that are submitted to a sampling of population from which information is desired.

From the definitions it can be seen that a questionnaire is an inquiry document containing selected questions by the researcher. Questionnaires may be structured thus containing definite and concrete questions and non-structured consisting of partially completed questions. According to Gray (2004), questionnaires can be closed thus-consisting of objective questions requiring Yes or No answers or open ended questions requiring more explains when filling it.

For this study semi- structured questionnaires were used to collect data from pupils, teachers and head teachers on status of teachers from selected urban and rural secondary schools and factors that affected their status. Questionnaires were found to be more suitable because: they are low cost both in time and funds; inflow of data is quick and from many people; data analysis of closed questions is relatively simple; respondent's anonymity can be assured; respondents could complete the questionnaires without any difficulty.

Another data collection instrument employed in this study was the Focus Group Discussion Guide. Nigel (2009:508) views it as:

A group interview or discussion consisting of a group of individuals, usually six and ten people who meet together to

express their views about a particular topic defined by the researcher.

FGD was used to collect qualitative data on status of teachers and factors that affect the status of teachers from parents. The tool was found to be appropriate because it allowed participants to engage and interact with the researcher. It was also found to be the most appropriate to collect qualitative data from respondents because some parents and guardians were not able to read and write.

Though FGD can be a low cost way of collecting data, it requires considerable amount of cooperation and enthusiasm from participants. The instruments employed in this study are in appendices 1, 2 and 3.

#### **4.13 Data Collection Procedures**

In this study, both quantitative and qualitative data were collected. Quantitative data were collected from class head teachers, teachers and pupils using semi-structured questionnaires, while Focus Group Discussions were employed to collect qualitative data on status of teachers and factors affecting teachers' status in the sampled urban and rural secondary schools from parents. This tool enabled the researcher to collect insight information from the respondents about the subject under investigation.

With regard to procedure, a letter of introduction to Provincial Education Officer (PEO) – Southern province was written by the Director – Standards and Curriculum. The Provincial Education Officer gave a no objection to the researcher and encouraged her to carry out the study and indicated that the findings would be very useful to the Ministry of Education, Science,

Vocational Training and Early Education in the planning and programming especially on issues related to teachers as well as to head teachers.

Due to the large number of respondents from which data were to be collected, the researcher trained a research assistant to assist with the data collection exercise. Before collecting data from each category of the respondents, the researcher assured them that the information they gave would remain confidential. This was to make them feel free and safe to respond to the questionnaire and effectively participate in the Focus Group Discussion. Due to the assurance, respondents filled in the questionnaire freely and parents also did interact with the researcher and had fruitful discussion on the subject under investigation.

In each school, the researcher held a meeting with the head teacher to explain the study as well as to seek permission to administer questionnaires to the head teacher, teachers and pupils and to conduct Focus Group Discussion with parents. In schools where pupils were more than the required sample size of 100, the researcher was availed with a list of class registers for each class from which the sample was drawn. In some schools, all grades ten to twelve pupils that were present were assembled in one place and the questionnaire was administered to them. Teachers were also assembled in their respective staff rooms where they filled in a teacher's questionnaire.

In addition, the researcher held discussions with head teachers and teachers on the status of teachers in each school and what they perceived to be the factors that pupils and the public considered when according status to teachers. Respective head teachers prepared rooms where focus group discussions were held with parents.

In order to ensure that parents were available for the Focus Group Discussions, an invitation was made by respective head teachers to nearby households and requested them to come for a meeting in the school on a specific date and time.

The researcher then held Focus Group Discussions with ten (10) or more parents in each school. All Focus Group Discussions (FGDs) were done at the time convenient to the parents.

#### **4.14 Data Analysis and Interpretation**

Data analysis refers to organizing, providing, structuring and eliciting meaning (Politet.A1.2001). It is a process of inspecting, cleaning, transforming and modeling data with the goal of highlighting useful information suggesting conclusions and supporting decision making. It is an active interactive process. The process of data analysis, interpretation and generalization involved a number of steps. The huge amount of data collected through the use of different instruments was first organized, edited, classified and tabulated. The collected data was checked for accuracy and completeness. It was then divided into different categories and finally coded in preparation for actual entry and analysis.

Quantitative data from pupils; teachers and head teachers through a questionnaire were analyzed using the Statistical Package for Social Science (SPSS). Bryman (2008:699) described SPSS as: “A package widely used computer program that allows quantitative data to be managed and analysed”. SPSS therefore was employed to generate frequencies and percentages which were used in describing distribution of the single and summated variables. Frequencies, cross tabulations and percentages were used in presenting relationships between variables. Categorization, conceptualization and narrations were also used to analyze qualitative data into emerging themes.

In this study a chi-square test has been used to determine whether there is a significant association between two variables and to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. Pearson's chi-square test which is a statistical test applied to sets of categorical data to evaluate how likely it is that any observed differences between the sets arose by chance was found to be the most appropriate for the study. The level of significance is at 5%.

#### **4.15 Summary**

This chapter highlighted a number of procedures the researcher followed in conducting the study. Explanation was given concerning the respondents in the study, data collections methods employed in the study and how data was analyzed and interpreted. Data collection methods consisted of semi-structured questionnaires, Focus Group Discussions and review of relevant literature.

The next chapter presents findings of the study.



## **CHAPTER FIVE**

### **PRESENTATION OF FINDINGS**

#### **5.1 Overview**

This chapter presents the findings of the study. Findings from the pupils are presented first. Those from teachers and head teachers are presented together. The presentation is according to the objectives of the study. Findings from pupils, teachers and head teachers are quantitative in nature and are presented in table and figure form. The last part of this chapter presents findings from parents obtained by use of Focus Group Discussion Guidelines. Qualitative data is presented in thematic areas and in narrative form.

#### **5.2 Findings from Pupils**

The main aim of the study was to compare the status of teachers in selected urban and rural secondary schools in Southern Province, Zambia. The study also aimed at establishing the factors that affected the status of teachers in sites and schools in question.

This section, therefore, presents findings from pupils on aspects such as the type of job they wanted to do after completing secondary education and the reasons for the preference, type of job they would like to advise a relative to take or not to take and the reasons, as well as establishing the relationship between the respect accorded to a teacher and the subject one was teaching.

**Table 7: Field of Work a Pupil Wanted to Do after Secondary Education by Location and Gender**

In order to determine the occupations pupils were interested to take in their adulthood, a question was asked as to the field of work they wanted to do after secondary education.

Location of School	Name of Sec School	Medicine		Nursing		Teaching		Law		Total %
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Rural	Chikakata	16 9.1%	12 6.8%	5 4.6%	4 3.7%	5 2.2%	5 2.2%	10 9.8%	3 2.9%	60 19.8%
	Macha Girls	30 17.2%		24 22.2%		14 6.2%		8 7.8%		76 25.2%
	Namwala	6 3.4%	13 7.5%	12 11.1%	3 2.7%	13 5.8%	25 11.6%	2 1.9%	5 4.9%	79 26.2%
	Pemba	7 4.0%	22 12.6%	8 7.4%	2 1.8%	9 4.0%	26 11.6%	7 6.8%	6 5.8%	87 28.8%
<b>Total</b>		<b>59</b>	<b>47</b>	<b>49</b>	<b>9</b>	<b>41</b>	<b>56</b>	<b>27</b>	<b>14</b>	<b>302</b>
Urban	Kalomo	3 1.7%	12 6.8%	18 16.6%	5 4.6%	16 7.1%	22 9.8%	4 3.9%	8 7.8%	88 29.0%
	Linda	4 2.2%	13 7.4%	10 9.2%	1 .9%	7 3.1%	14 6.2%	12 1.5%	16 15.8%	77 25.2%
	Monze	4 2.2%	18 10.3%	3 2.7%	1 .9%	9 4.0%	17 7.6%	4 3.9%	4 3.9%	60 19.6%
	Zimba	8 5.5%	6 3.4%	10 9.2%	2 1.8%	16 7.1%	25 11.2%	7 6.8%	6 5.8%	80 26.2%
<b>Total</b>		<b>19</b>	<b>49</b>	<b>41</b>	<b>9</b>	<b>48</b>	<b>78</b>	<b>27</b>	<b>34</b>	<b>305</b>

Table 7 shows that participants from rural 302 (37.8%) and urban 305 (38.1%) secondary schools were in agreement in terms of the professions they opted to join after their secondary education. While a total of 607 (75.9%) participants from rural and urban secondary schools opted for the four stated professions (medicine, nursing, teaching and law), 193 (24.1%) participants also from rural and urban sampled schools opted for other professions. The study further showed that there were more girls 59 (33.9%) from rural selected secondary schools that opted to study medicine and more boys 78 (34.9%) from urban setting that wanted to join the teaching profession.

### **Reasons for Opting to Take up the Four Cited Professions by Location**

The study revealed that 72 (75.8%) from rural and 94 (71.8) participants from urban secondary schools felt that they wanted to serve the nation through the four professions (medicine, nursing, teaching and law) and 79 (84.9%) from rural and 108 (82.4%) from urban secondary schools indicated that they wanted to contribute to national development through the four cited professions. It was also revealed that these professions were respected in society, had high salary and job security.

The findings therefore show that participants from rural and urban secondary schools were in agreement on the reasons for the preferred professions. For the respondents that indicated willingness to join the teaching profession, a follow up question was asked as to the type of teacher they wanted to be. Table 8 shows the levels at which participants wanted to teach.

**Table 8: Type of Teacher by Gender and Location**

<b>Gender of pupil</b>	<b>Level of Teaching</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
<b>Girls</b>	Pre-school	03 (3.4%)	3 (3.4%)	06 (7.0%)
	Primary	07 (8.0%)	5 (5.7%)	12 (13.8%)
	Secondary	20 (22.9%)	20 (22.9%)	40 (46.0%)
	College Lecturer	01 (1.1%)	02 (2.3%)	03 (3.4%)
	University Lecturer	11 (12.6%)	15 (17.4%)	26 (29.8%)
<b>Total</b>		<b>42 (48.3%)</b>	<b>45 (51.7%)</b>	<b>87 (100%)</b>
<b>Boys</b>	Pre-school	02 (1.5%)	02 (1.5%)	04 (3.0%)
	Primary	05 (3.7%)	15 (11.0%)	20 (14.7%)
	Secondary	30 (22.1%)	40 (29.4%)	70 (51.4%)
	College Lecturer	04 (2.9%)	02 (1.5%)	06 (4.4%)
	University Lecturer	14 (10.3%)	22 (16.2%)	36 (26.5%)
<b>Total</b>		<b>55 (40.4%)</b>	<b>81(59.6%)</b>	<b>136 (100%)</b>

Table 8 shows that the majority of participants from rural and urban secondary schools wanted to teach at secondary school level. The study further showed that an equal number of girls 20 (22.9%) from urban and rural setting wanted to be secondary school teachers. However, there were more boys 40 (29.4%) from urban setting than from rural areas that wanted to teach at secondary school level. The table also shows that more girls 15 (17.4%) from urban and more boys 22 (16.2%) from urban setting respectively wanted to be lecturers at university level.

The study has shown that though there were minor variations in the number of participants from rural and urban secondary schools that opted to teach at secondary and university levels, generally, they had similar interest with regard to the levels at which they wanted to serve as teachers.

### **Reasons for Becoming a Teacher by Location**

A follow up question was asked to participants that opted to join the teaching profession after their secondary education. On a yes and no basis, respondents were asked to tick statements that best represented their opinions as to the reasons for opting to be teachers after their secondary education. The study revealed that 72 (34.3%) and 94 (34.1%) respondents from rural and urban secondary schools indicated that it was because of the contribution the profession made to national development; 79 (37.6%) and 108 (38.7%) from rural and urban schools wanted to offer their services to the nation as teachers and 59 (28.1%) and 74 (27.1%) participants from rural and urban schools felt teachers were well respected in society.

Respondents that chose to be lecturers were further asked to indicate the subjects they would want to lecture. The study revealed that participants from both rural and urban secondary schools wanted to be lecturers of Mathematics, English and Biology respectively. They opted for these subjects because they were performing well in the subjects and that English was the official language and used for communication and was relatively easy to understand.

Respondents that did not choose teaching as a career, 161 (56.9%) from rural and 126 (57.5%) from urban secondary schools were of the view that the conditions of work for teachers were poor and 122 (43.1%) participants from rural and 93 (42.5%) from urban secondary schools cited low teachers' salary as one of the reasons for not wanting to join the profession. The study has shown that there was no difference between the reasons given by respondents from rural and those given by participants from urban secondary schools for not opting to join the teaching profession after their secondary education.

### **Type of Job One Would Advise a Relative to Take by Location**

With regard to the type of job that one would advise a relative to take, the study revealed that 275 (35.4%) participants from rural and 249 (32.1%) from urban secondary schools cited a job that contributed to national development and 192 (49.4%) respondents from rural and 197 (50.6%) from urban schools cited a job that had a high salary. The study revealed that participants from both rural and urban secondary schools were of the same opinion on the type of job one would advise a relative to take.

A question was asked to seek an opinion of participants on whether a teacher was well respected in society or not. Table 9 gives opinions of participants by location.

**Table 9: Establishing Whether a Teacher Was Well Respected in Society or not by****Location**

Location of School	Name of Secondary School	Frequency /Percent				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Total/%
Rural	Chikankata	27 (27.0%)	42 (42.0%)	22 (22.0%)	9 (9.0%)	100
	Macha Girls	26 (26.0%)	51 (51.0%)	18 (18.0%)	5 (5.0%)	100
	Namwala	33 (33.0%)	58 (58.0%)	7 (7.0%)	2 (2.0%)	100
	Pemba	36 (36.0%)	49 (49.0%)	15 (15.0%)	11 (11.0%)	100
	<b>Total</b>	<b>122 (29.6%)</b>	<b>200 (48.7%)</b>	<b>62 (15.1%)</b>	<b>27 (6.6%)</b>	<b>411 (100%)</b>
Urban	Kalomo	34 (34.0%)	50 (50.0%)	12 (12.0%)	4 (4.0%)	100
	Linda	32 (32.0%)	49 (49.0%)	14 (14.0%)	5 (5.0%)	100
	Monze	21 (21.0%)	40 (40.0%)	24 (24.0%)	4 (4.0%)	100
	Zimba	36 (36.0%)	43 (43.0%)	14 (14.0%)	7 (7.0%)	100
<b>Total</b>		<b>123 (31.6%)</b>	<b>182 (46.7%)</b>	<b>64 (16.5%)</b>	<b>20 (5.2%)</b>	<b>389 (100%)</b>

Table 9 shows that participants from rural and urban setting generally were of the opinion that a teacher was well respected in society. Therefore, there was no difference in opinions of participants from both rural and urban setting on whether a teacher was well respected in society or not.

An opinion was sought from the respondents as to which teachers (females or males) they felt were most respected by pupils. Table 10 shows the opinions of the participants.

**Table 10: Teachers Most Respected by Pupils and Location**

Location of School	Name of Secondary School	Frequency / Percent		
		Females	Males	Total %
Rural				
	Chikankata	17 (17.0%)	83 (83.0%)	100 (100%)
	Macha Girls	23 (23.0)	77 (77.0%)	100 (100%)
	Namwala	24 (24.0%)	76 (76.0%)	100 (100%)
	Pemba	22 (19.8%)	89 (80.2%)	111 (100%)
Total		<b>86 (20.9%)</b>	<b>325 (79.1%)</b>	<b>411 (100%)</b>
Urban	Kalomo	22 (22.0%)	78 (78.0%)	100 (100%)
	Linda	30 (30.0%)	70 (70.0%)	100 (100%)
	Monze	14 (15.7%)	75 (84.3%)	89 (100%)
	Zimba	26 (26.0%)	74 (74.0%)	100 (100%)
Total		<b>92 (23.7%)</b>	<b>297 (76.3%)</b>	<b>389 (100%)</b>

Table 10 shows that participants from rural and urban secondary schools were of the opinion that male teachers were accorded higher status by pupils than females. This is also proved by the chi-square tests which indicated that the percentages observed were significant. The tests conclusively show that male teachers were much respected in both rural and urban areas.



Male teachers were accorded high status by pupils than females because they were considered rarely absent from school.

A question was asked to seek opinions from participants as to which teachers they felt were highly regarded in schools due to the subjects they taught. Table 11 shows the responses on yes and no basis.

**Table 11: Teachers Respected by Pupils Based on the Subject They Taught by Location**

<b>Location of School (Rural)</b>	<b>Mathematics</b>		<b>English</b>		<b>Chemistry</b>		<b>Physics</b>		<b>Biology</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Chikankata	93	7	44	56	75	25	77	23	80	20
Macha Girls	83	17	59	41	70	30	49	51	71	29
Namwala	94	4	76	22	52	46	63	35	59	39
Pemba	106	4	85	25	44	66	43	68	68	42
<b>Total</b>	<b>376</b>	<b>32</b>	<b>264</b>	<b>144</b>	<b>241</b>	<b>167</b>	<b>232</b>	<b>177</b>	<b>278</b>	<b>130</b>
	<b>92.2</b>	<b>7.8</b>	<b>64.7</b>	<b>35.3</b>	<b>59.1</b>	<b>41.0</b>	<b>56.7</b>	<b>43.3</b>	<b>68.1</b>	<b>32.8</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>(Urban)</b>	<b>Mathematics</b>		<b>English</b>		<b>Chemistry</b>		<b>Physics</b>		<b>Biology</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Kalomo	94	4	76	22	58	40	64	34	55	43
Linda	88	12	73	27	69	31	51	49	59	41
Monze	84	2	71	16	73	13	58	28	33	53
Zimba	92	6	80	18	48	50	42	56	41	57
<b>Total</b>	<b>358</b>	<b>24</b>	<b>300</b>	<b>83</b>	<b>248</b>	<b>134</b>	<b>215</b>	<b>167</b>	<b>188</b>	<b>194</b>
	<b>93.7</b>	<b>6.3</b>	<b>78.3</b>	<b>21.7</b>	<b>64.9</b>	<b>35.1</b>	<b>56.3</b>	<b>43.7</b>	<b>46.1</b>	<b>47.5</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>

Table 11 shows that participants from rural and urban secondary schools were in agreement with regard to the teachers that they felt were accorded high status by pupils based on the subjects they taught. These were teachers of Mathematics; English; Chemistry; Physics and Biology.

With regard to the reasons for respecting the cited teachers, the study showed that 321 (51.0%) and 308 (49.0%) participants from rural and urban secondary schools felt that these subjects were useful in one's life and 226 (49.5%) and 231 (50.5%) participants from rural and urban secondary schools were of the view that the subjects contributed to national development.

In terms of the least respected teachers based on the subjects they taught, on yes and no basis, the study revealed that the majority 400 (50.0%) participants from rural and 367 (45.9%) from urban secondary schools were of the view that teachers of Zambian Languages; 393 (49.1%) participants from rural and 363 (45.4%) from urban area cited teachers of Home Economics and 395 (49.4%) participants from rural and 366 (45.8%) from urban were of the view that teachers of physical education were least respected by pupils in the sampled secondary schools. The study therefore showed that participants from both rural and urban secondary schools shared similar opinion on the teachers that were considered more respected based on the subjects they taught and the least respected teachers by pupils.

### **Factors People Considered When According Respect to Teachers by Location**

An opinion was sought from the participants as to what factors they thought the public considered when according respect to teachers in the sampled secondary schools. The study revealed that 312 (51.7%) participants from rural and 292 (48.3%) from urban schools were of the view that it was the level of education attained.

While 289 (53.0%) and 258 (47.0%) respondents from rural and urban setting felt that it was the kind of subject taught; 287 (52.8%) and 256 (47.2%) participants from rural and urban schools were of the view that it was the position one held in the school. The study showed that respondents from rural and urban secondary schools generally were in agreement on the factors they felt the public considered when according respect to teachers.

### **Factors Pupils Considered When According Respect to Teachers by Location**

Participants were asked to indicate the factors they thought pupils considered when according respect to teachers. The study showed that 311 (51.6%) and 292 (48.4%) participants from rural and urban secondary schools cited level of education attained, 227 (52.0%) and 212 (48.0%) from rural and urban schools indicated that it was the subject one taught and 297 (52.5%) and 269 (47.5%) from rural and urban setting respectively were of the view that it was the position held in the school. The study revealed that participants from both rural and urban secondary schools shared similar opinions on the factors pupils considered when according respect to teachers in the sampled secondary schools.

### **Subjects Pupils Respected Most in the School**

Respondents were asked to list in order of priority subjects that they felt pupils respected most in school. The study showed that participants; 206 (50.3%) and 204 (49.7%) from rural and urban secondary schools cited Mathematics, 129 (52.1%) and 119 (47.9%) from rural and urban schools cited English; 69 (49.6%) and 70 (50.4%) from rural and urban cited Chemistry. Participants, 87 (53.0%) and 77 (47.0%) from rural and urban respectively cited Biology while 52 (50.3%) and 93 (49.7%) respondents from rural and urban schools indicated Physics.

The study has shown that participants from rural and urban secondary schools were in agreement on the list of subjects they felt pupils respected most in school. These were; Mathematics, English, Chemistry, Biology and Physics. Participants were of the view that the five subjects Mathematics, English, Chemistry, Biology and Physics were very useful in one's life, used for communication and a requirement for entry into institutions of higher learning.

### **5.3 Findings from Teachers and Head Teachers**

This section presents findings from teachers and head teachers of the sampled secondary schools. While head teachers were administrators / supervisors, they were also teachers. The researcher therefore, found it necessary to administer the teacher's questionnaire to the eight (8) head teachers.

Using a questionnaire, the researcher wanted to find out from the respondents their opinions on the status of teachers from the selected urban and rural secondary schools in Southern Province of Zambia, as well as to establish the factors that affected their status. Therefore, opinions were sought on: whether teaching was their first priority job or not, whether they were happy to be teachers or not; whether a teacher was well respected in society or not and factors that people and pupils considered when according status to teachers.

With regard to the status of teachers, participants were asked to give their opinion on whether teaching was their first priority job or not. Table 12 shows the responses.

**Table 12: Establishing Whether Teaching was The First Priority Job or not by Teachers,  
Head Teachers and Location**

Location of School	Name of Secondary School	Frequency /Percent		Total /%
		Yes	No	
Rural	Chikankata	3 (20.0%)	12 (80.0%)	15 (100)
	Macha Girls	9 (52.9%)	8 (47.1%)	17 (100)
	Namwala	15 (51.7%)	14 (48.3%)	29 (100)
	Pemba	9 (52.9%)	8 (47.1%)	17 (100)
	<b>Total</b>	<b>36 (46.2%)</b>	<b>42 (53.8%)</b>	<b>78 (100)</b>
Urban	Kalomo	8 (26.7%)	22 (73.3%)	30 (100)
	Linda	14 (36.8%)	24 (63.2%)	38 (100)
	Monze	14 (40.0%)	21(60.0%)	35 (100)
	Zimba	10 (43.5%)	13 (56.5%)	23 (100)
	<b>Total</b>	<b>46 (36.5%)</b>	<b>80 (63.5%)</b>	<b>126 (100)</b>

Table 12 shows that 36 (46.2%) participants from rural and 46 (36.5%) from urban setting indicated that teaching was their first priority job while the majority 80 (63.5%) teachers from urban schools and 42 (53.8%) from rural setting indicated that teaching was not their first priority job. The study further revealed that 2 head teachers from rural and 2 from urban secondary schools indicated that teaching was their first priority job and 2 from rural and 2 from urban located secondary schools cited teaching to have not been their first priority job.

The study has shown that while an equal number of head teachers from rural and urban setting had similar opinions on whether teaching was their first priority job, majority of teachers from urban setting joined the profession as a last resort. The table also shows that more participants 36 (46.2%) from rural than from urban 46 (36.5%) had teaching as their first priority job.

Respondents that cited teaching not to have been their first priority job, wanted to be accountants; medical doctors; lawyers and journalists. The reasons for the preferred jobs varied and included the following; first priority job had high status and prestige in society, good and attractive conditions of service, high salary. For some, they wanted to help the sick while other participants felt that their first preferred job contributed to national development and others cited passion and interest in their priority jobs. The study has shown that head teachers from rural and urban secondary schools had similar opinions on whether teaching was their first priority job or not.

An opinion was sought from the participants as to whether they were happy or not to have joined the teaching profession. Table 13 shows the responses by location, teachers and head teachers.

**Table 13: Establishing Whether Happy to be a Teacher or not by Location, Teachers and Head Teachers**

Location of School	Name of Secondary School	Frequency /Percent		Total /%
		Yes	No	
Rural	Chikankata	10 (66.7%)	5 (33.3%)	15 (100)
	Macha Girls	14 (82.4%)	3 (17.6%)	17 (100)
	Namwala	24 (82.8%)	5 (17.2%)	29 (100)
	Pemba	13 (76.5%)	4 (23.5%)	17 (100)
	<b>Total</b>	<b>61 (78.2%)</b>	<b>17 (21.8%)</b>	<b>78 (100)</b>
Urban	Kalomo	20 (66.7%)	10 (33.3%)	30 (100)
	Linda	30 (78.9%)	8 (21.1%)	38 (100)
	Monze	26 (74.3%)	9 (25.7%)	35 (100)
	Zimba	20 (87.0)	3 (13.0%)	23 (100)
	<b>Total</b>	<b>96 (76.2%)</b>	<b>30 (23.8%)</b>	<b>126 (100)</b>

Table 13 shows that participants from rural and urban secondary schools were happy to be teachers respectively. However, 17 (21.8%) and 30 (23.8%) participants from rural and urban schools indicated that they were not happy that they had joined the teaching profession. The study further revealed that 4 head teachers from rural and 4 from urban secondary schools were happy to be teachers. This means participants were in agreement with regards to whether they were happy to have joined the teaching profession or not.

Participants from rural and urban secondary schools that indicated to have been happy to be teachers attributed it to have had an opportunity to impart knowledge in the young, enjoyed being with pupils, had passion and interest in the job, felt that the job was well respected in society, the job was contributing to national development and that they wanted to earn a living. For those that cited not happy to have joined the teaching profession attributed it to poor conditions of service for teachers. The study has also shown that participants from both rural and urban secondary schools had similar reasons for becoming teachers.

A question was asked to seek opinions from participants on whether they felt teachers were well respected in society or not. Table 14 shows the opinions of the respondents from rural and urban secondary schools.

**Table 14: Establishing Whether a Teacher was Well Respected in Society or not by**

**Location**

<b>Location of School</b>	<b>Name of Sec School</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total / %</b>
Rural	Chikakata	4 (26.7%)	3 (20.0%)	8 (53.3%)	0	15 (100%)
	Macha Girls	4 (24.0%)	11 (64.5%)	2 (11.5%)	0	17 (100%)
	Namwala	4 (14.0%)	15 (52.0%)	9 (31.0%)	1 (3.0%)	29 (100%)
	Pemba	6 (35.0%)	7 (41.0%)	2 (12.0%)	2 (12.0%)	17 (100%)
<b>Total</b>		<b>18 (23.1%)</b>	<b>36 (46.2%)</b>	<b>21 (26.9%)</b>	<b>3 (3.8%)</b>	<b>78 (100%)</b>
Urban	Kalomo	3 (10.1%)	13 (43.3%)	10 (33.3%)	4 (13.3%)	30 (100%)
	Linda	8 (21.0%)	15 (39.5%)	11 (29.0%)	4 (10.5%)	38 (100%)
	Monze	3 (8.6%)	16 (45.7%)	14 (40.0%)	2 (5.7%)	35 (100%)
	Zimba	8 (34.8%)	10 (43.5%)	4 (17.4%)	1 (4.3%)	23 (100%)



<b>Total</b>	<b>22 (17.5%)</b>	<b>54 (42.9%)</b>	<b>39 (30.9%)</b>	<b>11 (8.7%)</b>	<b>126 (100%)</b>
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Table 14: shows that 18 (23.1%) participants from rural and 22 (17.5%) from urban secondary schools strongly agreed that a teacher was well respected in society and 36 (46.2%) respondents from rural and 54 (42.9%) from urban secondary schools were of the opinion that a teacher was well respected in society. The study further showed that 21 (26.9%) respondents from rural and 39 (30.9%) from urban secondary schools disagreed to the statement that a teacher was well respected in society while 3 (3.8%) participants from rural and 11 (8.7%) from urban strongly disagreed that a teacher was well respected in society.

The study also showed that 4 head teachers from rural secondary schools were of the view that a teacher was well respected in society while 4 head teachers from urban secondary schools felt that a teacher was not well respected in society. Respondents that felt that a teacher was not well respected in society cited poor conditions of service and low teacher's salary as the contributing factors to the low status of a teacher. The study showed that generally participants from rural and urban secondary schools were in agreement that a teacher was well respected in society.

With regard to the things teachers desired to have, participants were asked to indicate things they felt teachers desired to have. Table 15 shows opinions of respondents by location.

**Table 15: Things Teachers Desired to Have by Location**

Location of School	High Salary		Total	Further Education		Total	Accommodation		Total	Respect		Total
	Yes	No		Yes	No		Yes	No		Yes	No	
<b>Rural</b>												
Chikankata	12	3	15	8	7	15	5	10	15	10	5	15
Macha Girls	13	4	17	14	3	17	13	4	17	12	5	17
Namwala	20	9	29	21	8	29	19	9	28	13	15	28
Pemba	15	2	17	12	5	17	10	7	17	12	5	17
<b>Total</b>	<b>60</b>	<b>18</b>	<b>78</b>	<b>55</b>	<b>23</b>	<b>78</b>	<b>47</b>	<b>30</b>	<b>77</b>	<b>47</b>	<b>30</b>	<b>77</b>
	<b>76.9%</b>	<b>23.1%</b>		<b>0.5%</b>	<b>29.5%</b>		<b>61.0%</b>	<b>38.9%</b>		<b>61.0%</b>	<b>38.9%</b>	
Urban	High Salary		Total	Further Education		Total	Accommodation		Total	Respect		Total
	Yes	No		Yes	No		Yes	No		Yes	No	
Kalomo	21	7	28	20	8	28	18	10	28	19	9	28
Linda	25	13	38	33	5	38	23	15	38	29	9	38
Monze	22	13	35	26	9	35	21	14	35	25	10	35
Zimba	20	2	22	15	7	22	12	10	22	9	12	21
<b>Total</b>	<b>88</b>	<b>35</b>	<b>123</b>	<b>94</b>	<b>29</b>	<b>123</b>	<b>74</b>	<b>49</b>	<b>123</b>	<b>82</b>	<b>40</b>	
	<b>71.5%</b>	<b>28.5%</b>		<b>76.4%</b>	<b>23.6%</b>		<b>61.2%</b>	<b>39.8%</b>		<b>67.2%</b>	<b>32.7%</b>	<b>122</b>

The study showed that 60 (76.9%) and 88 (71.5%) from rural and urban located secondary schools respectively cited high salary / money; 55 (70.5%) and 94 (76.5%) participants from rural and urban schools cited further education; 47 (61.0%) and 74 (61.2%) respondents from rural and urban setting cited accommodation and 47 (60.0%) from rural and 82 (67.2%) from urban schools respectively cited respect.

Furthermore, chi-square tests indicate that the observed percentages are statistically significant at 5% which means that the urban and rural teachers had the same preferences as this is indicated by the significant probability values which are less than 5%.

The study further showed that 3 and 2 head teachers from rural and urban cited high salary / money, 3 and 2 head teachers from rural and urban secondary schools cited further education; 3 and 3 participants from rural and urban secondary schools cited respect respectively. The study therefore revealed that participants from both rural and urban secondary schools were in agreement on the things they felt teachers desired.

### **Things that Would Make a Teacher Command Respect in Zambia by Teachers, Head Teachers and Location**

In terms of things that would make a teacher command respect in Zambia, the study showed that 35 (42.2%) respondents from rural and 48 (57.8%) from urban schools cited high salary; 18 (40.0%) participants from rural and 27 (60.0%) from urban schools were of the view that it was good conduct and 15 (48.4%) from rural and 16 (51.6%) from urban secondary schools felt that it was descent accommodation. It was also revealed that head teachers from both rural and urban secondary schools cited good accommodation and good conduct respectively. The study

has shown that participants from both rural and urban secondary schools were in agreement on the things they felt would make a teacher command respect in society.

### **Things that Would Make a Teacher Receive Respect from Pupils in Secondary Schools by Teachers, Head Teachers and Location**

An opinion was sought from participants with regard to the things they felt would make a teacher receive respect from pupils.

To this regard, the study showed that 23 (63.9%) from rural and 27 (49.1%) from urban secondary schools cited good conduct and 13 (36.1%) participants from rural and 28 (49.1%) from urban cited good teaching respectively. The study further showed that 3 head teachers from rural and 3 from urban secondary schools were of the view that good conduct and good teaching would make teachers be accorded high respect by pupils.

It can be noted that participants from rural and urban secondary schools had similar opinions on the things that they felt would make a teacher be accorded respect by pupils.

### **Jobs that One Would Recommend to a Relative by Location, Teachers and Head Teachers**

An opinion was sought from respondents regarding the job they would recommend to a relative to take. The study showed that 19 (39.6%) participants from rural and 28 (58.3%) from urban schools cited medical doctor, 13 (44.8%) respondents from rural and 16 (55.2%) from urban area cited lawyer, 10 (40.0%) participants from rural and 15 (60.0%) from urban secondary schools were of the view that they would encourage a relative to be a teacher. The study further revealed that 3 head teachers from rural and 3 from urban secondary schools cited medical doctor and

teaching as being the jobs they would recommend to a relative. The cited jobs were considered to be well paying and with job security.

In terms of a job one would not recommend to a relative, it was revealed that teachers from both rural and urban setting cited a pre-school teacher.

The study further revealed that 2 head teachers from rural and 2 from urban located secondary schools were of the view that they would not encourage a relative to be a pre-school teacher. This was because it was considered a low paying job.

From the findings, it can be noted that there was no difference in the opinions of participants from rural and urban schools with regards to the job one would recommend or not to a relative.

### **Things that Made Some Jobs More Respected in Society Than Others by Location, Teachers, Head Teachers**

Some jobs were said to be more respected in society than others. On a yes and no basis, respondents were asked to indicate things they thought gave some jobs higher respect than others. The study revealed that the majority 63 (30.9%) and 109 (53.4%) of teachers from rural and urban secondary schools cited high salary while 45 (22.1%) and 69 (33.8%) respondents from rural and urban secondary schools were of the view that it was the important service that the job offered to the public.

The study also revealed that 4 head teachers from rural and 4 from urban secondary schools were of the view that high salary gave some jobs higher status in society while 3 head teachers from rural and 1 from urban secondary schools felt that it was the important service that the job

offered to the public. Participants from rural and urban secondary schools therefore were in agreement on the factors that contributed to some jobs being accorded higher status in society.

With regard to the people that were respected in Zambia, 48 (25.1%) and 143 (74.8%) respondents from rural and urban secondary schools felt that it was people with a lot of money and 61 (41.5%) and 86 (58.5%) respondents from rural and urban secondary schools were of the view that it was people with both power and money.

The study further showed that 3 head teachers from rural and 1 from urban secondary schools cited people with a lot of money and 1 head teacher from rural and 3 from urban secondary schools cited people with both power and money.

In terms of things that one should have in order to be respected in society, the study revealed that 63 (39.4%) and 97 (60.9%) participants from rural and urban secondary schools cited high salary; 54 (38.8%) respondents from rural and 85 (61.2%) from urban cited power over many people and 73 (41.7%) participants from rural and 102 (58.3%) from urban secondary schools cited descent accommodation respectively. The study further showed that 3 head teachers from rural and 4 from urban secondary schools were of the view that one needed to have descent accommodation and 1 head teacher from rural and 3 from urban secondary schools cited power over many people.

The findings showed that participants from both rural and urban secondary schools had similar opinions on the things they felt one needed in order to be accorded respect in society.

A question was asked as to which teachers respondents felt were most respected by pupils in schools. Table 16 shows the opinions of the participants.

**Table 16: Teachers Most Respected in Schools by Location, Teachers and Head****Teachers**

<b>Location of School</b>	<b>Name of Secondary School</b>	<b>Frequency /Percent</b>		
		<b>Females</b>	<b>Males</b>	<b>Total /%</b>
Rural	Chikankata	4	11	15
	Macha Girls	7	10	17
	Namwala	10	19	29
	Pemba	5	12	17
<b>Total</b>		<b>26 (33.3%)</b>	<b>52 (66.7%)</b>	<b>78 (100)</b>
Urban	Kalomo	13	17	30
	Linda	12	26	38
	Monze	14	21	35
	Zimba	9	14	23
<b>Total</b>		<b>48 (38.1%)</b>	<b>78 (61.9%)</b>	<b>126 (100)</b>

Table 16 shows that 52 (66.7%) and 78 (61.9%) participants from rural and urban secondary schools respectively were of the view that male teachers were more respected by pupils in schools than female teachers. These probabilities are statistically significant and the percentages observed (male teachers) are significantly different from the other observed percentages (female teachers) at 5% level of significance. This test shows that male teachers are significantly respected in both rural and urban schools.

It was further revealed that 3 head teachers from urban and 2 from rural secondary schools were of the view that male teachers were most respected by pupils. This was because they were considered to be rarely absent from school. The findings have shown that participants from both rural and urban secondary schools were in agreement that male teachers were accorded higher status in the sampled secondary schools by pupils than female teachers.

An opinion was sought from Teachers and Head Teachers as to which teachers they felt were accorded respect by pupils based on the subjects they taught. Table 17 shows the responses by location.

**Table 17: Teachers Whom Pupils Respected Based on the Subject They Taught by Location, Teachers and Head Teachers**

Location of School	English		Mathematics		Physics		Biology	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Rural</b>								
Chikankata	12	1	13	0	10	3	10	4
Macha Girls	12	5	16	1	15	2	13	3
Namwala	18	11	24	5	25	4	20	8
Pemba	13	2	14	1	15	0	14	8
<b>Total</b>	<b>55</b> <b>75.3%</b>	<b>18</b> <b>24.6%</b>	<b>67</b> <b>94.4%</b>	<b>4</b> <b>5.6%</b>	<b>65</b> <b>87.8%</b>	<b>9</b> <b>12.2%</b>	<b>57</b> <b>71.3%</b>	<b>23</b> <b>28.7%</b>
<b>Urban</b>								
Kalomo	17	11	25	3	22	6	21	8
Linda	20	15	34	1	32	3	25	12
Monze	19	14	30	3	31	2	24	11
Zimba	9	10	17	2	15	4	14	8
<b>Total</b>	<b>65</b> <b>56.5%</b>	<b>50</b> <b>43.5%</b>	<b>106</b> <b>92.2%</b>	<b>9</b> <b>7.8%</b>	<b>100</b> <b>86.9%</b>	<b>15</b> <b>13.0%</b>	<b>84</b> <b>68.3%</b>	<b>39</b> <b>31.7%</b>



Despite more urban teachers stating that teachers of English were highly respected based on the subject they taught, this is not statistically different from the percentage of teachers that indicated a no. This is proved by high probability value of 13% that indicates that the two percentages are not different at 5% level of significance. The study therefore, revealed that participants from rural and urban secondary schools were of the opinion that teachers of English, Mathematics, Physics and Biology were respected in schools based on the subjects they taught. Therefore, teachers of these subjects were accorded higher status in both rural and urban schools.

The study further showed that 4 head teachers from urban and 3 from rural secondary schools cited teachers of Mathematics, English, Physics and Biology as being accorded high status by pupils based on the subject they taught. Participants from rural and urban setting were of the view that teachers of the four listed subjects were accorded respect by pupils because the subjects were considered very useful in life, used for communication purposes and were a requirement for entry into higher institutions of learning such as colleges and universities.

The findings indicate that respondents from rural and urban secondary schools were in agreement with regard to the teachers that were accorded high status by pupils based on the subjects they taught.

An opinion was sought from the participants on the factors they felt were considered by the public when according respect to teachers. Table 18 shows the factors as given by participants from rural and urban secondary schools respectively.

**Table 18: Factors People Considered When According Respect to Teachers by Location, Teachers and Head Teachers**

Rural	Level of Education Attained			Subject Taught			Position Held in the School		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Chikankata	10	4	14	10	4	14	10	5	15
Macha Girls	13	3	16	13	3	16	10	6	16
Namwala	20	8	28	21	8	29	16	13	29
Pemba	12	4	16	12	4	16	10	5	15
<b>Total</b>	<b>55</b> <b>74.3%</b>	<b>19</b> <b>25.6%</b>	<b>74</b>	<b>56</b> <b>74.6%</b>	<b>19</b> <b>25.3%</b>	<b>75</b>	<b>46</b> <b>63.3%</b>	<b>29</b> <b>38.6%</b>	<b>75</b>
Urban	Yes	No	Total	Yes	No	Total	Yes	No	Total
Kalomo	21	8	29	22	6	28	21	5	26
Linda	25	12	37	23	14	37	28	9	37
Monze	24	11	35	22	13	35	19	15	34
Zimba	14	8	22	15	7	22	16	6	22
<b>Total</b>	<b>84</b> <b>68.3%</b>	<b>39</b> <b>31.8%</b>	<b>123</b>	<b>82</b> <b>67.2%</b>	<b>40</b> <b>32.7%</b>	<b>122</b>	<b>84</b> <b>70.6%</b>	<b>35</b> <b>29.4%</b>	<b>119</b>

The study has shown that participants from rural and urban located secondary schools cited the level of education one had attained; subject one was teaching and the position held in the school as the factors people considered when according status to a teacher. This is also statistically proved by the probabilities that are observed in the chi-square tests.

The tests indicate that the higher percentages observed are statistically significant and different from the lower probabilities.

The study also revealed that head teachers from rural and urban located secondary schools were of the view that people considered; level of education one had attained; grade level one was teaching when according status to teachers. The study showed that there was no difference in opinions between participants from rural and urban setting in terms of factors they felt the public considered when according status to teachers.

### **Factors Pupils Considered When According Respect to a Teacher**

With regard to the factors pupils considered when according status to a teacher, the study revealed that 46 (61.3%) participants from rural and 84 (70.6%) from urban secondary schools cited position one held in the school and 57 (76.0%) from rural and 85 (71.3%) from urban secondary schools were of the opinion that it was the subject one taught.

The study further revealed that 3 head teachers from rural and 2 from urban secondary schools cited grade level taught; 2 participants from rural and 2 from urban cited subject taught and 1 from rural and 3 from urban setting cited one's salary respectively. The findings indicate that participants from both rural and urban secondary schools shared similar opinions on the factors pupils considered when according status to a teacher.

## **5.4 Findings from Parents**

### **5.4.1 Overview**

The other group of respondents was that of parents. The researcher conducted a series of Focus group discussions with parents ( 123) living in communities around the sampled secondary schools to obtain information on status of teachers, perception of parents on teacher status and the factors that they felt pupils and community members considered when according respect to teachers.

This section therefore, presents findings from the focus group discussions held with one hundred and Twenty Three (123) parents. Out of the 123 parents, 68 (55.3%), 17 (25.0%) females and 51 (75.0%) males were from communities around the 4 rural located secondary schools and 55 (44.7%) 19 (34.5%) females and 36 (65.5%) males were from communities around the 4 urban secondary schools.

### **5.4.2 Some Jobs are Said to be of High Status or Respect by the Public, what are Some of These Jobs and What Three Things Would you Say Give These Jobs Respect?**

With regard to the type of jobs that enjoyed respect in society, it was revealed that participants from rural and urban setting were of the opinion that medicine, law, teaching and accountancy were professions that were accorded respect by the public. Participants felt that these occupations were considered well paying, demanded long training and offered a service to society thereby contributing to national development.

Participants were also of the view that Medical Doctors, Lawyers, Teachers and Accountants enjoyed respect in society because they were highly paid and had property such as vehicles and houses.

Anyone in the community with such kind of property was considered rich. Owning property is indicative of one's wealth; therefore, such people were accorded high status in society.

The study therefore showed that participants from rural and urban communities shared the same opinion on the type of jobs that were highly regarded by the public and the factors that contributed to their high status.

#### **5.4.3 The Status of the Teaching Profession is said to be Declining, What in your Opinion are the Possible Contributing Factors?**

With regard to the factors that contribute to the declining status of the teaching profession, the study revealed that parents from rural and urban communities were of the opinion that low teacher's salary, bad conduct or behaviour of some teachers, lack of commitment to duty by some teachers were some of the possible factors. They observed that some teachers did not behave according to what was expected of a teacher thereby compromised on the respect they were accorded in society.

For example one participant from rural setting said: "Some teachers behaved irresponsibly by drinking alcohol excessively in some cases with parents resulting in them losing one of their roles that of being good role models to pupils and community members". Parents also observed that some teachers did not dress in a way that was befitting of a teacher. They felt that perhaps this was due to the low salary teachers received. It was learnt that some teachers went to classes dressed in pairs of jeans which was not the case in the past.

The views of parents showed that there was no difference in opinions of participants from both rural and urban setting on the possible factors contributing to the declining status of the teaching profession.

#### **5.4.4 Do you Think the Teaching Profession is Accorded The Status or Respect it Deserves?**

An opinion was sought from the respondents as to whether teaching was accorded the respect it deserved in society. The study revealed that participants from rural and urban setting were of the opinion that the teaching profession was accorded respect by society because teachers had a very important role in society, that of educating the young that later became adults and got employed either in formal or informal sector thereby contributing to the economy of the country.

They observed that teachers enjoyed respect in society because they were considered as a reservoir of knowledge and resource persons on many issues pertaining to education in particular and others in general. It was also observed that teachers were a custodian of policies on education and assisted the communities in interpreting such policies making it easy for community members to understand their role in the provision of education since they also had a role to play in the education of their children.

One parent from an urban setting intimated that:

Without a teacher there would be no workers since every profession was shaped by a teacher through training. Therefore, teachers were very important hence the respect they enjoyed in society. Most of the politicians were once teachers indicating that the teaching profession was important.

Though the collective view of the parents from rural and urban setting was that generally the teaching profession was accorded respect it deserved in society, it was observed that some teachers were not conducting themselves as expected of a teacher thereby tarnishing the image of teachers in particular and that of the teaching profession in general.

An example of misconduct by some teachers was given by one parent from a rural setting who observed that:

Some male teachers have been having intimate relationships with some girl children to the extent that some even became pregnant and subsequently dropped out of school. He observed that such behavior was not acceptable since teachers were regarded as parents by the community.

The parent further said: “What was most unfortunate was that these male teachers neither married these girls nor accepted responsibility of taking care of both the young mother and the baby”. The study revealed that parents from rural and urban communities were in agreement with regard to whether the teaching profession was accorded the respect it deserved by the public.

#### **5.4.5 In your Opinion, How Valuable was The Teaching Profession in the Past? Do you Think it is Still Valued even Today?**

With regard to the value of the teaching profession in the past and whether it was still valued today, the study showed that participants from both rural and urban communities were of the view that the teaching profession was well respected in the past, and teachers were highly regarded in society and were among the few educated people. Participants were also of the opinion that the teaching profession still enjoys high status in society because it was an important occupation which produced other professions. They noted that teaching was the cornerstone to development because it trained the needed human resource to foster development in the country. They further observed that development of the country was dependent on teachers without which there would be no development hence the value, appreciation and respect accorded to teachers and the teaching profession.

The study showed that participants from rural and urban communities shared similar opinion on the value of teaching in the past and how it is perceived today by the public.

#### **5.4.6 Do you Think There is a Difference in Status Between Teachers Teaching in Urban and Rural Secondary Schools?**

An opinion was sought from the participants on whether they felt there was a difference in status between teachers in rural and those in urban secondary schools. To this regard, the study revealed that participants from rural and urban communities were of the view that there was no difference in status of teachers in rural and urban schools because society perceived them as teachers regardless of whether they were teaching in rural or urban secondary school. Participants felt that the role of teachers was the same, that of educating the young people imparting knowledge, competencies, values and attitudes to make them responsible citizens in their adulthood thereby contributing to development at various levels- individual, family, community and national hence the reason why society accorded similar social status to teachers.

However, parents also observed that while the teaching profession was accorded similar status, there were times when individual teachers were not accorded high social status because of their behaviour which was not socially accepted. By and large the study showed that participants were in agreement that there was no difference in status between teachers in rural and urban setting.

#### **5.4.7 What in your Opinion are Some of The Factors the Public Considers when According Status to Teachers Teaching at Secondary School Level?**

An opinion was sought from the respondents as to what factors they felt the public considered when according respect to secondary school teachers. The study showed that parents from rural and urban setting cited the following factors; the behaviour or conduct of a teacher; the quality of teaching- whether pupils passed or not; the position of a teacher in the school; the subject the teacher taught; the grade level one was teaching and the relationship with community members.



A parent from rural setting noted that:

Teachers with a socially accepted behaviour for example, those that respected elders, greeted people, gave rides to people when found walking the same direction and those that were social-thus not proud were highly regarded in communities.

The study showed that there was no difference in opinions between participants from rural and urban setting on the factors that they felt the public considered when according respect to teachers at secondary school level.

#### **5.4.8 What in your Opinion, are Some of the Factors Pupils Consider when According Respect or Status to Secondary School Teachers ?**

A question was asked as to what factors participants felt pupils considered when according respect to secondary school teachers. The study revealed that participants from both rural and urban setting were of the view that the factors that pupils considered when according respect to teachers were;

1. Position of a teacher in the school.
2. Subject that the teacher was teaching.
3. Grade level one was teaching.
4. Masterly of the subject matter.

Parents were also of the view that if majority of children passed their examinations or got selected to a higher grade level, was indicative of masterly of the subject matter by the teacher. They also felt that teachers that were teaching mathematics and sciences were of high abilities because these subjects were considered difficult both to teach and learn. Therefore, such teachers were highly regarded in school and community. It can be seen that respondents from rural and urban communities were in agreement with regard to the factors they felt pupils considered when according status to teachers.

#### **5.4.9 Which Teachers do you Think Enjoy High Status or Respect in the Secondary School in Your Community and Why?**

An opinion was sought from parents with regard to the teachers they thought were accorded high status in a secondary school in their community. It was revealed that parents from both rural and urban setting were of the opinion that male teachers enjoyed high status in schools. They were of the view that male teachers were more committed to their work. Parents were also of the opinion that most male teachers taught mathematics and sciences, subjects that were considered difficult to teach and important. On this assumption, these subjects were highly regarded by pupils as such male teachers enjoyed higher status in schools than females.

The study therefore showed that there was no difference in opinions of parents from rural and those from urban area on the teachers they felt were accorded high status by pupils in a secondary school in their community.

#### **5.4.10 In your Opinion, Do you Think Teachers in a Secondary School in Your Community are Accorded Respect by the Community?**

With regard to whether teachers in schools in their community were accorded respect by the community, the study revealed that parents from rural and urban setting were of the view that teachers in secondary schools in their communities were accorded respect by community members. They observed that a teacher was the most educated person particularly in a rural community and that he / she was consulted on matters pertaining to education and the community hence the respect accorded to them.

The study further showed that parents had high regard for teachers in their communities because of the important role they play- imparting knowledge to children.

The study also revealed that there was no difference in opinions between participants from rural and those from urban setting with regard to whether teachers in secondary school in their communities were accorded respect by the community.

#### **5.4. 11 Which People Do you Think have High Status in Your Community and Why?**

An opinion was sought from the participants as to which people they thought had high status in their community and why?. To this regard, the study revealed that parents from rural and urban setting were of the view that medical doctors, lawyers, politicians and accountants were held in high esteem in their communities. This was because these professionals lived life styles which were considered to be out of the ordinary, admirable and were considered well to do. They also felt that these people lived in big and nice houses, drove big nice cars and these things were indicative of their high salary and subsequently were accorded high status by community members.

The study showed that participants from rural and urban areas were in agreement with regard to the people they felt had high status in their community and the reasons for according them respect.

#### **5.4.12 What in Your View, Should be Done to Raise the Status of Teachers in Your Community Particularly when Compared to Other Professionals?**

An opinion was sought from participants on how the status of teachers could be raised to be comparable to other professionals that were highly regarded in communities. The study showed that parents from rural and urban setting noted that most of the factors contributing to the declining status of teachers were as a result of their poor conditions of service.

It was therefore suggested that the government through the Ministry of Education, Science, Vocational Training and Early Education should improve the conditions of service for teachers so that they are comparable to those of their counter parts in other professions with similar academic qualification. It was also suggested that those in authority should ensure that teachers conducted themselves accordingly in order to command respect from the public.

Parents from rural and urban setting were in agreement on how teachers' status could be raised to be comparable with those of the highly regarded professionals.

#### **5.4.13 Any Comment/s on the Status of Teachers Teaching in Rural and Urban Secondary Schools in Particular or Teachers in General.**

Parents were of the view that teachers enjoyed respect in society and that their work was respected and appreciated by the public. It was also observed that while teachers did not work under lucrative conditions of service, they were committed to their work.

One parent from rural community reiterated the fact that:

Teaching was a very important profession and so were the teachers and urged the government to look into the plight of teachers particularly housing.

#### **5.4.14 Summary**

This chapter presented the findings of the study obtained from pupils, teachers, head teachers and parents on the status of teachers in the selected secondary schools in Southern Province of Zambia and the factors that affected their status. The findings showed that teachers and the teaching profession enjoyed respect in society and that their work was considered very important, valued and appreciated by the public.

This chapter also presented some of the factors participants felt affected the status of teachers whether teaching in rural or urban setting. The factors included; the level of education of a teacher, the grade one was teaching, the subject / s one was teaching and the position held in the school; conduct of the teacher; relationship with community members.

The next chapter discusses the findings.

## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS**

#### **6.1 Overview**

This Chapter discusses the findings of the study according to the objectives which were to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia and to establish factors that affected their status. Following the objectives of the study, the following questions were asked.

1. Are there any differences in the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia?
2. What are the factors that affect the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia?

#### **6.2 Teacher's Status**

The first objective of the study was to compare the status of teachers in selected urban and rural secondary schools in Southern Province of Zambia. The issue of teachers' status is a concern in many countries, particularly third world countries to which Zambia belongs. Literature has shown that though teachers were accorded high status in the past, their status has been declining and that they were demoralized and fractured (VSO 2002). Literature further revealed that teachers and the teaching profession was not one of the occupations that enjoyed high status in society due to various reasons among them poor working conditions and that it was a job of last resort, and those that joined the profession were from poor background.

Similarly, available data on the status of teachers in Zambia has revealed that the teaching occupation was not a high status profession. A study conducted in Zambia by (VSO 2002), revealed that teachers were perceived as people of low status by the employer and that while they probably enjoyed high status in the past the situation was now different and that they were not held in high esteem like their colleagues in other professions that had similar academic qualifications.

Though VSO (2002), revealed that teachers were not respected by the public and that teaching was considered a profession of low status in society particularly when compared with other professions that were held in high esteem, this study has shown that a teacher was respected in society and that the teaching profession was held in high esteem because of the role it plays in the national economy.

Tables 9 and 14 on pages 80 and 89 show that pupils and teachers from rural and urban secondary schools respectively felt that a teacher was well respected in society. This view by pupils and teachers that teachers were respected in society was shared by parents from both rural and urban settings who were of the opinion that a teacher was respected and appreciated in society. Parents intimated that without a teacher, there would be no other professions and that the role of teachers in society was considered very important.

A teacher was perceived as a source of knowledge and a resource person in a community because he / she was consulted on many issues particularly those pertaining to education of children. Parents felt that teachers were role models for both school going pupils and the out of school as well as to the larger community. As can be seen from the findings, teachers were highly regarded in society despite their poor conditions of service.

According to the reviewed literature poor conditions of service for teachers contributed to their low status in society particularly when compared to other professionals such as medical doctors, engineers, lawyers, politicians and others that society perceived to be of high standing.

Though table 14 on page 89 shows that 54 (69.3%) of teachers from rural schools were of the opinion that those in rural setting enjoyed slightly higher status than teachers in urban setting, the difference is very minimal. The minimal difference in respect between teachers in rural and urban secondary schools as shown by the study could be attributed to the fact that their role in society was similar, that of imparting knowledge, skills, attitudes, competences and values in the young people that would make them become responsible citizens in their adulthood. Teachers also worked under similar conditions of service and had similar academic and professional qualifications. Their work was also seen in terms of the value or contribution to society. Therefore, teachers whether serving in rural or urban setting contributed to national development as such society accorded them respect based on their work collectively.

Generally the study has shown that a teacher was well respected in society regardless of whether she / he was teaching in rural or urban secondary school. Since the difference with regard to respect between teachers in rural and urban secondary schools was minimal, it can be said that teachers in the selected rural and urban secondary schools in Southern Province of Zambia were highly regarded in society.

### **Teachers Most Respected in School**

Pupils were asked to give their opinion on the kind of teachers they felt were accorded high respect by pupils in the school.



The question was intended to find out from participants teachers they respected most and the basis for the respect. While the study revealed that participants from rural and urban schools were of the view that generally all teachers were accorded respect by pupils and the community at large, there was some difference in the status accorded to teachers when it came to the gender of the teacher, subject taught, the grade level and how the subject was perceived by pupils.

The study showed that 325 (79.1%) of pupils from rural and 297 (76.3%) from urban secondary schools were of the view that male teachers enjoyed higher status in schools than females as shown in table 10 on page 81. Similarly, table 16 on page 96 shows that majority of the teachers 52 (66.7%) from rural and 78 (61.9%) from urban setting were also of the opinion that male teachers were accorded higher status by pupils in the selected schools than females. This view was also shared by head teachers and parents who also observed that male teachers were accorded higher social status by pupils in school than females.

The study showed that the respect accorded to male teachers was not confined to the location of a secondary school but it would appear that regardless of the location, perceptions of pupils, teachers, head teachers and parents with regard to according of social status to teachers in school were similar. This means gender was a factor that pupils considered when according respect to teachers. The findings of the study therefore showed that male teachers in the selected rural and urban secondary schools in Southern Province of Zambia were accorded higher status by pupils in schools than female teachers.

However, it is important to note that though there were differences in according of status to teachers by pupils based on one's gender; the services they rendered to society were not valued based on the gender of a teacher but on the profession.

One would have thought that both female and male teachers would be accorded similar respect by pupils regardless of the differences in their gender. Perhaps this perception could be attributed to the social and cultural orientation in society which makes people not appreciate the role women play in society. Women's work was usually associated with household or family thereby perceiving a female teacher as a woman or mother and not as a professional.

It should be noted that in this study, male teachers were most respected by pupils because they were perceived to have been rarely absent from school and committed to their work. It is also important to note that while male teachers were accorded respect by pupils based on the perception that they were rarely absent from school, female teachers have triple roles in society; they are teachers /employees, mothers and community workers. Female teachers are the ones that take their children to health centres when they are sick, they attend to community work such as funerals in communities, they travel to villages or other places if a relative is sick whether theirs or that of a husband while the husband who may also be a teacher remains teaching and subsequently earns respect from pupils for being rarely absent from work.

While a husband could be willing to take a child to the clinic or hospital to seek health services, society may not take kindly to this because culturally, a woman was the one expected to attend to family issues. Therefore, it might appear that cultural beliefs and norms contribute to the low status accorded to female teachers by pupils. Culturally society does not mind if a man does not attend to certain family obligations for example ceremonies or funerals, but it comes to be an issue if a wife, for example, who may also be in formal employment does not attend such events.

It should be noted that though a female teacher may have a good reason for missing a class, pupils may attribute it to other reasons which in their view may not be genuine hence the low status accorded to them by pupils. It is hoped that since cultural orientation that demean women were being discouraged in society, the image of women in schools may equally positively change.

The study also showed that the respect accorded to teachers varied according to the subjects taught and the grade level one was teaching. The study has revealed that teachers were accorded respect by pupils based on the subject they taught. The study showed that pupils from rural and urban secondary schools were of the view that teachers of Mathematics, English, Chemistry, Physics and Biology were accorded respect by pupils in schools based on the subjects they taught as shown in table 11 on page 82. Teachers and head teachers shared a similar view with pupils that teachers of these subjects were accorded high status by pupils as shown in table 17 on page 97.

With a view to cross check some responses, Focus Group Discussion with teachers was conducted on some questions in the sampled secondary schools. With regard to which teachers they felt were accorded respect by pupils based on the subjects they taught, teachers felt that, it was teachers of Mathematics, Sciences and English. This means that teachers of Mathematics, English, Chemistry, Physics and Biology in the selected secondary schools in Southern Province enjoyed higher status in schools and community based on the subjects they taught regardless of whether they were teaching in rural or urban area.

While there may be some truth in the perception that belonging to a natural science faculty was more prestigious than belonging to social sciences, student teachers chose the subject combinations that they felt comfortable with. In some cases the subject combination requirement at college or university determines the type of subjects one can study to teach at secondary school level. For example, a subject combination of English and Religious Education entails that whether one wants to be a teacher of English and not religious education, she or he has to take the combination.

This may be one of the reasons why after graduating from a college of education or university one may find that some teachers whose combination was a highly regarded subject and a lowly perceived subject did not teach their minor subjects for fear of being accorded lower status by pupils or parents.

Participants felt that the highly regarded subjects namely; Mathematics, English, Physics, Chemistry and Biology were considered very important in one's life and required for entry in institutions of higher learning hence the respect accorded to teachers that teach them. It was also revealed that teachers of these subjects were perceived as more learned or educated, intelligent and important than those teaching other subjects though they had similar qualifications.

Due to the prominence that Mathematics, English and Science subjects were being given in schools and society and the respect accorded to them, society attaches great importance to these subjects as well. Most parents would like their children to study these subjects at school because they were perceived to be determinants for one's career path. Parents were of the view that since English was the language of communication, it was imperative that their children studied the subject and learnt how to speak the language because it was a symbol of pride in society.

Parents also perceived mathematics as a subject that was being applied on daily basis especially in terms of business. Given that, majority of parents were engaged in informal sector, it was felt that every child needed to master the subject for business purposes. For example, if a child was sent to the market to buy or sell something as was the trend in Zambia especially among the low income families, they should be able to give and bring correct change and that mathematics was a subject that would enable a child do business in their adulthood given the high unemployment rate in the country. It might appear that the subjects were seen to be of value to children as well as to their families.

The study further revealed that the least respected teachers based on the subject they taught were those teaching Zambian Languages, Physical Education and Home Economics. These subjects were considered not important, easy to teach and learn, not a requirement for entry into institutions of higher learning. In some cases pupils that opted to study the least respected subjects were looked down upon by fellow pupils that were studying the highly regarded subjects and subsequently teachers of these subjects were considered to be of lower academic and professional qualifications compared to those teaching the highly regarded subjects.

Spotlight Magazine (2003) also observed that there were perceived differences in status within secondary schools in subjects or courses taught for example, English, Mathematics, computing and sciences versus creative arts. The report further showed that creative arts were considered to be of lower subjects than the others because they did not need a lot of effort to study them. However, it is also possible that some pupils may not be aware of the value of the subjects considered to be least respected. For example, learning physical education enables one to keep fit which also prevents one from catching common ailments.

Similarly, Home Economics and Zambian Languages were also sciences but pupils may not perceive them as such hence their low status in schools. Home Economics for example is very wide and one of the components is food and nutrition and hygiene, aspects that are very important to the human body.

The fact that teachers and head teachers were also of the opinion that teachers of Mathematics, English and Sciences were accorded high status in schools may suggest that teachers of other subjects felt inferior to teachers of the highly respected subjects. This feeling could affect some teachers negatively and may think that since their subjects were not respected by pupils, they were also of less value in the school and could lose their self esteem. It could also affect the relationship among teachers, given that team work was critical among teachers for lesson preparation and delivery. In a situation therefore, where some teachers were looked down upon by others, the possibility of team work was minimal.

Due to the low status accorded to some subjects it was very common to find that some teachers, whose subject specialization included the least respected subject by pupils and the most respected, opted to teach the subject that was respected by pupils and community. For example, teachers whose subject combination was English and Physical Education, English and Zambian Languages or English and Religious education, in most cases opted to teach English because it was a highly regarded subject by pupils, teachers and parents.

On the other hand while some teachers may have wanted to teach the least regarded subjects, most schools did not have the equipment required to effectively teach the subject, for example, foot balls, skipping ropes or even appropriate foot or net ball pitches as in the case of physical education.

In most schools therefore practical subjects were being taught theoretically making it very difficult for pupils to master the subject matter. Most times pupils were being asked to buy ingredients for practical subjects and given the high level of poverty in the country; a large number of parents could not afford to provide the required ingredients in the right quantities and quality. Therefore, practical subjects such as Home Economics and Physical Education in most schools were taught and learnt in abstract.

It is important to note that due to low status accorded to some subjects, some teachers fail to disclose their subject specialization if it included the least respected subjects for fear of being looked down upon. However, it would be good if the teachers of such subjects were proud and confident of their subjects, only then they could be accorded the respect they deserved by pupils, teachers and the public. It should also be noted however, that all subjects were important and of value in one's life as well as to society. This means all teachers regardless of the subject they taught should enjoy respect from pupils and the public because they all belong to the teaching profession, performed similar duties and were contributing to the economy and national development.

While pupils highly regarded some subjects on perception that they were more useful in life, all subjects are important and useful and contribute to making an individual a holistic being with knowledge, skills, attitudes and values needed to be functional in society. Changing the culture of demeaning some subjects and their teachers should begin with teachers themselves. The Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) through the curriculum development centre tasked to design the curriculum should sensitize the public and pupils on the importance of all subjects regardless of the level at which they are taught.

The two theoretical frameworks discussed in this study can be applied to explain and understand the difference in status of teachers based on the subjects they taught. According to the functionalist theory, subjects that were considered to be more functional were highly rewarded and their teachers were accorded higher status than those perceived to be teaching lowly regarded subjects.

The functionalist theory would also argue that teachers of Mathematics, Sciences and English were rewarded for teaching subjects that were considered important and functional in society and therefore, deserved the respect accorded to them by pupils and the public. It can be noted that the social status of teachers of Mathematics, English and Sciences was higher in the sampled secondary schools than the status of teachers of other subjects. Thus inequalities of social status therefore, were seen as desirable, inevitable and functional at school level given the limited number of teachers of the highly regarded subjects. According to the functionalist theory the limited number of teachers of the highly regarded subjects was indicative of their importance in society, hence the reward in form of respect they received.

Currently in Zambia there are very few teachers of mathematics and sciences in secondary schools and in order to address the shortage, the Ministry of Education, Science, Vocational Training and Early Education introduced a Fast Track Programme which is aimed at accelerating the training of science teachers. The inequalities in according of status to teachers can also work as a motivating factor for further education especially for those teaching at lower levels of the education system.

Lenski's theory of status inconsistency can also be applied to explain and understand the according of respect to teachers based on the subject they taught.



The theory argues that status was not static but changed and that one could be accorded lower status in one locality and higher in another. For example a secondary teacher may have higher status in terms of education when he /she is among primary school teachers and lower in status when he / she is among politicians. Therefore the least respected teachers in the selected urban and rural secondary schools could enjoy higher status in knowledge among primary school teachers.

The study also showed that according of social status to teachers was based on the grade level one was teaching. It is believed that the lower the grade one was teaching the lower the status accorded to them by the public. Hall and Langton (2006) in a study on teacher's status showed that status appeared to be accorded in terms of the level / age of the children being taught; Secondary school teachers appeared to have greater status than those teaching at primary level, who in turn had greater status than teachers at early education level.

Edmonds, Sharp and Benefield (2002) observed that status goes with power and was usually economic. Children had no economic or political power. It seemed that those teaching children were also accorded limited status and power and the younger the children were, the more limited the status and power their teachers received. Teachers at secondary school level were more respected than those at Early Education and primary levels. Teachers at these levels were looked down upon by those teaching at higher levels; junior and secondary; colleges and universities. Respect accorded to teachers follows the structure of the teaching profession, thus from Early Education to University level. University lecturers therefore are highly regarded by pupils and the public than teachers at lower levels.

It might appear that the perception of the pupils was that teachers that taught for example grade 10 pupils were perceived to be of lower status than teachers of grades 11 and 12 though they had similar professional qualification to teach senior classes.

While it was true that in the teaching profession, teacher's status was usually accorded according to the grade level one was teaching. For example currently the professional qualifications of primary school teachers were lower than those of secondary school teachers. However, at secondary school level all teachers have similar qualification and as such should have been accorded same social status by pupils. However, it might appear that since pupils did not know about the qualifications of teachers, they opted to consider the grade level one was teaching when according status to teachers. To them the higher the grade level one was teaching, the more qualified and educated one was perceived hence the according of respect to teachers based on the grade one was teaching.

Though the age or grade level one was teaching affected their status in schools and community, it should be noted that regardless of the level one was teaching, teachers contributed to the well being of the children and laid a foundation for further learning making the role and services of teachers valuable and equally important.

Since a grade level that one was teaching contributed to the status of a teacher, it can be said that there was no difference in the status of teachers in rural and urban secondary schools as long as one was teaching a similar grade level regardless of the location of the school was accorded similar social status. This means a teacher teaching grade 10 pupils in a rural secondary school and another teaching the same grade level in an urban school, the two teachers were accorded similar status by pupils.

## **Job Advice**

Society perceives some jobs to be of high status because they were viewed as well paying compared to other professions like teaching. In terms of advising a relative on the type of occupation one could join, the study showed that participants from rural and urban schools would advise a relative to take a job with high salary, one that contributed to the economy of the country and national development, one with job security and respected for example medicine, law and teaching particularly at higher levels of the education system. It might appear that jobs with high salary and those that offered a service to the public were considered valuable by pupils, teachers and head teachers from rural and urban setting.

A well paying job therefore would enable one to live a decent life style. One would also invest in income generating activities or procure assets to generate more income and subsequently earn respect, assume power and influence in school and community. The study further revealed that participants were of the view that they would not encourage a relative to be a teacher at Early Education level because the position / job was not well paying and not respected in society.

## **Type of Job to be Taken After Secondary Education**

Folajimi (2009) observed that teaching had become employment of the last resort among University graduates and secondary school leavers in many countries. This resulted in teachers lacking a strong, long term commitment to teaching as a vocation. He also noted that about half of junior secondary school leavers in Malawi and Tanzania who completed school in 1990 were only employed as teachers in 2001.

In the absence of alternative employment opportunities, becoming a school teacher was the main avenue for social and economic advancement for graduates in many countries.

The question on the type of job pupils intended to take after their secondary education, type of teacher they wanted to be and the reasons for the preference was meant to get an opinion from pupils on how they perceived the teaching profession. For example did they feel that it was an attractive occupation, well paying and respected by the public. While literature has shown that the teaching profession was more respected in rural setting and that more pupils from rural area were likely to choose teaching as a career due to limited number of professions, the study showed that generally it was still an attractive profession to school leavers from rural and urban setting as shown in table 7 on page 75. The table shows that a larger percentage of pupils 223 (36.7%) opted to take up teaching as a career after secondary education.

While teaching was considered to be an occupation for females, the study showed that of the 223 (27.9%) participants that opted for teaching majority 134 (60.1%) were boys. It might appear that more sensitization was being done perhaps at school level to encourage pupils to take any career they were interested in.

While more pupils opted for teaching as an occupation, 384 (63.3%) pupils also opted to join other fields of work. 174 (28.7%) opted to be study medicine, 108 (17.8%) opted for nursing and 102 (16.8%) wanted to study law after their secondary education. These occupations were preferred because they were considered to have better working conditions and high salary. Teachers' conditions of services were considered poor; with low salary, no or inadequate housing and limited opportunities for further education and training.

Literature has also shown that teachers had poor conditions of service particularly in developing countries and that it was one of the reasons why many graduates opted for it as a last resort. This was true of teachers in Zambia as well in that they were not satisfied with the general work conditions of service and have always expressed this feeling by either going on strike or go slow in order to press government to improve their conditions of service. This scenario impacted negatively on the teaching and learning process resulting in loss of learning time and subsequently poor learner performance.

Table 7 shows that the number of boys from urban setting that opted for teaching was slightly higher than that of boys from rural setting. It appears that the teaching profession was attractive even to pupils in urban setting where there were more professions than in rural area. This finding may also mean that though the profession was perceived to be a career for women, the trend could be changing because the findings showed that there were more boys than girls that wanted to be teachers.

Since the number of boys in the selected secondary schools wanting to join the teaching profession was higher, it may mean that the profession may eventually gain high status in society because there will be more men in the profession. Literature has revealed that one of the reasons for the declining status of teachers was the feminization of the profession.

With regard to the type of teacher one wanted to be, 20 (22.9%) girls from rural and 20 (22.9%) from urban and 30 (22.1%) boys from rural and 40 (29.4%) from urban secondary schools wanted to teach at secondary school level as shown in table 8 on page 78. An equal number of girls from rural and urban schools wanted to be secondary school teachers and more boys from urban setting wanted to be secondary school teachers than those from rural area.

While majority of pupils opted to teach at secondary school level, 11 (12.6%) girls from rural and 15 (17.4%) from urban secondary schools and 14 (10.3%) boys from rural and 22 (16.2%) from urban setting opted to be university lecturers. These findings are indicative of the fact that though literature has revealed that teaching was of low status when compared to other highly regarded professions, it was still an attractive occupation to school leavers in rural and urban setting. This attraction to teaching could also be attributed to the fact that at these levels, teaching commanded respect, power and influence. Teachers at secondary school and university lecturers also have attractive conditions of service subsequently raising their social status in society.

Though the general perception among pupils was that mathematics and science subjects were difficult to understand, participants that opted to be university lecturers wanted to lecture in Mathematics, English, physics, biology and chemistry because they considered them relatively easy to understand and were perceived to be important in ones' life. It should be noted that passing or teaching these subjects was a symbol of high status and a pride for teachers of these subjects, majority of whom were males. This could be one of the reasons why participants wanting to take up teaching as a career opted to teach the highly regarded subjects.

### **Reasons for Wanting to be a Teacher**

With regard to the reasons for wanting to join the teaching profession after secondary education, the study revealed that pupils from rural and urban setting were of the view that teaching contributed to national development, it was well respected in society, had job security and was also a way of earning a living.

These reasons were also shared by teachers, head teachers and parents who also observed that teachers were well respected, valued and appreciated in society for their contribution to national development. Zambia being part of the global village, a number of trends particularly with regard to career choices, may be changing as such young people were to choose any career path of their interest.

From the findings, on the type of job pupils wanted to take after secondary education, it can be seen that teaching was still an attractive and respected profession both in rural and urban setting, therefore, location of a school did not matter when it came to choosing teaching as a career.

Though the study has shown that teaching was an attractive profession and that those wanting to be teachers perceived it as a respected, valued and well paying occupation, majority of teachers joined the profession as a last resort. Bennell (2004) observed that teaching had become employment of the last resort among university graduates and secondary school learners in many countries. A study conducted by Olaniyan (2011) in Nigeria also revealed that teaching had become a job that one only did if they could not get another job.

As can be seen from the findings in table 12 on page 86, majority of teachers 80 (63.5%) from urban and 42 (53.8%) from rural secondary schools took up the profession as a last resort because they were not able to join their first priority jobs. It can therefore be concluded that most teachers in the selected rural and urban secondary schools in Southern province of Zambia took up teaching because they could not get their first choice jobs.

In a situation where a teacher takes up a job as a last resort, it may result in lacking a strong, long term commitment to teaching as a vocation and loss of interest in the job thereby compromising on the quality of education being delivered to the children. This could also be one of the reasons for the high attrition rate of teachers in the country and the brain drain of Mathematics and Science teachers, to neighbouring countries such as South Africa, Botswana and Namibia.

Teachers that indicated teaching was not their first priority job, wanted to join professions such as; medicine, nursing, accountancy, engineering and journalism. This was because these professions were considered to be prestigious in society and had good and attractive conditions of service and had high salary. Some had passion and interest for their priority job.

Though the study has shown that majority of teachers did not want to become teachers, they were happy to have joined the profession because it was a highly regarded occupation and contributed to the economy.

### **6.3 Factors Affecting Teachers' Status**

One of the objectives of the study was to establish the factors that affected the status of teachers in the selected urban and rural secondary schools in Southern province of Zambia. This section therefore discusses the factors that society considered when according respect to teachers in rural and urban schools.

The factors included; level of education one had attained and teacher's salary, further education; respect; accommodation; position one held in the school; quality of teaching / mastery of the subject matter; teacher's behavior and relationship with community members and the contribution the job makes to society.



### **6.3.1 Level of Education One Had Attained and Teacher's salary**

While it may not be easy for members of the community to know a teacher's qualification, it was revealed that the level of education a teacher attained was a factor the public considered when according respect to teachers. It should be noted that teachers at secondary school level either had diploma or university degree qualification. It might appear that perhaps some teachers with higher qualifications than others could be showing some superiority to teachers with lower professional qualifications. However, this should not be the case because their role was the same- that of teaching the young people, preparing them for life in their adulthood.

It may also be that community members used the lifestyle of a teacher when according respect, for example, the kind of property or possessions such as a car, television set or type of dressing. These things are connected to one's salary- thus if one had property which was a symbol of wealth, then they were perceived as being well paid.

Society perceives people with high education to be well paid and subsequently in possession of property which was a symbol of status. There is a belief in communities that, the higher the level of education one had attained, the higher the salary, the more property one acquired and the higher the status in society. If teachers in their communities did not have the type of property or were not living a life style defined by the community as being that of the rich people, such teachers were perceived to have low salary and therefore were not accorded high status.

During the focus group discussion with parents, it was revealed that some teachers got food stuffs such as meat from farmers on credit but failed to pay for it resulting in them coming to school and use abusive language at the teachers for the credits gotten but not paid for.

They also observed that some farmers had more money than teachers and therefore commanded higher respect in society than teachers.

Literature has shown that although the economic status of a teacher had been improving steadily, teachers did not receive salaries comparable to those of other professions such as Law or commercial farming. It is worth noting that, though the teaching profession was respected in society, the low salary teachers were paid made many people despise and not respect them. Due to inadequate salary, some teachers engaged in income generating activities to supplement their meager income. Those in rural areas cultivated small plots of land, in urban areas they kept chickens or did petty trading. This scenario portrays teachers as lowly paid and the teaching profession as a low paying occupation. Sumra (2009) revealed that teachers had minimal material or intellectual support and that their salary was often insufficient to maintain them and their families. He further observed that teachers worked under very difficult conditions.

Hall and Langton (2006) revealed that the drivers of status were power, money and fame and that the amount of training/ skill / expertise required did not deliver status unless they resulted in a high level of power, money and fame. They further noted that this was why teachers did not have high status though they were highly skilled and influential in society but were not powerful, famous or rich. With this assertion, it can be concluded that if teachers' salary translated into them being powerful, famous and rich, they would therefore, be accorded high status in society.

Teachers were expected to be committed to their work but some found themselves spending less time on teaching so that they engage in other income generating activities to supplement their salary and live a descent life. This situation impacts negatively on the pupils by performing poorly in their lessons.

If the image of the teaching profession has to improve, conditions of service for teachers should also be improved and be comparable to other professions for example medicine.

Max Weber in his functionalist theory on social stratification argued that property could bring prestige since people tended to hold rich people in high regard. For him, wealth and prestige were intertwined. He further argued that a social class was also a result of power which was the ability of an individual to get his or her way despite the opposition. Therefore, power could come from an individual's prestige. A high salary may raise the status of teachers in the sampled secondary schools because it was a symbol of wealth, for example teachers would be able to buy properties such as buildings, land, farms, houses, cars as well as other assets.

It is important to note that teacher's salary was based on ones' qualification. Teachers teaching at secondary school level were generally in the same salary scale. Therefore, it did not matter whether one was teaching in rural or urban secondary school, they basically received same salary. A teacher can be transferred from rural to urban secondary school and remains in the same salary scale. Therefore, teachers' salary was a factor that affected all teachers regardless of the location of the secondary school in which one was teaching.

### **6.3.2 Further Training / Education, Respect and Accommodation**

With regard to things that teachers desired to have, the study showed that participants from rural and urban located secondary schools cited; high salary, further training /education, accommodation and respect. These aspects were indicative of high status in society and as such teachers that had them were accorded high status by the public.

Indeed, in this materialist society, each one would like to have money particularly that it can buy properties such as houses and cars that would make one command respect in society. Literature has shown that one of the factors contributing to the low status of teachers was poor conditions of service among them low salary poor or lack of housing as well as limited opportunities for further training. UNESCO (2008) observed that status of teachers in Australia was low and usually equated to salary and perks.

Osunde and Omoruyi (2005) also observed that teachers were not well financially remunerated and that they were looked down upon because of delay in payment of salaries and allowances, thereby having a loss of sense of belonging.

Farrant (2009:224) also observed that:

In many countries the morale of teachers was low because they did not possess great status, lacked promotion opportunities, were poorly paid and had to teach under unsatisfactory conditions.

Similarly, the study has revealed that teachers' conditions of service were poor for example the salary was low compared to other professionals with similar qualifications. In Zambia teachers were dissatisfied with their conditions of service, resulting in some of them engaging in income generating activities to supplement their meager salaries. In addition to salary being low, it was rarely paid on time. In order for teachers to enjoy high status in society, it is imperative that their salary was increased to enable them live an acceptable life style and befitting of a teacher.

The study revealed that according of social status to teachers was based on the subject and grade level one taught. This means the higher the grade level one was teaching the higher the status one was accorded in society and in school.

Therefore, this could be one of the reasons teachers desired opportunity for further training. Literature has also shown that the teaching profession was a source of upward social mobility, hence the need for further education.

However, due to the large size of the teaching force and the budgetary constraints, it was not possible for the government to sponsor all the teachers that wanted to attend further studies each year. In order to address this situation, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) did put in place a programme of distance education which enabled serving teachers to engage in a degree program until they complete without going into full-time. Since the level of education one had attained was one of the factors people and pupils considered when according status to teachers, this could be the major reason for desiring further education.

Another thing teachers desired was decent accommodation. Teachers particularly those teaching in urban areas had a huge challenge concerning accommodation. Majority of them rent houses in places not befitting of a teacher due to low housing allowance calculated based on one's salary. Given the low salary of a teacher, the housing allowance was not enough to rent a decent house and in a good residential area as such most teachers stay in shanty compounds. Folami (2009) revealed that housing was a major problem generally faced by nearly all teachers and that there were not enough houses to go round, only a small fraction of teachers lived in houses provided by schools.

However, the housing situation was slightly better for secondary school teachers working in government boarding schools where the number of staff houses was in some cases adequate.

Teachers that were not provided with houses in rural areas had a problem of finding satisfactory accommodation to rent. Where accommodation was provided, it was usually not in good condition and in most cases these would be institutional houses perhaps constructed by the early missions in the 1950s. Such structures would be in deplorable state in 2016, causing embarrassment to teachers that occupied them.

The study further revealed that teachers be they in rural or urban setting desired to be respected by the public. The study has also shown that head teachers, teachers and parents from rural and urban located secondary schools were of the opinion that in order for one to command respect in society, such a one should have high salary, good conduct and decent accommodation.

While the study showed that teachers were accorded respect by the public based on the important role they play in society, it would appear that if the four things desired by teachers were accorded to them they would compare in status with other professions that were highly respected in society.

By and large the teaching community suffers a great deal from the lack of proper housing facilities, particularly female teachers and teachers posted in rural and other difficult areas.

Accommodating teachers in good houses or renting a house in a high cost residential areas would strongly improve their image in society and would command respect like other professionals.

### **6.3.3 Position of the Teacher in the School**

The position the teacher held in the school was another factor that affected the status of teachers in society. The hierarchy of authority in a secondary school begins with a Head teacher and ends with a class teacher.

Pupils and parents therefore accorded higher status to a Head teacher than any other teacher in the school. This means that the Deputy Head teacher was accorded higher status in the school than heads of departments, whom in most cases parents did not know. It was common for parents to know the head teacher and the deputy head teacher because they were the interface on education of their children. Rarely did parents discuss education related matters with heads of departments in schools.

It was also common to find pupils running from one corner of the school to the other trying to hide from the head teacher if they were late for classes but may not do so to a class teacher. Teachers in authority – head and deputy head teachers were accorded higher respect by pupils than any other teacher based on the position they held in the school which conferred on them power, influence and authority.

Stub (1975), observed that organizational status was another dimension to the issue of teachers' status. Thus the teacher's position and prestige within the organized structure of the school or education system was a significant determinant of status in the school. It was for this reason that teachers were accorded respect in communities based on the position they held in school or in the hierarchy of the education system. This was because the higher the position one held in the school or education system, the higher their salary, prestige, power and the more influence they had on people.

The functionalist theory would contend that head teachers and deputy head teachers deserved to be rewarded for their functional positions which were not common in the school. They would argue that the work of the school administrators was more important than that of teachers; hence the higher status they received from pupils, parents and community at large.

The status inconsistency theory by Lenski would also be applied to explain and understand the differences in according of status to teachers based on the position held in the school. Lenski would argue that though the deputy head teacher could be enjoying higher status among teachers in the school due to authority and power, he / she would be ranked low on money among members of Parliament. Leski's theory therefore, shows that people's status can change and were not static and could change depending on the locality.

Though many people in society may not admit to others or to themselves that they valued status highly, when their actions were examined, it was found that the concern for status became evident. Status influences almost every kind of decision, for example, a choice of car to drive (Lenski, 1966).

Dolton, (2013) in a study on whether parents could encourage their children to join the teaching profession showed that the status of a head teacher was higher because they were seen as change agents and not just administrators. He further observed that they were also respected most, followed by secondary school teachers and the least respected were primary school teachers.

#### **6.3.4 Quality of Teaching / Masterly of Subject Matter**

Quality of teaching was another factor that affected the status of teachers in the selected rural and urban secondary schools in Southern Province of Zambia. A teacher at secondary school level was specialized in a particular subject and expected to have a good command of the subject matter. These teachers were believed to have acquired the knowledge, skills and attitudes required in order for them to effectively and efficiently teach the subject.

Sidhu (2005: 133) observed that: "A teacher must be a master of his or her subject and should



love the subject.

He further states that: “Any academic weakness on the part of a teacher will lower his or her prestige in the eyes of the students”. Pupils, particularly at secondary level are able to tell a teacher that may not be prepared to effectively deliver a lesson or has limited knowledge of the subject matter. Such teachers were likely not to receive respect from pupils. To avoid this scenario, a teacher should thirst for knowledge and possess a deep intrinsic taste for studies and curiosity to know and cultivate a thirst for knowledge. Therefore, a teacher was expected to continuously engage in a learning process if he /she had to effectively teach his / her lessons.

This may not mean attending long training to upgrade the professional qualification, but may need to read around the subject matter or to improve the methodologies of lesson delivery. In some cases the performance of learners would show whether teachers were committed to their work or not, had mastery of the subject matter or not, did prepare the work as expected of a teacher or not. Teachers are expected to conduct research on their subjects and lessons should be interesting to learners.

Realizing the need for teachers to continue learning, the Ministry of Education, Science, Vocational Training and Early Education, had put in place a Continuous Professional Development (CPD) plan in order to upgrade the knowledge and skills for teachers for them to address the dynamism in the education sector.

While the public may not know the knowledge and skills that teachers possess, the practice in our society has been to judge the performance of teachers based on the performance of learners especially during the promotional examinations. For example, parents were happy with teachers whose pupils qualified to another grade level or tertiary education. If pupils did not perform

well, then it was the fault of a teacher, although even if parents also have a role to play in the education of their children.

Though the Ministry of Education has the mandate to provide education to all school going children, parents also have a responsibility to provide school requisites and monitor the performance of their children. Teachers and parents are therefore, expected to work together and ensure that pupils received the appropriate education in the right quantity and quality.

Community's judging of the teacher's ability to teach well, basing on the passing of pupils may be the reason why one of the factors affecting the teacher status was said to be the quality of teaching. Communities may not know the quality of teaching unless through the performance of their children. However, it should be noted that good quality of teaching was not just measured by the number of pupils that passed or qualified to a higher grade level, but by imparting of knowledge skills, attitudes and values that enabled one to function in any given situation they find themselves.

Being educated was more than passing an examination, but one should be able to use or apply the knowledge, skills and attitudes gained to address situations to better their life. For example a pupil that studied Agriculture Sciences at secondary school level should be able to educate the parents on aspects pertaining to crops, types of soil, crop rotation and how to apply fertilizer- thus translating theory into practice.

A teacher therefore, in rural or urban area that did not have mastery of the subject matter, may not be accorded respect on that basis and not on the location of the school. Teachers perceived

to have knowledge of the subject matter can be accorded high status by pupils regardless of the location of their schools.

### **6.3.5 Conduct / Relationship with Community**

Conduct or behaviour of a teacher was another factor that affected the status of teachers whether they were teaching in rural or urban schools. Since teachers were also members of the larger community, they had a relationship with community members. Therefore, teaching remains one of the professions that communities look up to, thus in some cases they consult teachers on a number of issues as custodians of knowledge. The way a teacher relates with other members of the community and the conduct affected the status of such a teacher in society. Communities have a way of life –thus acceptable social norms which every member is expected to observe and exhibit, which if not exhibited by the teacher may adversely affect the teacher’s status.

Society expects certain behaviour from teachers as educated members of the community and as such some teachers were respected by society while others were not. A teacher for example, who drank alcohol excessively or looked scruffy was likely not to be accorded respect in community because such behaviour was not expected of a teacher who was a role model in community.

WLSA (2012) revealed that there was sexual violence and harassment in Zambian schools perpetrated by male teachers against female students. The study showed that 57.0% of girls interviewed said that they knew about teachers at their current or former school who had sexually harassed or abused female students and 13.0% of girls interviewed acknowledged that

they had been subjected to sexual harassment or violence by a teacher. Incidents of sexual violence by teachers against female students included a range of aggressive behaviours and misuse of authority. It was observed that this scenario was unfortunate because teachers took the place of parents in schools and were entrusted to provide safety to children.

It can therefore be concluded that teachers that did not conduct themselves appropriately were tarnishing the image of the teaching profession.

Sidhu (2005:154) observes that:

A teacher must be a model in a real sense in respect of habits and manners and that drinking, smoking, gambling, using abusive or indecent language, wearing dirty or shabby clothes, fighting were not acceptable manners for a teacher.

It should be noted that community members expect a teacher to exhibit a socially acceptable behaviour thus conduct himself / herself in a manner befitting of a teacher. The conduct of teachers be they in urban or rural setting can entice the young to join the teaching profession or not. Some parents have told their children not to join the teaching profession because of the bad behaviour some teachers exhibited. It is therefore, important for teachers to bear in mind that their behaviour was a mirror to society as such they can either build or destroy the teaching profession. Sidhu (2005: 139) observes that; “A teacher has to act as a building force between the school and community”. A well behaved teacher would command respect in the community. Teachers are role models and children look up to them for wisdom, academically and professionally.

Therefore, in order for a teacher to command respect in the school and community, she / he should be of good conduct. The behaviour of a teacher affected the status of teachers regardless of whether they were teaching in rural or urban secondary schools. A teacher that did not

conduct himself / herself well, regardless of the location of the school one was teaching at, did not command respect in school or community, while those that behaved according to what was befitting of a teacher were accorded higher status by pupils and the public.

### **6.3.6 Contribution the Job Makes to Society**

One of the factors that contributed to the status of teachers was the contribution the job made to society. It was revealed that the more contribution the job made to national development the higher the status of such an occupation. The study showed that the teaching profession in general and teachers in particular contributed to national development by educating the young people who later took up positions of responsibility thereby contributing to the economy of the country. Due to the role teachers play in society, their work was valued and appreciated by the public and were highly respected by pupils and the public.

In this study the two theoretical frameworks discussed can be applied to understand the status of teachers in society whether they were teaching in urban or rural secondary schools. Lenski's status inconsistency theory of social stratification indicates that, social status in general were never static but fluctuated based on the factors that were used to accord status to individuals or occupations. He observed that social stratification was inevitable in any society, in order to understand status systems and how they affect one's behaviour.

This inconsistency in status can be seen to be a health and motivating factor particularly in the teaching profession. This was because currently teachers had developed great interest for further education both academically and professionally. For example, there are more than two thousand

teachers country wide, undergoing training to improve their qualification with a view of improving their social status in society.

The functionalist theory discussed in this study is also relevant and applicable to explaining and understanding the status of teachers in the selected secondary schools.

Teaching was one of the many professions in this country providing different services. According to the functionalist theory, the differences in status was based on demand and supply and partly on the personal qualities of those engaged in each occupation. It is however, necessary for one to choose the kind of occupation one would want to take. It therefore, becomes imperative to have some form of selection criterion to differentiate them, hence the social stratification.

## **6.4 Summary**

The study showed that all teachers were highly regarded because of their role in society. This means there was no difference in the way rural and urban respondents regarded the teachers because they all contributed to national development, which was the basis for their high status. Therefore, teachers from rural and urban secondary schools were highly regarded by pupils in schools.

From the findings, status of teachers was affected by a number of factors among them, the level of education one had attained, position held in the school, teachers' salary, quality of teaching, teachers' behavior and the contribution teachers made to society. The study has revealed that though teachers' salary was one of the factors that affected teacher's status, and that some pupils felt that they could not join the profession because of the low salary and poor conditions of

service such as lack of decent housing, teachers enjoyed high status in society because of their contribution to national development.

Hunt and Colander (1987:377) define social stratification as a grouping of people according to differences in income, occupation, power, privilege, manner of living and where they live. Teachers are somewhat similar in their socialization process, economic status, attitudes and beliefs, educational attainments, ways of living, the regard in which others hold them and their power or lack of power to influence community affairs. This could be the reason why there was no difference in the way participants from rural and urban secondary schools perceived them. Teachers have more things in common as a social grouping, as such they are held and accorded respect using similar criterion regardless of the location of their school. It can be concluded that there were no major differences in the status of teachers in the selected rural and urban secondary schools in Southern Province of Zambia.

This chapter discussed the findings of the study. The next chapter gives a summary, concludes the study and suggests recommendations.

## **CHAPTER SEVEN**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **7.1 Overview**

This chapter presents summary, conclusion and recommendations drawn from the findings of the study. The summary and conclusions concentrate on the main findings based on the objectives and research questions of the study. The study sought to compare the status of teachers in the selected urban and rural secondary schools in Southern province of Zambia and to establish the factors that affected their status.

#### **7.2 Summary**

There has been much debate surrounding the professional status of teachers in both developed and developing countries to which Zambia belongs. The concept of status has also been a concern, and many scholars have defined it but there has been no commonly accepted definition.

UNESCO (1966:3) defines status as:

Both standing and regard accorded to teachers as evidenced by the level of appreciation of the importance of their function and of their competence in performing it and the working conditions, remuneration and other material benefits accorded to them relative to other professional groups.

However, in this study the term “status” referred to a regard that was accorded to a profession or members of the profession; socially identified position or public image of teachers in urban secondary schools in relation to the social position of those teaching in rural- located schools. It is a regard or standing that was accorded to the teaching profession and or to teachers.



The study showed that generally teachers enjoyed high status in society because the contribution that the teaching profession made to communities and the country was huge hence the recognition they received from society in appreciating their role, that of educating young people that later became productive group of society. Without human resource that has the necessary knowledge, skills, attitudes and values, it would not be possible to achieve vision 2030 and other developmental plans for example the Sixth National Development Plan. Given this perspective of teaching being an instrument of development, it was respected, valued and appreciated by the public.

The study revealed that while teachers were respected by the public for the services they rendered to society, they did not enjoy high status when compared to other professions that had better conditions of service such as high salary and other incentives than those of teachers. Professionals that had better working conditions, were accorded higher status because they lived better life styles, owned houses or rented accommodation in high cost residential areas / lived in places considered to be for affluent people, sent their children to good private schools or to schools outside the country and enjoyed other incentives such as easy access to various types of loan schemes and social security.

On the other hand, teachers had limited access to loan schemes because of the large size, majority of teachers had low standard of living and rarely enjoyed the same work environment as other professions. The size of the teaching force, coupled with lower education qualification, meant that teachers were also paid considerably less than the main stream professionals such as medical doctors and lawyers.

The study also showed that at school level, according of social status to teachers was based on one's gender, level of education a teacher had attained, grade level and the subject /s taught, position held in the school among others. Male teachers were highly regarded by pupils because they were considered more committed to their work and rarely absent from school. Teachers of Mathematics, English, Physics, Chemistry and Biology were accorded higher status by pupils than teachers of other subjects. These subjects were considered important to one's life and a requirement for entry in institutions of higher learning.

The study has also revealed that teaching was one of the professions that the majority of pupils opted to take as a career after their secondary education because they wanted to contribute to the national development, wanted to impart knowledge, skills, attitudes and values in the young people and prepare them for life in their adult hood and others had passion for teaching citing respect accorded to it and earning a living as being the push factors to join the profession.

However, it should be noted that some pupils opted for other professions; such as medicine, nursing and law, citing poor conditions of service such as low salary for teachers, poor and inadequate housing and limited opportunities for further education.

The study also revealed that though the majority of teachers took up the teaching career as a last resort, they were happy to have become teachers because their services were appreciated and valued by society, respected by the public, and felt satisfied by offering a service to communities and nation at large.

While the teachers that were happy to have joined the teaching profession felt that they enjoyed respect in society, others were not happy to be teachers because they felt they were not accorded respect by society compared to others professions. Sumra, (2009) observed that some teachers argued that their low esteem was due to the fact that the product of their profession could not easily be seen or was not as measurable as in other professions like medical doctor and lawyer.

The study revealed that people that enjoyed respect in Zambia were those with high salary, for example Medical doctors, Lawyers and Engineers, those with power over people, for example politicians, administrators of different professions, those with opportunities for promotion, descent accommodation, and high level of education. Unlike teachers that lived in all types of places even compounds, Medical doctors, Lawyers and Accountants were said to be living in high cost residential areas, able to send their children to good private schools and were generally perceived as rich consequently they were of high standing in society. These people served as role models to young people that hoped to join well paying and respected professions.

The second objective of the study was to establish factors that affected the status of teachers in the selected urban and rural secondary schools in Southern province of Zambia. To this regard the study revealed that high level of education one had attained, position one held in school, subjects taught, grade level one was teaching, teacher's salary, teacher's conduct and relationship with the community and quality of teaching were some of the factors that affected the status of teachers in rural and urban secondary schools. It was also found that teachers desired to have descent housing or accommodation; opportunity for further education, high salary, respect and that these things would make them command respect in society particularly when compared to other professions held in high regard.

### 7.3 Conclusion

According to Sidhu (2005:125) the teacher:

Was the educational parent of the child. The foster parent of the child and supplements the role of the parents. He was the undertaker of the great task of educating the child and a child looks to him for knowledge, wisdom, manners, morals, inspiration and enlightenment.

Teachers have a very important role in society; that of teaching the young and preparing the new generation to meet the challenges of the future. Based on the findings, the study has revealed that:

5. The difference in the status of teachers in the selected urban and rural secondary schools in Southern Province of Zambia was minimal. The lack of difference in social status may be attributed to the fact that the role of teachers in society was the same regardless of the location of the school they were teaching and the factors considered by the public and pupils when according status to teachers were similar.
6. The lack of difference in the status of these teachers showed that the services teachers offered to society were generally valued and appreciated by society regardless of whether they were in urban or rural area.
7. Though teachers from rural and urban settings had poor working conditions compared to other professions, they were accorded higher status by the pupils and public because their profession was considered to be contributing to national development.

8. The factors that affected the status of teachers were: level of education one had attained; subject one was teaching; grade level one was teaching; position held in the school; one's salary; quality of teaching / mastery of the subject matter, conduct of the teacher and relationship with the community members. These factors applied to teachers in rural and urban setting.

Though Lenski's theory argues that different locations and different factors may determine the status of teachers, in this study this position was not strongly supported because the study showed a minimal difference in the degree of status of teachers in the selected rural and urban secondary schools in Southern Province of Zambia. This could be attributed to the fact that the things considered when according respect to teachers were similar regardless of the location of the school where one was teaching.

## **7.4 Recommendations**

Based on the findings of the study, the following recommendations are suggested. Since most of the things that affect the status of teachers have to do with their conditions of service, it is recommended that the government through the Ministry of Education, Science, Vocational Training and Early Education should improve the general conditions of service for teachers by making them commensurable to those of other professions with similar academic and professional qualifications. Specifically,

1. Teachers should be given opportunities for Continuous Professional Development (CPD). This may act as an incentive and motivating factor to joining teaching as well as to remain in the profession.

2. Housing allowance for teachers should be comparable to economic rate of rentals in good residential areas to enable those that do not own houses rent descent accommodation.
3. Ministry of Education, Science, Vocational Training and Early Education should improve the working conditions for teachers to attract more young people to join the profession.
4. Ministry of Education, Science, Vocational Training and Early Education should recognize and appreciate teachers that are hard working and committed by promoting, commending or publicly announcing their names through the media. This would also act as a motivating factor for the hardworking and low performing teachers.

## **7.5 Further Research**

Since the study has revealed that there was minimal difference in the status of teachers in the selected urban and rural secondary schools in Southern province of Zambia, the study recommends that research can be conducted to compare the status of teachers in rural and urban provinces.

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## APPENDICES:

### Appendix 1: Pupil's Questionnaire

This questionnaire is aimed at getting your opinion on the status of teachers in urban and rural selected secondary schools in Southern Province. You are therefore requested to be as objective as possible in answering these questions in view of what you know about the status of teachers.

**Instructions:** Please answer all questions by writing your responses in the space provided.

Where the alternative answers are given, please **TICK** in the space provided against the number that represents your response. (**Remember there are no wrong or right answers**).

1. Name of the school\_\_\_\_\_
2. Sex of respondent
  1. Girl ( )
  2. Boy ( )
3. Age of respondent
  1. Below 12 years ( )
  2. 13 -15 years ( )
  3. Above 16 years ( )
4. Which one of these fields of work would you like to do after school?
  1. Medicine ( )
  2. Nursing ( )
  3. Teaching ( )
  4. Law ( )
  5. Lecturing ( )
  6. Any other specify\_\_\_\_\_
5. If your answer to question **FOUR (4)** is teaching, what type of a teacher would you want to be?
  1. Pre-school ( )
  2. Primary school teacher ( )
  3. Secondary school teacher ( )
  4. College lecturer ( )
  5. University lecturer ( )

6. If you would like to be a teacher, choose **FOUR (4)** reasons from the list below for wanting to be the teacher you have chosen.

1. To serve the country ( )
2. To make myself rich ( )
3. To help my relatives get school places ( )
4. I like working with children ( )
5. I just like the job ( )
6. The salary is high ( )
7. The job contributes to national development ( )
8. Teachers are well respected by society ( )

7. If you have chosen to be a lecturer in question **FIVE (5)** state the subjects or courses you would like to lecture.

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8. Why would you like to be a lecturer of the subjects or courses you have stated in question **SEVEN (7)**?

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9. If you have not chosen teaching in question **FIVE (5)**, give two reasons from the list below why you would not like to be a teacher.

1. Poor conditions of service ( )
2. Little education ( )
3. Too difficult to teach ( )
4. Does not like working with children ( )
5. Low salary
6. Any other specify\_\_\_\_\_

10. Below is a list of jobs, choose **TWO (2)** jobs you would advise a relative to take.

1. Any kind of job ( )
2. A job that has high salary ( )
3. A job that has security ( )
4. A job that contributes to national development ( )
5. A job that is respected by the public ( )
6. Any other specify\_\_\_\_\_



11. A teacher is a well respected person in society / community.

- 1. Strongly agree ( )
- 2. Agree ( )
- 3. Disagree ( )
- 4. Strongly disagree ( )

12. Which teachers do you think are most respected in your school?

- 1. Female teachers ( )
- 2. Male teachers ( )
- 3. Both female and male teachers ( )

13. Why do you think that the teachers you have chosen in question **TWELVE (12)** are more respected in your school?

- 1. They are honest ( )
- 2. They teach well ( )
- 3. They are rarely absent from school ( )
- 4. The subject they teach is very useful in ones' life ( )
- 5. The subject they teach contributes to national development ( )
- 6. The subject they teach is difficult ( )
- 7. The subject they teach demands long training ( )
- 8. The subject they teach is core ( )
- 9. They teach passing subject ( )
- 10. The subject they teach is needed for entry into higher institution of learning ( )

14. From the list below choose FOUR (4) kinds of teachers pupils respect in terms of the subject they teach.

- 1. Teacher of English ( )
- 2. Teacher of Mathematics ( )
- 3. Teacher of Chemistry ( )
- 4. Teacher of Physics ( )
- 5. Teacher of Biology ( )
- 6. Teacher of Religious Education ( )
- 7. Teacher of History ( )
- 8. Teacher of Geography ( )
- 9. Teacher of Physical Education ( )
- 10. Teacher of Commercial Subjects ( )
- 11. Teacher of Home Economics ( )
- 12. Teacher of Design and Technology Studies ( )
- 13. Teacher of Zambian Languages ( )

15. From the list below, choose **THREE (3)** reasons why you think that the teachers you have chosen in question 14 are more respected in your school.

1. They are honest ( )
3. They teach well ( )
4. They are rarely absent from school ( )
5. The subject they teach is very useful to one's life ( )
6. The subject they teach contributes to national development ( )
7. They teach difficult subject ( )
8. The subject demands long training for the teacher ( )
9. The subject they teach is core ( )
10. They teach a passing subject ( )
11. The subject they teach is needed for entry into higher institution of learning ( )

16. From the list below, choose **FOUR (4)** things people in your community consider when giving respect to a teacher.

1. Level of education
2. Grade level one is teaching ( )
3. Subject one is teaching ( )
4. Type of house one is living in ( )
5. Amount of money one earns (Salary) ( )
6. Position one holds in the school ( )
7. Number of years one takes to train as a teacher ( )
8. Contribution the job makes to national development ( )
9. Any other specify\_\_\_\_\_

17. From the list below, choose **FOUR (4)** things pupils in your school consider when giving respect to a teacher.

1. Level of education ( )
2. Grade level one is teaching ( )
3. Subject one is teaching ( )
4. Type of house one is living in ( )
5. Amount of money one earns (Salary) ( )
6. Position one holds in the school ( )
7. Number of years one takes to train as a teacher ( )
8. Contribution the job makes to national development ( )
9. Any other specify\_\_\_\_\_

18. In order of priority, list the subjects that pupils respect most in the school. Give at least one reason for the answer.

- |    |       |              |
|----|-------|--------------|
| 1. | _____ | Reason:_____ |
| 2. | _____ | Reason:_____ |
| 3. | _____ | Reason:_____ |
| 4. | _____ | Reason:_____ |
| 5. | _____ | Reason:_____ |

19. Please make any comments on the status of teachers in Zambia.

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**END**

**THANK YOU FOR YOUR PARTICIPATION**

## Appendix 2: Teachers' Questionnaire

This questionnaire is aimed at getting your opinion on the status of teachers in urban and rural selected secondary schools in Southern Province. You are therefore requested to be as objective as possible in answering these questions in view of what you know about the status of teachers.

**Instructions:** Please answer all questions by writing your responses in the space provided.

Where the alternative answers are given, please **TICK** in the space provided against the number that represents your response. (**Remember there are no wrong or right answers**).

1. Name of the school \_\_\_\_\_

2. Sex of respondent

- |           |     |
|-----------|-----|
| 1. Female | ( ) |
| 2. Male   | ( ) |

3. Age of respondent

- |                   |     |
|-------------------|-----|
| 1. Below 25 years | ( ) |
| 2. 26-30 year     | ( ) |
| 3. 31-35 years    | ( ) |
| 4. 36-40 years    | ( ) |
| 5. 41-45 years    | ( ) |
| 6. Above 46 years | ( ) |

4. Highest academic qualification

- |                      |     |
|----------------------|-----|
| 1. Form 2            | ( ) |
| 2. Form 3            | ( ) |
| 3. Form 5            | ( ) |
| 4. Grade 9           | ( ) |
| 5. Grade 12          | ( ) |
| 6. University degree | ( ) |
| 7. Master's Degree   | ( ) |
| 8. Doctoral Degree   | ( ) |

5. Professional Qualification

- 1. Teacher's certificate ( )
- 2. Secondary School Teacher's Diploma ( )
- 3. Advanced Teacher's Diploma ( )
- 4. University Degree ( )

6. Length of service as a Teacher or Head teacher

- 1. Less than 5 years ( )
- 2. Between 6 and 10 years ( )
- 3. Between 11 and 15 years ( )
- 4. Between 16 and 20 years ( )
- 5. Between 21 and 25 years ( )
- 6. Between 26 and 30 years ( )
- 7. More than 30 years ( )

7. Length of service as a **teacher** or **Head teacher** in the school

- 1. Less than 5 years ( )
- 2. Between 6 and 10 years ( )
- 3. Between 11 and 15 years ( )
- 4. Between 16 and 20 years ( )
- 5. Between 21 and 25 years ( )
- 6. Between 26 and 30 years ( )
- 7. More than 30 years ( )

8. Was teaching your first priority job?

- 1. Yes ( )
- 2. No ( )

9. If the answer to question 8 is No, state the job you wanted to do.

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10. Why did you want to do the job you have stated in question 9?

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11. Are you happy to be a teacher?

- 1. Yes ( )
- 2. No ( )

12. Please give reasons for your answer in question 11

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13. A teacher is a well respected person in society.

- 1. Strongly agree ( )
- 2. Agree ( )
- 3. Disagree ( )
- 4. Strongly disagree ( )

14. Please state your reasons for your answer in question 13.

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15. What three things do you desire to have as a teacher? Is it:

- 1. Power ( )
- 2. Good job ( )
- 3. Money ( )
- 4. Education ( )
- 5. Accommodation ( )
- 6. Respect ( )

16. List three things that you think can make a teacher command respect in Zambia.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

17. List three things you think make teachers receive respect from pupils in secondary schools.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

18. Supposing your relative asks you for advice on the type of job to take, list three jobs in order of priority that you would recommend. Give at least one (1) reason for your choice.

- 1. \_\_\_\_\_  
Reason: \_\_\_\_\_
- 2. \_\_\_\_\_  
Reason: \_\_\_\_\_

3. \_\_\_\_\_  
Reason: \_\_\_\_\_

19. Out of the list of jobs below, indicate **(one job)** you would not recommend to a relative and why?

- |                             |     |
|-----------------------------|-----|
| 1. Nurse                    | ( ) |
| Reason: _____               |     |
| 2. Medical Doctor           | ( ) |
| Reason: _____               |     |
| 3. Lawyer                   | ( ) |
| Reason: _____               |     |
| 4. Secretary                | ( ) |
| Reason: _____               |     |
| 5. Pre-school teacher       | ( ) |
| Reason: _____               |     |
| 6. Primary school teacher   | ( ) |
| Reason: _____               |     |
| 7. Secondary school teacher | ( ) |
| Reason: _____               |     |
| 8. College Lecturer         | ( ) |
| Reason: _____               |     |
| 9. University lecturer      | ( ) |
| Reason: _____               |     |

20. Some jobs are said to be respected by the public, what three things from the list below would you say give them respect?

- |  |     |
|--|-----|
| 1. They demand many years of formal education  | ( ) |
| 2. They demand many years of training          | ( ) |
| 3. They have high salary                       | ( ) |
| 4. They offer important services to the public | ( ) |
| 5. They have security                          | ( ) |
| 6. They require high moral standards           | ( ) |

21. Which people from the list below do you think are respected in Zambia? Tick in the space provided the statement that represents your opinion or feelings.

- |  |     |
|--|-----|
| 1. Those with a lot of money           | ( ) |
| 2. Those that have power               | ( ) |
| 3. Those who have both money and power | ( ) |
| 4. Those with important jobs           | ( ) |
| 5. Those who are well educated         | ( ) |
| 6. Those that are honest               | ( ) |

22. In order for one to be respected in a community, such a one should have:

1. A high salary  
  1. Strongly agree ( )
  2. Agree ( )
  3. Disagree ( )
  4. Strongly disagree ( )
2. Power over many people  
  1. Strongly agree ( )
  2. Agree ( )
  3. Disagree ( )
  4. Strongly disagree ( )
3. Chances for promotion  
  1. Strongly agree ( )
  2. Agree ( )
  3. Disagree ( )
  4. Strongly disagree ( )
4. Accommodation  
  1. Strongly agree ( )
  2. Agree ( )
  3. Disagree ( )
  4. Strongly disagree ( )
5. High level of education  
  1. Strongly agree ( )
  2. Agree ( )
  3. Disagree ( )
  4. Strongly disagree ( )

23. Which teachers do you think are most respected by pupils in your school?

1. Female teachers ( )
2. Male teachers ( )



24. Why do you think that the teachers you have chosen in question 23 are more respected by pupils in your school?

1. They are honest ( )
2. They teach well ( )
3. They are rarely absent from school ( )
4. They teach important subjects ( )
5. They have high level of education ( )
6. Any other specify\_\_\_\_\_

25. From the list below, choose four (4) teachers that pupils respect because of the subjects they teach.

1. Teacher of English ( )
2. Teacher of Mathematics ( )
3. Teacher of Chemistry ( )
4. Teacher of Physics ( )
5. Teacher of Biology ( )
6. Teacher of Religious Education ( )
7. Teacher of History ( )
8. Teacher of Geography ( )
9. Teacher of Physical Education ( )
10. Teacher of Commercial Subjects ( )
11. Teacher of Home Economics ( )
12. Teacher of Design and Technology Studies ( )
13. Teacher of Zambian Languages ( )

26. Why do you think that the teachers you have chosen in question 25 are more respected in your school?

1. They are honest ( )
2. They teach well ( )
3. The teacher is rarely absent from school ( )
4. The subject they teach is very useful in ones' life ( )
5. The subject they teach contributes to national development ( )
6. The subject is difficult ( )
7. The subject demands long training ( )
8. The subject is core ( )
9. It is a passing subject ( )
10. The subject is needed for entry into higher institution of learning ( )

27. Which of these factors do you think people (public) consider when according respect to a teacher?

1. Level of education ( )
2. Grade level one is teaching ( )
3. Subject one was teaching ( )
4. Type of house one is living in ( )
5. Amount of money one earns (Salary) ( )
6. Position one holds in the school ( )
7. Number of years one takes to train as a teacher ( )
8. Contribution the job makes to national development ( )
9. Any other specify\_\_\_\_\_

28. What factors do pupils consider when according respect to a teacher?

1. Level of education one has attained ( )
2. Grade level one is teaching ( )
3. Subject one is teaching ( )
4. Type of house one is living in ( )
5. Amount of money one earns (Salary) ( )
6. Position one holds in the school ( )
7. Number of years one takes to train as a teacher ( )
8. Contribution the job makes to national development ( )
9. Any other specify\_\_\_\_\_

29. In order of priority, list the subjects that pupils respect most in the school. Give one reason for the answer.

7. \_\_\_\_\_ Reason:\_\_\_\_\_
8. \_\_\_\_\_ Reason:\_\_\_\_\_
9. \_\_\_\_\_ Reason:\_\_\_\_\_
10. \_\_\_\_\_ Reason:\_\_\_\_\_
11. \_\_\_\_\_ Reason:\_\_\_\_\_

30. Please make any comments on the status of teachers in Zambia.

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**END**

**THANK YOU FOR YOUR PARTICIPATION**

## **Appendix 3 Focus Group Discussion Guidelines**

### **Guiding questions for the Focus Group Discussions with Parents**

1. Some jobs are said to be of high status or respect by the public, what are some of these jobs? What three things would you say give these jobs respect?
2. The status of the teaching profession is said to be declining, what in your opinion are the possible contributing factors?
3. Do you think the teaching profession is accorded the status or respect it deserves?
4. In your opinion, how valuable was the teaching profession in the past? Do you think it is still valued even today?
5. Do you think there is a difference in status between teachers teaching in urban and rural secondary schools?
6. What in your opinion are some of the factors the public considers when according status to teachers teaching at secondary school level?
7. What in your opinion are some of the factors pupils consider when according status to secondary school teachers?
8. Which teachers do you think enjoy high status or respect in the secondary school in your community and why?
9. In your opinion, do you think teachers in a secondary school in your community are accorded respect by the community?
10. Which people do you think have high status in your community and why?
11. What in your view, should be done to raise the status of teachers in your community particularly when compared to other professionals?
12. Any comment/s on the status of teachers teaching in rural and urban secondary schools in particular or teachers in general.

**END**

**Thank you for your participation**