TEACHER DEMOTIVATION IN ZAMBIA: THE CASE OF BASIC SCHOOL
TEACHERS IN MUFULIRA DISTRICT

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A dissertation submitted to the University of Zambia in partial fulfillment of the

requirements for the award of the degree of Master of Education in

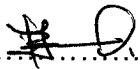Sociology of Education

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DECLARATION

I, Teddy Banda Mwanza, declare that this dissertation has been composed by me and the work recorded is my personal effort and experience during field research. The sources of materials have been specifically acknowledged and this dissertation has not previously been submitted to this university and elsewhere for an academic award.
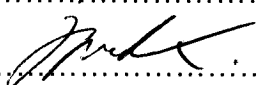
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APPROVAL

This dissertation of TEDDY BANDA MWANZA is approved as fulfilling part of the requirements for the Award of the degree of Master of Education in Sociology of Education by the University of Zambia.

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DEDICATION

To my children Bessy, Kalwani, Manasse, and Tionge for the patience and love they had during the time I was away from them for a long time. Sincere thanks to my wife, Anna, for single handedly taking care of our children. To my late son, Brian, who passed on barely six months after completing grade twelve at Hillcrest? May His Soul Rest In Peace.

ACKNOWLEDGEMENTS

ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BETUZ	Basic Education Teacher's Union of Zambia
CPD	Continuous Professional Development
EFA	Education For All
EMT	Education Management Training
ESO	Education Standards Officer
GCE	Global Campaign for Education
HIV	Human Immunodeficiency Virus
IIEP	International Institute for Educational Planning
LIDC	Low Income Developing Countries
NGO	Non Governmental Organization
OECD	Organization for Economic Cooperation and Development
PTA	Parent-Teachers Association
PTR	Pupil-Teacher Ratio
SESTUZ	Secondary School Teachers Union of Zambia
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
VSO	Voluntary Service Overseas
ZNUT	Zambia National Union of Teachers

LIST OF TABLES

LIST OF FIGURES

TABLE OF CONTENTS

ABSTRACT

Over the recent years, there have been concerns among Zambians with regard to the quality of education in the country with a general feeling that it is declining. One of the factors believed to contribute to the declining of education was the low levels of motivation among teachers.

This study therefore, investigated factors that affected the motivation of teachers in Mufulira District in Zambia by way of establishing: (i) the extent of the problem of poor teacher motivation (ii) the main reasons for poor motivation and (iii) the effects of poor motivation on teachers' commitment to work.

The study used a survey design involving questionnaires and interview techniques to obtain information. A sample of 172 respondents was selected using random and purposive sampling. As the survey combined quantitative and qualitative methods, the quantitative data collected were analysed using Statistical Package for Social Sciences (SPSS) while data from interviews were analysed by coding and grouping similar themes together into groups using constant comparative techniques. Tables and graphs were used in the examination and presentation of data after the data were analysed.

The findings of the study revealed that:

- The extent of teachers' demotivation was large.

- Absenteeism, indulgence in secondary employment, transmission of negative ideas about teaching and misconduct were the consequences of demotivation among teachers.
- Poor salaries and conditions of service, delays in putting teachers on the pay role, rarity of promotion prospects, low prestige of basic school teaching and poor relations with supervisors were some of the causes of teacher demotivation.
- The majority of teachers were willing to remain permanently in teaching due to the job's security.

Following the findings of the study, the following recommendations were made in order to ensure that teachers were adequately motivated:

- Teachers' salaries and conditions of service should be significantly improved as a way of motivating teachers.
- Promotions should strictly be made on merit.
- Hardship and other allowances should be regularly paid and increased.
- Teachers appointed as head teachers and deputy-head teachers should be trained in human relation.

CHAPTER ONE

INTRDUCTION

Background to the study

Persons ultimately settle on the teaching career for reasons as unique as the individuals themselves. The rewards that different teachers seek in their profession and the job factors that motivate them are equally varied. There appears, however, to be mounting concerns that high proportions of teachers working in government schools in Zambia are poorly motivated. The findings of the study conducted by Bennell and Akyeampong (2007) on teacher motivation in Sub-Saharan Africa, Zambia included, reveal that basic school teachers are 'poorly' or 'very poorly' motivated. The study further reveals that motivation levels appear to be chronically low in Zambia with 86% of rural basic school teachers and 88% of urban ones reportedly not well motivated.

In his study Lungwangwa (1991) reported that there was deterioration in the morale, commitment, and professionalism of teachers. Lungwangwa's (1991) findings were supported by Kelly's (1991) which said that teachers were relatively well educated and trained, but they were a demoralized and dispirited body.

Within the education system teachers are the most costly resource and as such accountability to the public who ultimately provide the finances for employment requires that they give their services in the most effective and cost-efficient manner possible. The fact that teachers were highly demotivated could have contributed to deterioration of their

commitment to work and student academic achievement. Mwanalushi (1992) points out that the performance of individuals is determined by the level of their motivation. An individual must want to perform; otherwise he or she will, at best, perform the task reluctantly or may refuse to do it altogether.

Working in rural schools is widely regarded as being considerably more difficult and thus more demotivating than in urban schools due to mainly poor living and working conditions. Research has shown that most rural schools in Sub-Saharan Africa are in very poor physical environment. Many teachers do not have houses and those who have, live in houses that are often in serious need of repair. Poor incentives mean that far too few qualified and experienced teachers wish to work in rural areas. And yet, the provision of basic education in rural areas presents the single most important challenge to the achievement of Universal Primary Education.

Theoretical Framework

Motivation Theory

There are many complex and inconclusive theories on motivation. One of the leading theories amongst others is briefly discussed as follows:

Maslow's Motivation Theory of Needs: The theory postulates that humans have specific needs that must be met. There are five 'levels' of needs, namely physiological, safety and security, belongingness and love, self-esteem and self actualization (Child, 1973). A Key proposition is that if the lower level needs remain unmet, the higher level needs cannot be

fulfilled. This theory's implication is that conditions to satisfy these needs should be present at work whereas the job itself should be motivating.

Statement of the Problem

According to Chishimba (1999) low motivation is a pressing problem in education that is facing Zambia today. The study, therefore, sought to examine the extent to which the problem of teacher demotivation was in Zambia, Mufulira District in particular, and how it affected the behaviour and overall commitment to work of basic school teachers.

Purpose of the Study

The purpose of the study was to establish the extent of demotivation of basic school teachers in representative groups of rural and urban teachers in Zambia and the extent to which it was a problem in Mufulira District.

Objectives of the Study

This study sought to address the following objectives:

1. To determine the extent to which demotivation is a problem in Mufulira district.

2. To identify the main reasons for demotivation.

3. To find out the effects of demotivation on teacher's commitment to work.

4. To determine what should be done to motivate teachers.

Research Questions

Research questions were as follows:

1. To what extent is the problem of poor teacher motivation in Mufulira district?

2. What are the main reasons for poor teacher motivation?

3. What are the effects of poor motivation on teachers' commitment to work?

4. What should be done to ensure that teachers are adequately motivated?

Significance of the Study

It is hoped that the study will provide information upon which policy decisions could be drawn. It is also hoped that such information will greatly help education managers at all levels in planning strategies to improve teacher job satisfaction and motivation.

Operational definitions of terms

The terms used in the study have the following meanings:

Demotivation   Unwillingness of an individual to exert effort to Achieve the organization's goals.

Basic school   School with classes from grade one to nine.

CHAPTER TWO

LITERATURE REVIEW

Western Countries

A major conclusion of the extensive literature on school effectiveness in western countries was that achieving better learning outcomes depended fundamentally on improvements in teaching. Thus, ways to improve teacher motivation and capabilities were central to any systematic attempt to improve learning outcomes. To date, policy reform in most of the western countries has been on improving learning outcomes through better allocation of resources, more accountability, curriculum reforms, and refined assessment systems, better pre-and in-service training (World Bank, 2004). Limited impact on many of these interventions has forced politicians and policy makers to focus increasingly on the needs of teachers themselves.

The literature on teacher motivation and incentives in western countries such as England and the United States of America has many common and or similar themes with the very much more limited literature on this subject in African countries. In particular it is contended that the status of teachers in most England has declined appreciably during recent decades. This is attributed to the fact that autonomy and creativity has been curtailed by more control and regulation, and that teachers were being asked to do more for less. Teachers also complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals, and the limited linkages between their performance, teacher compensation

and teacher development (HEP, 2004). Recent research shows that teachers suffer more than other professional groups from occupational lack of motivation (Evans, 1999).

A comprehensive literature review by Spear et al (2000) highlights the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction was working with children where as job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers were viewed by society. Another finding of the review was that female teachers tended to have higher levels of job satisfaction than their male colleagues. It was further argued that teachers in rural areas reported higher levels of job satisfaction than their urban colleagues. Male teachers were generally more satisfied over their level of influence over school policies and practices.

Africa

Discussions about Education for All (EFA) and improving the quality of education have generally failed to recognize the pivotal role of teachers. In particular, the key issues of teacher motivation and pay are skimmed over and, at times ignored altogether (Bennell and Akyeampong, 2007). For example, the World Bank's website on 'effective schools and teachers' identifies eight improvement domains, but none of these related centrally to teacher job satisfaction and motivation. Similarly, the World Bank's Action to Accelerate Progress towards Education for All does not address the very low levels of teacher motivation in most countries.

Many reform programmes also seek to fundamentally change teaching practices and increase the worldwide of teachers while, at the same time, ignoring or giving insufficient attention to very low pay and other conditions of service. Teachers in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly demotivated.

There is a wide range of views about teacher motivation in Africa. As already alluded to, very sizable proportions of primary school teachers have low levels of job satisfaction and are not well motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls and other behavioral sanctions.

The VSO report on valuing teachers concludes that "a potential crisis in the teaching profession threatens the ability of national government's to reach internationally agreed targets to expand and improve education. In many African countries, the teaching force is demoralized and fractured" (VSO, 2002:1). Of particular concern was poor teacher management at all levels, from the Ministry of Education to the school, and teachers' perception that the decline in their pay had adversely affected their status both nationally and locally. Other specific problems that were highlighted include delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline of inspectorate services, and insufficient involvement of teachers' representatives in policy making. There were not many redeeming features in the educational systems involved.

The report by the Global campaign for Education (GCE) also concludes that "it is evident that in the five years since the Education for All goals were restated at Dakar, improving teacher motivation has still not been sufficiently prioritised as a major concern of national or policy makers. As a result, teacher motivation and morale remain in a chronic state of decline," (GCE, 2005:1). The main reasons for this decline were identified as large classes, erosion in the quality of teacher training, the employment of para-teachers, other cost cutting measures such as multiple shifts, and poor pay.

Zambia

Since teachers are a very important factor in effective and pleasurable learning, it is very important that they themselves are highly motivated to teach. Unfortunately, in the Zambian experience, teacher morale is a great challenge. Kelly (1998) reports very low teacher morale and gives the following reasons for it: low salaries, poor accommodation, inadequate professional and administrative support, lack of adequate provision of professional and personal development and reduced status in the community.

In a survey involving 132 teachers with at least one year of service from twenty-nine different settings in November, 2002, it was found that, though most teachers were committed to a teaching career and many have given several years of service, they were generally demoralized (Carmody, 2004). It is widely asserted that low teacher motivation impacts negatively on teacher behaviour and performance in a variety of ways including deteriorating standards of professional conduct and professional performance. Zambia's urban people were reported dissatisfied with teachers' performance. An alarming number

of teachers had been reporting to work drunk, evidently related to low morale and poor motivation (World Bank, 2004).

From the literature reviewed, it is evident that basic school teachers in Sub-Saharan Africa, and more so Zambia, are demotivated. But it is not satisfactory that the situation continues as it is. It would be less satisfactory if it were allowed to deteriorate further. Recognizing all this, the Ministry of Education, in consultation with other parties concerned, has promised to strive for real improvement in the salaries and conditions of service of teachers (Ministry of Education, 1996).

Motivational Factors

To date a handful of studies have been undertaken that comprehensively analyse in a robust manner the determinants of teacher motivation in the African context. Based on survey data from five Francophone countries (Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal), Michaelowa found that large class size, double-shifting, rural location, high educational attainment and active parental involvement are negatively correlated with teacher job satisfaction in these countries. However, the contrast status of the teachers and school managers have no statistically significant impact on teacher job satisfaction in these countries. Even more surprisingly, the salary variable showed no noticeable impact on teacher job satisfaction. She concludes that "the role of salaries does not seem to be important as people believe" (Michaelowa, 2002:18). It should be pointed out however that teachers in Francophone Africa were relatively well paid compared with colleagues in most other African counties.

Occupational status

It is widely contended that the status of teachers in many Sub-Saharan countries has declined appreciably and that teacher autonomy and creativity has been curtailed by more control and regulation, and that teachers are being asked to do with less. Teachers also complain about the lack of variety and role differentiation in the careers, and the limited incentives for them to improve their practice and develop as professionals.

Traditionally, the intrinsic motivation of teachers has been closely associated with the high status of teachers in society. This was certainly the case during the colonial era in Africa and also during the early independence period. It is now widely argued that the status of teachers, especially in Sub-Saharan Africa, has declined appreciably during recent decades (Mwanakatwe, 1974, Tiberondwa, 1975 and Chakulimba, 1986). According to Tiberondwa (1975), before independence the teaching profession was perhaps one of the highly respected and envied professions among the Africans. Unfortunately the "golden age" for teachers is gone and perhaps gone for ever. Nowadays all that the teacher can receive for his or her services is constant ridicule from students, pupils and the public.

Members of the public look down upon the teachers and the teaching profession in society. Regardless of whether the teacher is a university or college graduate, he or she is perceived as one who had nothing better to do and therefore ended up taking teaching as a career (VSO, 2002).

As earlier noted, the forces that are resulting in the 'de-professionalisation' of teachers include protracted economic and social crisis in many countries, increasing diversification of the teaching force with increasing reliance on less well-educated and qualified teachers with lower job security, generally lower standards of teaching. Others are feminization of the teaching force, sizeable declines in the standards of living of teachers, and lack of control over various aspects of their work.

Occupational status depends on the 'public valuing' of the competence, role and overall contribution of the particular occupation to individual and societal welfare (Mwansa, 2001). Occupations that have attained professional status share a common set of characteristics including a 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. Teachers in Zambia and many African countries are 'semi-professionals' mainly because of their low levels of education and training vis-à-vis professional occupations such as doctors, engineers and lawyers (Data, 1975). Also, the sheer size of the teaching force militates against 'professional' exclusivity. Teaching is reported to have become 'employment of the last resort' among university graduates and high school leavers in many countries (Thuko, 1977). In Zambia, Mwansa (2001) reports that teaching has become the only hope for those who may not find jobs in other professions or occupations. Consequently, teachers often lack a strong, long - term commitment to teaching as a vocation. Finally teachers are paid considerably less than the mainstream professions such as law, medicine, and engineering.

The teacher labour market has also become segmented in most countries. The first segment comprises government-funded teachers who enjoy relatively higher levels of job security and are often heavily unionized while the second one comprises privately funded ones. The latter group invariably has lower education and professional qualifications, and is employed on short-term contracts with much lower salaries.

Staffing patterns

Kelly (1991) argues that teachers in Zambia are highly dispersed, typically in small schools and remote locations. Maintaining teacher morale in these work environments is a major challenge. Teachers often feel isolated with little or no collegiality and support. High staff turnover (both voluntary and involuntary) in hard-to-staff schools can adversely affect *motivation. With very high vacancy rates in rural schools, teachers are often over-worked.* Where teachers pay large bribes to secure employment and desired postings, this may also impact on job commitment and overall motivation. In these situations, teaching positions are a little more than sinecures, which means that teachers do not feel accountable to school management, parents or the wider community.

Work and living conditions

The work and living conditions of many teachers are poor, which tends to lower self-esteem and is generally demotivating. Schools in many countries lack basic amenities such as pipe-borne water and electricity, staff rooms, and toilets. Housing is a major issue for nearly all teachers. A survey of primary schools in the year 2000 revealed that a number of primary school teachers lived in very deplorable housing conditions and in shanty

compounds (Nakamba, 2000). For example, in Ghana, the percentage of teachers who were housed increased in 1988 was 5 percent and only rose to 30 percent in 2003 (Akyeampong, 2003).

Pay and allowances

There is a broad consensus that teacher's remuneration in the majority LIDCs is inadequate. This is because total pay does not cover basic household survival needs, let alone enable teachers enjoy a 'reasonable standard of living'. The SIDA review of teacher conditions of service concludes "there has been a dramatic erosion in teacher working conditions and consequent brain drain of qualified and experienced teachers to other professional fields" (SIDA,1999: 12). Similarly, a major OECD study of teacher pay notes "salaries continue to deteriorate in low-income developing countries" (OECD, 1998: 113). In Zambia the 2000 survey revealed that primary school teachers were typical of public workers, whose low wages were described by the Republican President as "scandalous (Nakamba, 2000).

Consequently in order to survive, teachers spend little time in the class room, driven elsewhere by the harsh economics. They take on secondary employment activities which are both teaching and non-teaching designed to supplement their meager incomes. Private tutoring is the dominant activity. In Zambia this is school based, for example Academic Production Units. Private tuition amounts to a 'shadow' education system. The norm is for teachers to give either individual or group tuition to pupils outside of school.

Other widespread education-related activities include teachers selling summaries of textbooks as 'pamphlets'. Teachers also sell food and drinks to fellow teachers and pupils during break time. Common non-education activities include farming in rural areas and trading in urban areas. If lucky, teachers leave the profession for better-paid jobs in other sectors (UNESCO, 1996).

Community schools, which are provided mainly by the community and NGOs, generally employ teachers who have lower education levels than government teachers and relatively little professional training. They are also locally recruited and usually work for only a few hours each day. Thus, their pay is much lower than public sector payroll teachers. Teachers at private-for profit schools also earn less, on average, than in the public sector.

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. Silvia and Hutchinson (1994) argue that teacher motivation is based on intrinsic factors and that true job satisfaction is based on higher order needs alluded to in chapter one. However, pecuniary motives are likely to be dominant among teachers in those LIDCs where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for 'higher-order' needs, which are the basis of true job satisfaction to be realized. A key empirical issue is therefore to establish the extent of the problem.

Teacher management

Poor human resource management seriously demotivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. In most of Africa, "for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort" (IIEP, 1999:35). Teacher supervision is frequently very weak, especially in schools, where head teachers lack formal administrative control over teachers. There is invariably no effective performance appraisal and inspections are infrequent, especially in more remote schools.

Teacher management tends to be authoritarian, based on rigid hierarchical structures. Teachers subjected to these types of management regimes have little sense of self-determination, which seriously undermines job satisfaction and motivation. The extent to which teacher grievances are addressed is also a key issue. Garrett (1999) observes that in many countries, including Zambia, many managers act for very long periods and many teachers take long to be confirmed in their appointments.

Workload demands and expectations

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major demotivators in some countries (Garrett, 1999). What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large

class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations.

The available indicators, especially pupil-teacher ratios (PTRs) are too crude to draw robust conclusions. While PTRs are very high in some countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of LIDCs (Bennell and Akyeampong, 2007). However, the introduction of free universal primary education in Sub-Saharan Africa has generally resulted in larger classes, especially in the lower grades, which tends to be taught by less experienced and poorly qualified teachers.

In contrast, the teaching loads of secondary school teachers are frequently singled out as being too low. This is a highly contested issue in some countries (for example China, Uganda and Zambia). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002 (VSO, 2002). However teachers protested to the President who reduced the number of periods to the original level of 18 per week.

There are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common areas for low teaching loads are small schools, overcrowded curricula with too many specialized subject teachers. Secondary schools often have strong incentives to expand classes to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation. In many countries, teachers are being

asked to take on more responsibilities, including HIV/AIDS education, counseling, and community development.

Often, comparisons between workloads at government and private schools are not meaningful because private schools rely heavily on part-time teachers who are employed to teach a few lessons per week. They are only paid for the classes they teach so salary costs per class are generally much lower than publicly funded schools. But elsewhere, class sizes are generally smaller in private schools and both students and parents are more motivated, which makes teaching more rewarding and less stressful (VSO, 2002).

Community participation and decentralization

It is widely contended that comprehensive decentralization of school management functions will result in significant improvements in higher teacher motivation and overall performance. This is because school managers and teachers become more accountable to parents and other stakeholders. Machaelowa (2002), however, found that increased higher levels of community involvement were negatively correlated with teacher motivation since it undermined their sense of occupational autonomy and control.

The link between decentralization and improved teacher performance is often quite weak in government schools. Furthermore, decentralization can exacerbate political interference. The capacity of parents and local stakeholders to exercise control over school managers and teachers is another key factor to teacher demotivation.

Teacher competence

The 'struggling teacher' is an all too common sight, especially in basic schools. High proportions of teachers remain untrained in many Sub-Saharan countries, which adversely affects intrinsic motivation. Too often, teachers are 'thrown in at the deep end' with little or no induction. Multi-grade teaching is common in Sub - Saharan countries, but most teachers are not adequately prepared for the special demands of this type of teaching.

Poor quality in-service training compounds poor pre-service training and induction in many countries. Teachers need continuous professional development (CPD) as well as support from peers and supervisors. CPD is usually scarce, unrelated to a broad strategy, and not targeted at teachers who need it most. In the absence of appropriate support, teachers can easily lose motivation. There have however been some very effective interventions in this area (Word Bank, 2004). In Guinea, for example, teachers have been encouraged to take more responsibility for their own professional development, in particular by enabling them to access training resources through a competitive grant scheme.

Occupational health

Teachers living below or near poverty lines are likely to suffer from high levels of illness. Teachers also believed to be a 'high- risk' occupational group with respect to HIV infection. This is expected to have a major impact on teacher motivation In high prevalence HIV countries in Eastern and Southern Africa. Apart from the obvious impact of teachers who are living with AIDS, working with colleagues who are sick and who may

eventually die is also demoralising. The extra workload of covering for other teachers is another key factor to teacher demotivation. But, conversely, there is some anecdotal evidence to show that teachers 'come together' in the face of the AIDS threat and other adversities. In addition, the actual and potential impact of the epidemic on teachers has been exaggerated (Bennell, 2006a). Mortality rates among teachers are appreciably lower than those based on demographic projections of the impact of the epidemic on the adult population as a whole. For example, the mortality among teachers in Swaziland, which has the highest HIV prevalence rate in the world (estimated to be 32.5 percent in 2005), was less than one percent in 2005. This was three times less than the projected mortality rate for teachers in that year (Bennell, 2006b).

Individual characteristics

Individual characteristics can also adversely affect motivation levels. The profile of teachers has become younger in some countries due to the rapid expansion of primary and more recently, secondary enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in Sub-Saharan Africa are usually considerably younger than secondary school teachers (VSO, 2002).

The impact on women teachers of being in male-dominated profession is also likely to be a salient factor in some countries. Research has shown that motivational patterns are different among men and women in OECD countries with men more concerned with

extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Impact on Teacher Behaviour and Staffing

It is widely asserted that low teacher motivation impacts negatively on teacher behaviour and performance in a variety of ways including deteriorating standards of professional conduct, poor professional performance, and serious distortions in spatial development of teachers. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. For example, the 2004, World Development Report notes "cases malfeasance among teachers are distressingly present in many settings: teachers are shown drunk, are physically abusive, or simply do nothing. This is low-quality teaching – this is not teaching at all" (World Bank, 2004: 65). But again, such negative views of teachers are not adequately supported by robust evidence.

Teacher deployment

Another major impact of low teacher motivation is that it seriously exacerbates the deployment of teachers to school in less attractive locations. The small deployment of teachers, even in quite small educational systems, is complex. For a variety of reasons, teaching positions are not being filled in an efficient and effective manner in most countries. Invariably, the key issue is the unattractiveness of rural schools, especially in

remoter locations. Teacher resistance in these hard-to staff schools, reinforces urban biases in resource allocations and overall education outcomes.

The low proportion of qualified and experienced teachers working in rural schools is one of the most serious problems preventing the attainment of EAF with reasonable learning outcomes in most LIDCs. Rural-urban differences in the qualification profiles of teachers are usually very large. For example, in Namibia, 40 per cent of teachers in rural schools in the north are qualified compared to 92 percent in the capital Windhoek and neighbouring areas. In Uganda, two-thirds of primary school teachers in urban schools are qualified, but only half in rural schools. The qualification divide is particularly acute in conflict and post conflict situations. In Sierra Leone, for example, 96 per cent of teachers in Freetown are qualified, but less than 25 per cent in the remoter, war-torn northern districts (Bennell et al, 2004).

Younger, inexperienced teachers tend to be posted to schools in rural areas in many Sub-Saharan countries which they may find stressful and demotivating. In some counties, a sizeable proportion of the teachers who are recruited are not competent. Even in a relatively developed country such as Brazil, "unclear lines of accountability have encouraged patronage relationships and recruitment of under-qualified teachers" (World Bank, 2001: 33). In the worst cases, teaching positions are purchased.

Most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates strong disincentives to

being posted to a rural school. Teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations is also a major factor. Finally, in many countries, newly appointed primary school teachers expect to upgrade their qualifications within three-four years so that they can become secondary school teachers or have a second chance of getting a place at university. Being posted to a rural primary school can, therefore, severely affect their ability to undertake further studies.

A posting to a rural school can almost be for permanent, especially where sizeable proportions of teachers pay for their postings. Where the deployment process is manifestly corrupt, this merely heightens the sense of injustice felt by the new teachers who are forced to work in rural schools.

Despite the widespread recognition of what amounts to a teacher deployment crisis in some African countries, efforts to tackle the most serious deployment problems have been quite limited and invariably unsuccessful. Forcing teachers to work in rural schools can seriously lower morale and result in high levels of turnover. In Malawi, for example, a 1989 government directive instructed all teachers that they should teach in their own regions (Kadzamila, 2005). However, this decision was so unpopular that it had to be reversed. The lack of attractive additional incentives to work in remoter rural schools is another key factor. Relatively very large incentives may be necessary to attract teachers to

hard-to-staff schools, but these are not likely to be affordable in most Sub-Saharan countries.

Teacher attrition

It is widely reported that poor job satisfaction among teachers in developing countries results in high attrition rates (VSO, 2005). Again, however, very little information is available on staff retention in the schooling systems of Africa.

There are many types of teacher turnover: departures of teachers at the school level; teacher upgrading; occupational attrition (teachers leaving the profession to take up other jobs); and international migration. Teacher attrition at the school level is a combination of various factors (long-term illness and death, resignation retirement, dismissal) and transfers (lateral, promotion, study leave). The main issue in most countries is the high rate of transfers of teachers between schools rather than attrition per se. A 'culture of discontinuity' often characterizes teacher staffing in remoter rural schools. The 'need to belong' is a fundamental human motivation, which is undermined when teachers are frequently transferred. The compulsory posting of teachers to hard-to-staff mainly remote rural schools is also unlikely to engender a sense of belonging.

The lack of alternative employment opportunities keeps occupational attrition rates low in most countries. This is the case for primary school teachers who did not have the educational and qualifications to be particularly marketable in private sector labour markets. Anecdotal evidence suggests that occupational attrition among contractual and

community teachers is higher than that among permanent teachers in some countries. Disgruntled teachers are likely to feel particularly trapped in their jobs, which will have wider deleterious impacts on teacher morale in schools.

Brain drain

Another alleged consequence of low teacher motivation is the large scale migration of teachers from developing countries to the United Kingdom and other OECD countries. It is argued that the 'brain drain' of teachers to the North is negatively impacting on teacher supply and retention in a growing number of developing countries, which is undermining the attainment of EFA (Bennell, 2004; Morgan et al, 2006).

Teacher absenteeism

Poor motivation and lack of accountability are widely reported to result in high levels of teacher absenteeism in many LIDCs. The evidence base, however, is weak. It is also difficult to measure teacher absenteeism that can be directly attributed to poor motivation and opportunistic behaviour.

Research by the World Bank finds generally high levels of teacher absence in developing countries, especially in Africa and South Asia (UNESCO, 2004). However, most teacher absenteeism is for legitimate reasons, namely personal illness, official duty, and leave. Other studies have not found unauthorized (opportunistic) absenteeism to be a major problem in a number of countries in Sub-Saharan Africa (Bennell et al, 2002, Bennell, 2004).

Absenteeism is widely reported in private-for-profit schools. Although there is little or no hard evidence to back this up, it is likely that non-state providers, and especially for-profit schools, do impose sanctions on teachers who are absent for legitimate reasons. One of the most important findings of the World Bank research is that absenteeism rates among *contractual teachers are much higher than for teachers with permanent status.*

Chapter two has revealed the relevant literature. Bennell (2004), Bame (1991) and other writers have written a lot about teacher motivation. However, no systematic study has been conducted in Zambia on teacher demotivation and how it affected the performance of teachers. This study was endovoured to fill this gap.

CHAPTER THREE

METHODOLOGY

This chapter deals with the study design, population, sample size, sampling procedures, research instruments, data collection and data analysis.

Study design

The researcher used a descriptive survey to collect information from respondents on their opinions in relation to low teacher motivation among basic school teachers in Mufulira district. The study employed both qualitative and quantitative methods to elicit data. Qualitative data was collected interactively using semi-structured interviews.

Quantitative data was collected using a semi-closed questionnaire. This is a type of questionnaire that combined both closed and open ended questions (Best and Kahn, 2008).

Population

According to Kombo and Troup (2006:76) a population is a group of individuals, objects or items from which the samples are taken for measurement. The respondents of the study were drawn from Mufulira district. They included all basic school teachers, all basic school head teachers, former teachers, Education Standards officers at the district, and chairpersons of Parent Teachers Associations (PTA).

Sample Size

DeVos (1998:198) explains that a sample can be viewed as a subject of measurements drawn from a population in which we are interested. It comprises the elements of the

population considered for actual inclusion in the study. The sample comprised one hundred and seventy-two (172) respondents divided as follows: one hundred and forty-one (141) teachers, ten (10) head teachers, ten (10) PTA Chairpersons, 9 former teachers and two (2) Education Standards Officers (ESOs) in the district.

Sampling procedures

Sampling procedure as argued by Oralho and Hombo (2002), is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

The study employed two sampling techniques. These were purposive sampling and simple random sampling. Purposive sampling was used to select schools whose teachers, head teachers and PTA chairpersons constituted the sample using such criteria as the location within the district but within the constraints of time and money for transport. A purposive sample of basic schools selected helped explore in depth a wide range of issues pertaining to teacher job satisfaction and demotivation (Kombo and Tromp). Ten schools were targeted in the district. Simple random sampling in the selection of teacher respondents ensured that all teachers in each school had the same probability of being selected in whatever category they fell in terms of qualification, age and gender. This was done by putting pieces of paper in a box of chalk. Some pieces equal to the number of respondents at the school were written 'yes' and others equal to the number of the remaining teacher population in the school written 'no'. The box would be shaken vigorously for the pieces

of paper to mix. The teachers would then pick a piece of paper each from the box; those who picked a piece of paper written 'yes' became the sample.

Research Instruments

The study used questionnaires, and semi-structured interview schedules to collect data. The questionnaires were three in number: one for basic school teachers, for head teachers and one for ESOs. Interview guides were two: one for PTA chair persons and the other for former teachers.

Procedure for Data Collection

Qualitative data was collected interactively using semi-structured interviews. Both closed and open-ended questions were used to which PTA representatives and former teachers responded. Head teachers responded to the closed and open-ended questions while PTA chairpersons responded to open-ended questions. According to Tuckman, as cited by White (2005:253), open-ended questions allow the respondents to give their responses in whatever format they choose. In-depth interviews were used for 20 participants (10 former teachers and 10 PTA chairpersons) to express themselves freely and highlight their experiences.

Questionnaires were administered to one hundred and twenty-five teachers. The researcher personally took the questionnaires to the respondents. He assured the respondents' anonymity and confidentiality of responses.

For the pilot study, which is a small-scale version of the proposed study with a restricted sample of subjects (Mason and Branble, 1997:4), the researcher piloted the questionnaires at one of the selected basic schools which did not form part of the sample prior to distribution to the rest of the basic schools. The researcher used the feedback from the pilot study to rectify unclear statements.

Data Analysis

Data analysis refers to examining the coded data critically and making inferences (Kombo and Troup, 2006:111). In the study, qualitative data analysis involved categorizing themes according to respondents' description of their experiences, coding themes and classifying and grouping data according to research objectives and questions. The data was then interpreted.

Data from the questionnaires was analyzed manually and the researcher used the Statistical Package for Social Sciences (SPSS) to generate tables for frequencies and percentages.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE FINDINGS

This chapter presents the findings of the study. Quantitative data are presented in percentages, tables and graphs while the qualitative data are summarized using narrative reports. The findings are presented strictly according to the objectives.

4.1 TEACHER MOTIVATION

4.1.1 Responses from teachers

Almost identical proportions of rural teachers 40 (71%) and urban teachers 75 (72%) indicated that they were demotivated workers. A vast majority 100 (71%) of both female and male teachers at the ten surveyed basic schools indicated that they were either poorly or very poorly motivated.

4.1.2 Responses from Head teachers

The head teachers' views on teacher motivation revealed striking similarities with those of teachers. Like the teachers, they too felt that teachers were poorly motivated.

4.1.3 Responses from former teachers

In conformity with the practicing teachers and head teachers an overwhelming majority 9 of the former teachers believed that teachers were demotivated.

Table 1: Percentage rates of teachers who regarded their current levels of motivation as good or excellent

Rural		Urban	
School	Percentage	School	Percentage
Twasekela	34	Chobolya	24
Kansunswa	33	Kalanga	28
Murundu	28	Mufulira	32
Mokambo	30	Mine	25
Minambe	25	Mano	31

4.2 TEACHER DEMOTIVATING FACTORS

4.2.1 Responses from teachers

In order to find out factors which Mufulira Basic School teachers perceived as the sources of their poor motivation, they were asked to rank six reasons given in the table below in terms of their greatness in influencing teachers' demotivation.

Table 2: The Teachers' ranking of reasons why teachers leave teaching by sex

Reasons	Males Rank	Females Rank
Inadequate or poor salaries	1	1
Lack of opportunity for promotion	2	2
Poor working environment (class rooms, compound, furniture, housing, toilets)	5	4
Poor supervision and guidance by supervisors (Headteachers)	4	5
Inability on the part of teacher to teach well	6	6
Low prestige in basic school teaching	3	3

Table 2 reveals that, in the opinions of both male and female practicing teachers of Mufulira Basic Schools, the three most important factors which drive teachers out of the teaching service were: inadequate or poor salaries (first position), lack of opportunity for promotion (second position) and low prestige in basic school teaching (third position).

4.2.2 Responses from head teachers

Corresponding rankings by the ten head teachers revealed striking similarities with that of the class teachers. The head teachers too felt that poor salaries or inadequate remuneration, lack of opportunity for promotion and low prestige in teaching in that order were the three most crucial reasons which accounted for the trained teachers' drift from the teaching service into other occupations. They also saw inability on the teacher's part to teach well as the least important motivating reason which makes teachers leave teaching.

4.2.3 Responses from former teachers

This study revealed that the ranking of reasons by former teachers was almost similar to that of the practicing teachers and head teachers. In their view, as in the view of practicing teachers, the three principal reasons which drove teachers away from teaching, in order of importance, were inadequate remuneration, lack of opportunity for advancement and poor supervision and guidance by supervisors. The rankings of these reasons did not change much when the ex-teachers considered which two of the reasons contributed to their leaving the teaching service.

4.3 PROMOTION OPPORTUNITIES

4.3.1 Responses from teachers

Career progression opportunities were limited in most schools under study, which meant that a teacher's salary increased relatively little over time.

When asked how they would describe the current levels of teacher promotion in their school, 117 (83%) of respondents indicated that the levels were low, with 24 (17%) saying that the levels were average.

4.3.2 Responses from head teachers

Like teachers, head teachers were not satisfied with the levels of promotion in their schools. It was noticeable that the large majority 7 of the head teachers indicated that teachers in schools were not often visited by standards officers, which to some extent reduced their promotion prospects.

4.4 TEACHERS SALARIES

The study revealed that teachers and other stakeholders felt that teachers were greatly underpaid. Most teachers 129 (91.5 %) at the survey schools rated their pay as poor or very poor. One former teacher respondent lamented:

> Pay is so low that teachers, like many of their pupils, do not eat well before coming to school.

Both the PTA chairpersons and the former teachers unanimously agreed with teachers that teachers' pay is very low. Another former teacher further argued:

> Teachers' pay does not meet basic household expenditures especially for teachers in urban schools who have to cope with high accommodation and transport costs.

However, one PTA respondent had a different view. He observed that:

> Although teachers are poorly paid their base salaries compare favourably with equivalent occupations (such as nurses, accounting officers and agricultural extension workers) in the civil service.

The findings on how Mufulira basic school teachers perceived their salary raises the question: "Why is it that despite the annual income of Zambian teachers being well above the average per capita income in the country, they still perceived their salaries as the most dissatisfying factor of their work?"

A reasonable approach to find an answer to the question posed above was to look for the group of workers with whom the teachers compared their earnings when thinking about their income. 49 (35%) of the teachers compared their earnings with industrial workers,

especially that, many people in Mufulira work in industries supplying goods and services to the mining companies operating there.

Figure 1: Groups of workers whom Mufulira Basic School Teachers compared their income with.
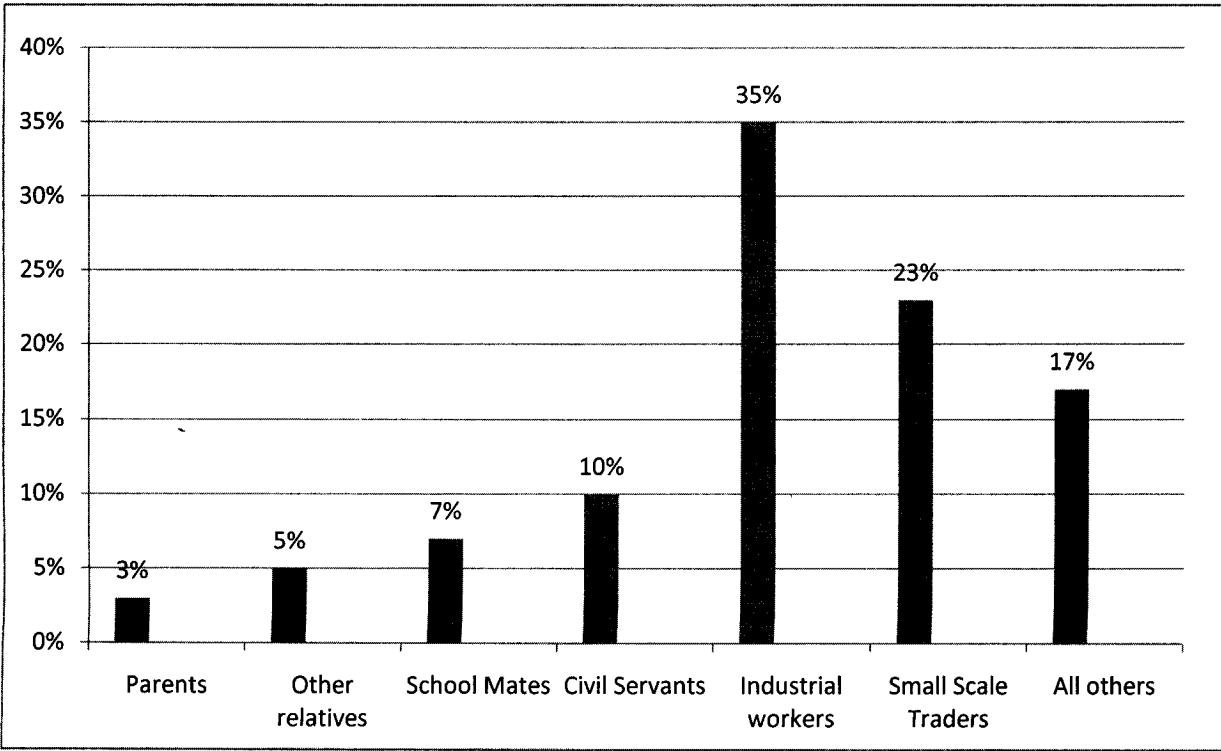
4.5 A TEACHER'S INABILITY TO TEACH WELL

This study saw inability on the part of the teacher to teach well as the least demotivating reason. In other words, if that was the only problem which the teachers perceived in teaching, very few of them, if any at all, would decide to leave the service. They did not see any reason why a professionally trained teacher would be too professionally inadequate

to feel demotivated. In their view, other factors such as inadequate salaries, few promotional opportunities and unconducive relations with supervisory officials, were far more demotivating than professional incompetence.

4.6 PROFESSIONAL STATUS

4 6.1 Responses from teachers

The characteristic which teachers placed third when ranking their sources of demotivation was low prestige of basic school teaching. The prestige of basic school teaching seemed to be in decline in Mufulira. The data collected revealed that very sizeable proportions in the ten study schools did not agree with the statement that "teachers at this school are respected by the community". Approximately 29 (64%) and 72 (75%) of the teachers working in the rural and urban schools respectively did not feel they were respected.

4.6.2 Responses from former teachers

Seventy-eight per cent of the former teachers observed that the poor remuneration had been the cause of the low professional status of the teacher.

4.7 WORKING AND LIVING CONDITIONS

All the data from the 10 schools highlighted the huge impact that working and living conditions have on teacher morale and motivation and thus their classroom performance. The key factors were number of pupils, general classrooms conditions, management support, location, living conditions and distance to work.

Table 3 summarises the responses at the survey schools to the general statement concerning working conditions at their schools.

Table 3: Percentage of Teachers Indicating that Their Own Working Conditions are poor (rounded percentage)

Rural		Urban	
School	Percentage	School	Percentage
Twasekela	61	Chibolya	49
Kansunswa	61	Kalanga	51
Murundu	68	Mufulira	45
Mokambo	47	Mine	53
Minambe	73	Mano	46

In rural schools it was noticeable that a majority of teachers 30 (62%) indicated that working conditions were poor.

4.8 TRANSMISSION OF VALUES AND ATTITUDES BY TEACHERS

4.8.1 Responses from teachers

In this section the researcher also examined teachers' transmission of values and attitudes. Two questions appeared irresistible during data collection. "Do basic school teachers deliberately pass on their attitudes and values about teaching to their pupils"? If they did, what kind of attitudes and values did demotivated teachers transmit to their pupils?

The researcher asked the teachers in his sample the questions below which intended to bring out answers to the questions asked above. The researcher asked them: In the course of your teaching, do you tell your pupils your opinion about basic school teaching as a career? If yes, what do you tell them?

Of the 130 respondents who answered this question 80 (61.5%) affirmed that they did tell their pupils about their opinions, 30 (23%) answered the open ended part of the question. The responses were classified into two categories and presented percentage-wise as shown in table 4.

Table 4: Ideas which the teachers transmit to their pupils

Values and ideas which teachers transmit to their pupils	Per cent of those who are motivated	Per cent of those who are not motivated
1. Teaching is good and secure. Pupils should choose it.	70.6 (24)	69.8 (74)
2. Teaching is not respected nor money-yielding. Pupils should ignore it	5.9 (2)	10.4 (11)

4.9 PERCEPTION OF THE OFFICIAL ACTIVITIES OF THE MINISTRY OF EDUCATION PERSONNEL

4.9.1 Responses from the teachers

Teachers' perceptions of the official activities of the Ministry of Education personnel turned to be objective and realistic. The majority, 26 (72%) of the males and 80 (78%) of the females agreed that the Ministry officials actually helped teachers to improve their teaching and highly achieve the desired results.

At the same time, the majority, approximately 99 (70%) of both male and female teachers, agreed that some Ministry officials in the course of their supervision often tried to find fault and gave unfair criticism of teachers' work.

4.9.2 Responses from head teachers

With regard to the official activities of the Ministry officials, the head teachers' views were similar to those of the teachers. They also acknowledged that Ministry officials made positive contributions to teachers' work in schools. All the head teacher respondents agreed that the officials helped teachers to improve their teaching and achieve the required results. However, on the negative side 6 of them shared the teachers' view that some officials often tried to find fault and unfairly criticized teachers and head teachers.

4.9.3 Responses from former teachers

Former teachers' perceptions of the official activities of the Ministry of Education officials also matched well with those of practicing teachers and head teachers. 9 agreed

that Ministry officials actually helped teachers to improve their teaching just as a large majority of them 8 also indicated that the officials enabled teachers and head teachers to know where they stood regarding their work in schools.

It was earlier argued that the views of former teachers on teaching and education would seem to be more objective than those currently practicing teachers. As it is apparent now, their views turned to be similar to the latter. This would seem to suggest that perhaps the views are consistent with what happens in supervision.

4.10 TRAINING OFFERED TO BASIC SCHOOL TEACHERS

4.10.1 Responses from teachers

Teachers were asked, whether or not they thought the training which basic school teachers including themselves received in the training colleges prepared them well for effective teaching in the basic schools. There was a general feeling among them that they were well prepared. More than three-quarters 106 (76.8%) affirmed that the training teachers received in training colleges prepared them for effective teaching and only 31 (22.3%) did not think that it did. A negligible percentage 2 (1.7%) did not offer any views on the issue.

4.10.2 Responses from head teachers

Head teachers were asked whether or not they thought that the training which teachers and head teachers received in training colleges prepared them well for effective teaching? In response to this question, 7 of them indicated that the training did so, while 3 did not think that it did.

4.11: TEACHERS' RESPONSE TO WHETHER OR NOT THEY PLAN TO MAKE TEACHING THEIR LONG-TERM CAREER

As evident from table 5 below, the difference in the responses of male and female teachers were a little pronounced. 12 (35%) of the male and 27 (25%) of the female did not plan to make teaching their long – term career. On the other hand, approximately 22 (68%) of the former and 79 (75%) of the latter planned to make a long–term career of teaching. Thus the data collected showed that a majority of the teachers at the time of the study seemed satisfied with their work. The most satisfying aspect of basic school teaching perceived by them was that teaching in Zambia was a steady and secure occupation.

Table 5: Teachers' responses on whether or not they planned to make teaching their long-term career by sex

Teachers' Response	Male	Female
Yes	64.7 (22)	74.5 (79)
No	35.3 (12)	25.5 (27)
Total	100 (34)	100 (106)

4.12 ABSENTEEISM AMONG TEACHERS

4.12.1 Responses from teachers

In order to verify the relationship between demotivation and absences, the researcher asked the question "Quite often I feel like staying home instead of going to school", (strongly agree, agree, disagree, strongly disagree).

The study revealed that basic school teachers who were motivated were inclined not to be absent from school as often as were teachers who were demotivated as shown in table 6.

Table 6: Teachers' responses on the question "Quite often I feel like staying home instead of going to school", (strongly agree, agree, disagree, strongly disagree) by location

	Rural	Percentage	Urban	Percentage
Strongly agree	2	3.8	5	5.7
Agree	27	52	57	64.8
Disagree	23	44.2	23	23.9
Strongly disagree			3	3.4

Although absenteeism rates seemed to have been high in some survey schools, only a relatively small proportion of these absences were categorized as non-authorized.

4.13 SECONDARY EMPLOYMENT

4.13.1 Responses from teachers

In order to ascertain whether the teachers got other occupational undertakings (for example during vacation) and whether they sought other sources of income during their teaching career, they were asked whether they engaged in secondary employment. Approximately 19 (53%) of the male and 30 (32%) of the female teachers affirmed that they were involved in secondary employment. The remaining 17 (47%) of the male and 64 (68%) of the female teachers indicated that they had not been engaging in any secondary employment.

4.13.2 Responses from head teachers

9 of the head teacher respondents indicated that teachers were increasingly engaged in secondary employment (such as sale of scones, sweets, second hand clothes) and conducting private tuitions. In this study the incidence of secondary employment activity among teachers was not very high. The findings show that the larger proportion of the teacher population was that of females, many of whom were married to men who were financially sound. Another reason was that because of low salaries they could not afford to raise capital to start a business that would effectively supplement their salaries.

Table 7: Secondary employment activities among basic school teachers at survey schools (rounded percentages)

Rural		Urban	
School	Percentage	School	Percentage
Twasekela	20	Chobolya	25
Kansunswa	33	Kalanga	43
Murundu	17	Mufulira	35
Mokambo	23	Mine	20
Minambe	11	Mano	33

4.14 TEACHERS' VIEWS ON TEACHING AND EDUCATION IN ZAMBIA

4.14.1 Responses from teachers

After inquiring into whether or not teachers would remain in teaching until they retired, they were further asked to indicate their reasons by a follow up question "Why would you like to remain or leave in teaching until or before you are retired?" They almost unanimously 125 (89%) indicated that they would remain because the teaching profession in Zambia was 'a steady and secure occupation'. The number two reason was the warm relationships which teachers enjoyed with one another. The few who indicated a desire to leave before reaching retirement period pointed to poor salaries and few opportunities for promotion as the reasons for their stand.

4.14.2 Responses from head teachers

The head teachers' views on various aspects of the Zambian education system unsurprisingly showed striking similarities with those of teachers. Like the teachers, they saw the steady and secure nature of teaching as the principal reason for teachers to remain in the profession and poor remuneration as the job's principal single disadvantage.

4.14.3 Responses from former teachers

It is reasonable to expect that since they were no longer involved in teaching, former teachers would give more objective or less biased views than those of currently practicing teachers. On the other hand since they had reason to leave the teaching service, they could hold extreme and overly critical views about it. Whatever the case, if their views on various aspects of education and basic school teaching tallied with those of the practicing

teachers and head teachers then it would seem to make the views more convincing and the attitude they engendered more real as far as teachers were concerned.

The information gathered revealed that like some practicing teachers, the majority of former teachers 8 thought there was something wrong with the education system particularly in terms of salaries and promotion opportunities.

4.15: MUFULIRA BASIC SCHOOL TEACHERS' OPINION ON FURTHERING EDUCATION

Most of the teachers did not regard their teacher training as the end of their education; they planned to have further education. 127 (90%) indicated that they had plans to further their education; 9 (6.4 per cent) were not certain and 5 (3.6 per cent) did not have any such plans. The further courses they planned to take ranged from specialist subject courses at diploma level to university degree courses.

4.16 MOTIVATIONAL FACTORS FOR TEACHERS

The data collected showed that of the motivational items which might improve the motivation of the teacher, better salary, more promotion opportunities and tangible and honest recognition of work well done were ranked as shown in figure 2.

Figure 2: Motivational factors for teachers
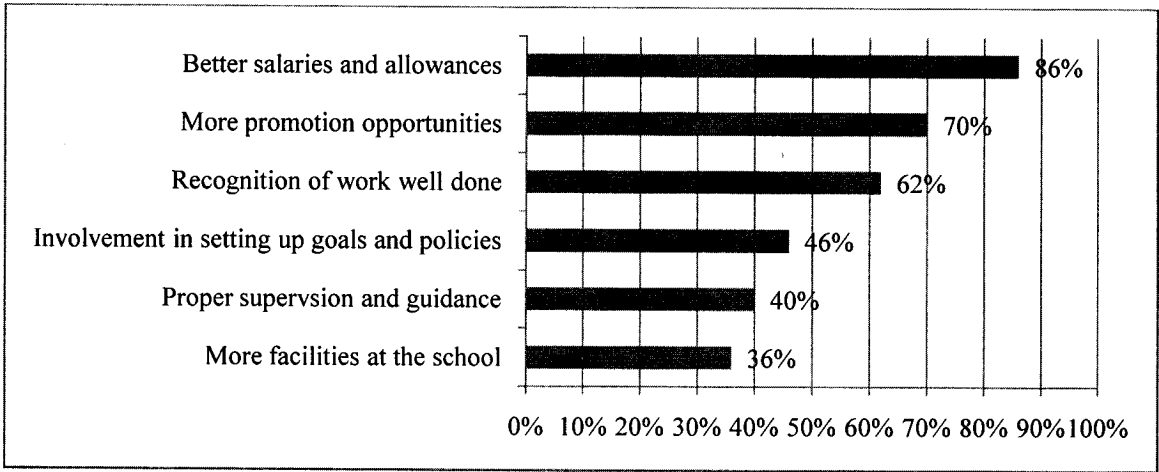
CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

On the basis of the evidence presented in the sampled ten schools, the conclusion is that the schooling system in the district is faced with what amounts to a teacher motivation crisis. Many pupils were not being taught properly as one of the teacher respondents lamented "the demotivation of teachers is a major contributory factor to the endless poor learning achievements of basic and high school pupils". This has far reaching implications for the Millennium Development Goals for basic education and national development as a whole.

5.1 The extent of poor teacher motivation

In a survey done in Zambia of 132 teachers with at least one year of service from twenty-nine different settings in November 2002, it was found that, though most teachers were committed to a teaching career and many had given many years of service, they were generally demoralized (Carmody).

Similarly, concerns about low motivation were pervasive in the schools studied in Mufulira district. While the precise reasons varied from school to school; PTA chairpersons, head teachers and teachers themselves all agreed that basic school teachers were dissatisfied with their job and were poorly motivated.

The study, however, revealed that urban teachers were more demotivated than rural teachers. One possible reason why urban teachers may have been more demotivated in Mufulira could be the impact of teachers' poor conditions of service which may be more pronounced in urban areas due to the high cost of living. The study done by Namangala (2002) with a sample of 187 secondary school teachers in Lusaka found that poor conditions of service and inhospitable work situations were the main sources of occupational stress and caused the suffering of teachers.

There is also the aspect of social comparison whereby people compare themselves with others around them. This theory states that if others around you appear better off, your self-image is negatively affected. This could lead to chronic demotivation. On the other hand, if those around you are evaluated to be worse off, your personal image is enhanced and one is less likely not to be demotivated. This would seem to apply to the situation of urban and rural teachers. Urban teachers in this case compare themselves with better off individuals such as successful business men, lawyers, and elite urban members of society they interact with on daily basis. On the contrary, rural teachers generally interact with less privileged people who are found in such locations.

5.2 Reasons for poor teacher demotivation

Many reasons were given for poor teacher motivation which are discussed here below.

5.2.1 Poor salaries

UNICEF (1995) did a study and published a report examining reasons for the demotivation of teachers in Ghana. The study reported nine major findings which showed teacher dissatisfaction with their salaries as being the first.

In conformity with the UNICEF study the most basic reason that respondents gave in the present study for the teacher demotivation problem was poor salaries. It was also ranked first by both male and female teachers in their categorization of the factors that were thought to be responsible for this scourge. That teachers' salaries were poor cannot be denied. They compared very badly with those of industrial workers, for instance, to whom many respondents referred. This made teachers unhappy and their lives not as good as they would have wanted them to be. This was because the purchasing power of such low salaries was greatly eroded by high inflation and cost of living prevailing in the country at the time.

In the face of the evidence analyzed in the preceding paragraph we are left with the question – why do the teachers still consider their salaries the most demotivating aspect of their profession even after a salary increment? There may not be empirical evidence to answer this question and the researcher can only speculate here. It could be that within the prevailing economic conditions in Zambia – inflation and high cost of living even with the new salary structure – they only managed to live on tight budgets and so the new salary structure had not made much noticeable difference in their daily life for them to express satisfaction at the change.

5.2.2 Delays in putting teachers on the pay roll and in paying teachers' salaries

The school survey reports revealed that long delays in recruiting new qualified teachers was a norm in Zambia. The reports further revealed that when teachers were officially appointed it took up to six months or more for them to be put on the government payroll. The impact on the morale of newly qualified, young teachers could be quite devastating.

Furthermore, the exercise to remove ghost teachers had been badly done such that many serving teachers were no longer on the pay roll, and attempts to correct the situation had in turn generated a multiplicity of problems for serving teachers.

5.2.3 Low prestige of basic school teaching

The next characteristic of basic school teaching which teachers placed third in ranking their source of demotivation was low prestige of basic school teaching. The respondents that submitted evidence to the Botswana National commission of Education (1977), including both teachers themselves and members of the general public, were virtually unanimous in their view that teaching as a profession did not then command sufficient respect. It was also low on the scale of preferences indicated by students when opting for further education and training. In a study done in Zambia by Chakulimba (1986), the basic school teacher was ranked 20 out of the thirty jobs under study. In the light of the evidence from this study, the prestige of basic school teaching seemed to have not improved in Mufulira. It actually seemed to be at a decline. One respondent commenting on the little respect which a basic school teacher enjoys asserted:

The teacher sees no other way than spend sleepless nights and precious

school time in writing their college and university assignments so that when they have successfully completed they can be accorded the right respect.

The general perception of the parent representatives and teachers in the basic schools was that the teaching profession did no longer command the high status it enjoyed at independence and that teachers, especially basic school teachers, were undervalued by society. Teaching was very much regarded as employment of the last resort by many school levers and university students.

5.2.4 Rarity of promotion prospects

This study revealed that promotion criteria were based largely on qualifications and years of service. Teacher respondents felt that because of such criteria, both good and bad teachers got promoted together, which many teachers found very demoralizing. 59 (42%) of the teachers felt that promotions should be based on interviews although 92 (65%) of them doubted whether there would be transparency or not.

Upgrading of one's professional qualifications however, was seen as the major avenue for promotion. In the study schools one or two teachers in the schools were on study leave and several others studying through distance education either with a university or teacher training college.

5.2.5 Poor supervision and guidance by supervisors

Teachers' feelings regarding the supervisory activities of the Ministry of Education officials are further discussed in this chapter. Although the majority of both the teachers

and head teachers acknowledged the usefulness of some aspects of the supervision done by the Ministry of Education officials, such as helping teachers improve their teaching, they also indicated that in the course of their work the officials always tried to find fault with, and more often than not, gave unfair criticism of teachers' work.

One former head teacher mentioned that supervision in Zambia did not seem to have changed from its form in the colonial days when the inspectors went into schools with the attitude of superiority. He argued that interaction between those inspectors (the present equivalent of Education Standards Officers) and teachers was overly formal, rigid and tension–ridden. This type of relationship between Education Officers and teachers seem to have persisted up to the present as evidenced by the findings of this study.

One former teacher pointed out that there was an urgent need for reorientation on the part of the standards officials and perhaps on the part of the teachers also. She argued that the tension–ridden atmosphere which had long characterized supervision in the basic schools needed to give way to a more relaxed one. She went further to say:

> It is a relaxed atmosphere which will enable the supervisory officials and the teachers to work together in a new partnership enriched with honest interchange of ideas and in which each participant is respected and treated fairly for his or her contribution towards the improvement of the teaching-learning process. The Ministry of Education should seriously consider teachers who have studied Inspection and Supervision at the University of Zambia to positions of Education standards Officers.

5.2.6 Poor working and living conditions

Housing and travel were critical issues affecting teacher morale and motivation. Most teachers lived in rented accommodation. Finding decent accommodation was a major headache for most teachers living in town. In rural schools accommodation was inadequate. Travel to work for those living far from the school tended to be a much bigger problem. One teacher respondent indicated that as a result of inadequate accommodation at rural schools, many of them did not live at or near the schools, so they ended up commuting long distances from town, where they lived, which left them tired and lacking energy for teaching.

5.3 Training offered to Basic School teachers

The typical reasons which those who affirmed that the training prepared teachers for effective teaching gave in support of their point of view were as follows:

> The training prepared teachers for effective teaching because teachers were trained in methods of teaching and that the work taught in training colleges covered what was taught in basic schools. It was also effective because the training included teaching practice which provided teachers sufficient orientation to the requirements of their work.

In contrast to these sentiments were the following given by the few who thought that college training did not adequately prepare teachers for effective teaching:

> In college lecturers tend to rush the students through the work and often left them to work alone. Besides this, the one year college based programme is not adequate enough for students to acquire skills and background knowledge on the work they would be required to teach in their schools.

5.4 Views on teaching and education in Zambia

There is no question at all that teaching is one of the most steady and secure occupations in Zambia. Teacher respondents unanimously agreed that they would remain in teaching because it was a pensionable job and had a regular monthly salary.

One education standards officer explained that a teacher was only dismissed from service on serious disciplinary grounds such as criminal conviction or sexual offences against a pupil in a school or in any educational institution. Once in the service the teacher was on a long-term tenure, depending, of course, upon his or her own willingness to remain in teaching and in the absence of any disciplinary action against him or her, he or she would remain in it until his or her retirement.

5.5 Effects of teacher demotivation

Bryfield and Crockett (1955) give the following psychologically-based rational for the relationship between demotivation and absence and dropout. They postulate that, in general, organisms tend to avoid situations that are punishing to them and tend to be attracted to situations that are rewarding to them.

The effects of teacher demotivation which emerged from this study were varied and are discussed below.

5.5.1 Absenteeism

The findings in chapter four showed that there was a significant relationship between demotivation of teachers and inclination to be absent from school. This meant that demotivated Mufulira basic school teachers were more likely to absent themselves from school than satisfied ones.

The essence of a teacher's work is not only to produce educated and skilled people but also to make him or her be in the position to meet financial obligations. "Man", as the saying goes "does not live by bread alone". Teachers who were not paid did not come to school on time or absconded from work altogether. The findings further showed that the high cost of travel especially for teachers who lived in town and worked at rural schools contributed to teacher absenteeism and lateness.

5.5.2 Involvement in secondary employment

From the findings in the previous chapter, it appeared that the incidence of secondary activity among teachers was high and increasing. Many teachers, both male and female, in all the schools under study showed that they had no alternative but to find extra income from somewhere. Those who could not earn additional income slide into poverty. One former head teacher encouraged her teachers to get involved in secondary employment and she had this to say:

> I often told my teachers to be doing some business of some kind such as selling clothes which they can buy from Nakonde. But, I cautioned them not to use school time to do their business.

The study revealed that teachers in the schools studied supplemented their incomes by a variety of commercial activities such as grocery stores, market stalls, baking and selling food stuffs. The study further revealed that there were teachers that had also ventured in cross-border business and in small-scale commercial farming.

PTA chairpersons interviewed, however, argued that secondary income activities created divided attention and loyalty to teaching and impacted negatively on the quality of schooling. They further argued that many teachers in Mufulira had developed an attitude of 'work as you earn', which many believed had greatly affected teachers' professional attitudes and overall commitment to good results at examination classes.

Where pupils' had become an important source of income, there were concerns that teachers engaged in opportunistic behavior in order to maximize their income, especially from private tuition. It was alleged that teachers deliberately did not cover much work in class so that pupils could be obliged to attend the teachers' private tuitions.

5.5.3 Resignation

The survey data have indicated that one of the actions which demotivated teachers took was to leave the teaching service. Although an insignificant proportion of teachers in the ten schools studied had resigned from the teaching service, a substantial proportion of the former teachers claimed to have left teaching because they were not satisfied with some aspects of the service. This information revealed some noticeable similarities in the responses from teachers in the study done by Bame (1991) on Teacher Motivation and

Retention in Ghana. An alarming number of trained teachers had been leaving the teaching service annually on account that they were dissatisfied with their job.

5.5.4 Transmission of negative ideas about teaching

As far as attitudes about the teaching profession and explicit advice which teachers offered their pupils either for or against teaching as a career are concerned, the relevant values transmitted to pupils were that teaching was good and secure, pupils should choose it (category 1) and also that teaching was not respected nor money-yielding, therefore, pupils should shun it (category 2). Teachers who were motivated advised their pupils to choose teaching as a career; while those who were demotivated and not satisfied with teaching advised their pupils not to choose teaching as a profession.

Thus it is clear that demotivated teachers were not only potential drop-outs; as compared to motivated ones, but that most of them were likely to be transmitters of negative values and attitudes about teaching to pupils they taught. If we consider the fact that their pupils who were potential future teachers might be thus turned away from teaching or even if they became teachers, the negative values about teaching which they thus internalized might attenuate their commitment to the profession.

5.5.5 Misconduct

At the time of the survey there were no cases of dismissals at the survey schools. 80% of head teacher respondents both in rural and urban schools were generally satisfied with the general behaviour of their staff. The head teachers who were not satisfied with teacher

behavior claimed that their teachers exhibited poor professional behavior such as lateness, absenteeism and laziness which seriously compromised teaching and learning in the classroom. Both education standards officers interviewed agreed that the current level of morale influenced teacher conduct negatively. They argued that many teachers did not apply themselves fully.

5.5.6 Industrial action

Hindle (1999) argued that where workers were dissatisfied, valuable time is spent in disputes with management over terms and conditions of service of employment. This argument turned out to be strikingly similar to the findings of this study.

The study revealed that industrial action or the threat of industrial action among teachers was common in most of the study schools. Increasingly, frequent strikes took place, a clear signal of growing levels of dissatisfaction over pay and other conditions of service. However, teachers in the study schools generally rated the overall effectiveness of their teacher unions as poor. Teachers claimed that while the three national unions, the Zambia National Union of Teachers (ZNUT), Basic Education Teachers Union of Zambia (BETUZ) and Secondary School Teachers Union of Zambia (SESTUZ), had been quite successful in negotiating for improved conditions of service, they needed to do a lot more. They argued that the unions were often quite divisive. Some of the unions were directly linked to the major political parties, which fuels deep divisions among teachers and affected their morale and commitment to teaching.

5.5.7 Administrative interactions

Administration in schools like administration in other spheres of human endeavour is strewn with problems and conflict. In the study done by Bennell and Akyeampong (2007) in Sub-Saharan Africa and Asia, teachers pointed out some of them. Some of teachers felt that sometimes during administrative interactions between head teachers and teachers discussions assumed disturbing dimensions.

The findings showed that these interaction problems were as a result of autocratic behaviour of some head teachers on the one hand and uncooperative attitudes of some teachers on the other.

The findings of the school studied further indicated that many teachers did not feel that they were well managed. Nevertheless, management training for school managers had increased appreciably. At the time of data collection 50 percent of the school managers of the schools studied were already enrolled for the Education Management Training (EMT) programme.

The two education officials interviewed indicated that demotivated teachers were not likely to cooperate with one another, exchange professional ideas and generate colleagial integration. This lack of cooperation would in turn affect the teachers' effectiveness in class.

5.6 Measures that could be taken to motivate teachers

It is quite obvious that the mere possession of knowledge, skill and ability will not ensure best results as performance depends upon motivation as well. It is only when the employees are properly motivated that they will use their skill, knowledge and ability to ensure best results. Basu (1994) argued that the personnel of a department must devote considerable time and effort to planning for and achieving a high level of motivation and morale.

The teachers at the survey schools were asked what could be done to improve their motivation. Teachers in the sample felt that there must be more opportunity for them to take part in the setting of goals and in formulation of policies in education. The teachers feared that their rights and privileges would be trampled upon and teachers would be excluded from decision-making.

The findings of the school studied presented numerous instances of both successful and unsuccessful leadership. Allegations of corruption and other serious mismanagement were widespread at a number of the survey schools. A former teacher suggested that school managers should not give responsibilities to a few selected individuals whom he termed as "boot lickers".

A majority of former teacher respondents also demanded for the kind of school administration that could recognize the effort of teachers by giving them monetary incentives and awards for their hard work.

Allowances such as rural hardship and housing continue to account for a sizeable proportion of the overall remuneration package for teachers. From the data collected teachers asked the government to quickly consider paying them the money owned to them in allowances in addition to considering increasing their salaries.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study and recommendations which the researcher believes would mitigate the problem of teacher demotivation in our schools.

6.1 Conclusions

The conclusions of the study were that:

6.1.1 The extent of teachers' demotivation was large. Sizeable proportions of basic school teachers had low levels of job satisfaction and were poorly motivated and as such many teachers did not apply themselves fully. Many hundreds of children were, therefore, not being taught properly and this had far reaching implications for the education Millennium Development Goals for basic education and for development as a whole.

6.1.2 The majority of teachers were willing to remain permanently in teaching. For some the occupation was steady and secure and it had warm colleague relationship which teachers enjoyed with one another. For others, who were potential dropouts, they had no alternative employment available to them apart from teaching.

6.1.3 Poor salaries and conditions of service, delays in putting teachers on the pay role, rarity of promotion prospects, low prestige of basic school teaching and poor relations with supervisors were the causes of teacher demotivation. The problems caused by delays and

inconsistencies in paying teachers' salaries had conflicted seriously with teacher classroom activities, which were expected to integrate pupils into the larger society.

6.1.4 Absenteeism, indulgence in secondary employment, transmission of negative ideas about teaching and misconduct were the consequences of demotivation among teachers that the study discovered. The study revealed that Mufulira basic school teachers who were motivated were inclined not to be absent from school as often as teachers who were demotvated. The study findings also showed that demotivated teachers advised their pupils not to choose teaching as a career, while the trend of engaging in secondary employment by teachers was increasing.

6.1.5 Improvement of teachers' salaries and conditions of service, fairness in promotions, provision of incentives such as cash payments for hard work were the things that needed to be done to motivate teachers.

6.2 Recommendations

Based on the findings of the study, the following recommendations are made:

6.2.1 Teachers' salaries and conditions of service should be significantly improved as a way of motivating teachers. The core of the teacher motivation crisis is that teacher pay was seriously inadequate.

The educational authorities need to always make sure that teachers' salaries and other conditions of service are comparable with those employees outside the teaching service

with similar qualifications. The Ministry of Education should continue to provide major improvements in the incentives for teachers in rural schools. In the short term, the provision of good quality housing with running water and electricity for teachers is probably the most cost-effective way of attracting and retaining teachers at rural schools.

6.2.2 Promotions should strictly be made on merit in order not to deny them to deserving teachers and thereby frustrate and demotivate them. To increase positions of promotion at basic school the Ministry of Education should consider introducing positions of head of section.

6.2.3 Newly recruited teachers should be promptly put on the pay roll. Failure to do so would negatively impact on the morale of newly qualified, young teachers which would be quite devastating.

6.2.4 Hardship and other allowances should be regularly paid and increased to help motivate teachers. The three teacher trade unions should be merged to increase their power of negotiation with government.

6.2.5 Teachers appointed as head teachers and deputy-head teachers should be trained in human relations to ensure that they do not demotivate teachers by being autocratic. There must be much improved school management through improved training of head teachers and other teachers with substantive management responsibilities such as senior teachers.

This will help increase teacher accountability to school management and to parents and the community as a whole.

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QUESTIONNAIRE FOR TRAINED BASIC SCHOOL TEACHERS
(MUFULIRA DISTRICT)

Please answer all questions in the order in which they appear in the questionnaire. In most of the questions you are simply asked to respond by putting a tick [√] in a box or by filling in the space provided or by circling one response.

1. Female [   ]   Male [   ]

2. Age: 20-25 years   [   ]
             26-35 years   [   ]
             36-45 years   [   ]
             46 and above   [   ]

3. Marital Status:
    Married   [   ]
    Divorced   [   ]
    Single   [   ]
    Widowed   [   ]
    Separated   [   ]

4. Teaching qualifications. Please put a tick in only one box.
    Primary School Teaching Certificate   [   ]
    Primary School Teaching Diploma   [   ]
    Secondary School Teaching Diploma [   ]
    Bachelor of Education Degree   [   ]
    Any other, please explain...

5. What are your feelings towards the supervisory activities of the Ministry of Education officials? You may circle **more** than one alternative.

Help teachers to improve their teaching   [   ]
Always try to find fault   [   ]
Give unfair criticism   [   ]
Fail to offer teachers ideas and practical demonstrations   [   ]

6. In the course of your teaching, do you tell your pupils about your opinion about basic school teaching as a career?   Yes [   ]   No [   ]
If yes, what do you tell them?...
....
....

7. Do you think the training basic school teachers including yourself received in the training colleges prepared them well for effective teaching in the basic school?

Yes   [   ]   No   [   ]

Please, give a reason(s) for your answer...

....

Please circle ONE of the alternative responses to each statement or question.

8.   My current level of motivation is
        Very poor
        Poor
        Satisfactory
        Good
        Excellent

9.   Quite often I feel like staying home instead of going to school.
        Strongly agree
        Agree
        Disagree
        Strongly disagree

10.   As a basic school teacher, how do you rate your status?
        Very high
        High
        Low
        Very low

11.   Teachers at this school are well managed
        Strongly agree
        Agree
        Disagree
        Strongly disagree

12.   Working conditions at this school are
        Very poor
        Poor
        Satisfactory
        Good
        Excellent

13.   The current levels of teacher promotion in this school are
        Very high
        High
        Satisfactory
        Low
        Very low

14. My pay as a teacher is
Excellent
Good
Satisfactory
Poor
Very poor

15. Do you have other work outside your normal teaching job to supplement
your salary?
                    Yes   [   ]
                    No   [   ]

If the answer is yes, please indicate the type of work.
……………………………………………………………………………………

16. Which of the following reasons will demotivate teachers? Write "1" in the box next
to the reason you think is the most important,"2" to the second important, "3" to the
third important reason and so on.

Lack of opportunity for promotion in teaching   [   ]
Low status of basic school teacher   [   ]
Poor working environment (class rooms, compound
Furniture, housing, toilets)   [   ]
Inadequate or poor salary   [   ]
Lack of opportunities for upgrading professional qualification   [   ]
Inability on the part of the teacher to teach well   [   ]
Poor supervision and guidance by supervisors (Headteachers)   [   ]

17. How does the current level of morale among basic school teachers influence
teacher behaviour?…………………………………………………………………
……………………………………………………………………………………

18. Do you intend to remain in teaching until you are retired?

                    Yes   [   ]
                    No   [   ]
Why would you like to remain/leave teaching until/before you are retired?
…………………………………………………………………………………………
…………………………………………………………………………………………

19. List six factors which might improve your motivation. Rank them in their order of
greatness in influencing your motivation.

1...
2...
3...
4...
5...
6...

Thank you for your cooperation

QUESTIONNAIRE FOR BASIC SCHOOL HEADTEACHERS
(MUFULIRA DISTRICT)

Please answer all questions in the order in which they appear in the questionnaire. In most of the questions you are simply asked to respond by putting a tick in a box [√] or by filling in the space provided.

1. Sex: Female [   ]   Male: [   ]

2.   Age: 30-35 Years   [   ]
           36-39 Years   [   ]
            40-45 Year   [   ]
           46 Years and above   [   ]

3. Qualifications: Please put a tick in only one box.

           Primary School Teaching Certificate   [   ]
           Primary School Teaching Diploma   [   ]
           Secondary School Teaching   [   ]
            Bachelor of Education   [   ]
           Bachelor of Arts with Education   [   ]
Any other, please explain……………………………………………………………………......
………………………………………………………………………………………………………

4.What are the major challenges you face as a head-teacher at this school?
……………………………………………………………………………………………………
……………………………………………………………………………………………………

5.   How would you describe the overall motivation among your teachers?
           Very well satisfied   [   ]
           Fairly well satisfied   [   ]
           Fairly dissatisfied   [   ]
           Very dissatisfied   [   ]

6.   How satisfied are you with the respect which is given to your teachers by the community?
           Very well satisfied   [   ]
           Fairly well satisfied   [   ]
           Fairly dissatisfied   [   ]

Very dissatisfied   [   ]

7. How many teachers left this school since last school year on the following grounds?

      Study leave   [   ]
      Resignation   [   ]
      Dismissal   [   ]
      Promotion   [   ]

8.   How many teachers are absent today based on the following reasons:
      Illness (either themselves or family member)   [   ]
      Duty   [   ]
      Leave   [   ]
      Other authorized absence   [   ]
      Not authorized/no reason   [   ]

9.   The following are the possible reasons that demotivate basic school teachers. Write "1" in the box next to the reason you think is the most important "2" to the second important "3" next to your third important reason and so on.

      Not happy with the location of the school   [   ]
      Poor supervision and guidance by supervisors
      (Education Standards officers Headteachers)   [   ]
      Inadequate (or poor) salary   [   ]
      Lack of opportunity for promotion in teaching   [   ]
      Poor staff accommodation   [   ]
      Work overload   [   ]
    Please add reason if you have any. ....
....

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

11.   What should be done to improve teacher motivation?
....
....
....

12.   Do teachers engaged in secondary employment activities?

Yes   [   ]   No   [   ]

If the answer is yes, please indicate the type of activities

....
....
....

13.   In your own opinion what is the impact of secondary employment (if any) on normal teaching duties?..
....
....
....

14.   Do you think the training basic school teachers including yourself received in the training colleges prepared them well for effective teaching in the basic school?

Yes   [   ]   No   [   ]

Please, give a reason(s) for your answer...
....

15.   What are your feelings towards the supervisory activities of the Ministry of Education officials? You may circle **more** than one alternative.
Help teachers to improve their teaching   [   ]
Always try to find faul   [   ]
Give unfair criticism   [   ]
Fail to offer teachers ideas and practical demonstrations   [   ]

16.   Why would you like to remain/leave teaching until/before you are retired?
....
....

Thank you for

APPENDIX C

AN INTERVIEW GUIDE FOR PARENT TEACHERS ASSOCIATION (PTA) CHAIRPERSONS (MUFULIRA DISTRICT)

1. What are the major challenges you face as PTA Chairperson?

2. How would you describe the overall job satisfaction among your teachers?

3. Are teachers respected by the community?

4. Are teachers satisfied with their current pay?

5. Why do you think teachers leave this school?

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

7. What should be done to improve teacher motivation?

8. Do teachers engage in secondary employment activities?

If they do what activities are they engaged in?

9. How do secondary employment activities affect pupils' learning?

Thank you for your cooperation

APPENDIX D

QUSTIONNAIRE FOR EDUCATION STADARDS OFFICE
(MUFULIRADISTRICT)

Please answer all questions in the order in which they appear in the questionnaire. In most of the questions you are simply asked to respond by putting a tick [√] in a box or by filling in the space provided.

1. How would you describe the current levels of morale among basic school teachers in Mufulira district?
    Very well satisfied   [   ]
    Fairly satisfied   [   ]
    Fairly dissatisfied   [   ]
    Very dissatisfied   [   ]

2. How does the current level of morale influence teacher conduct?
    ....

3. Can poor teacher motivation be one of the reasons for poor conduct by some teachers?
                                    Yes   [   ]
                                    No   [   ]

4. In your own opinion how do basic school teachers feel about the following?

    Teacher's status
                        Very high   [   ]
                        High   [   ]
                        Low   [   ]
                        Very low   [   ]

    Remuneration
                        Very poor   [   ]
                        Poor   [   ]
                        Satisfactory   [   ]
                        Good   [   ]
                        Excellent   [   ]

    Work environment (compound, classrooms, furniture, toilets, staffroom, housing)
                        Very poor   [   ]
                        Poor   [   ]
                        Satisfactory   [   ]

77

Good   [   ]
Excellent   [   ]

5.   What actions are needed to improve teacher motivation?.....................................
         ....

6.   The following are a number of possible reasons why basic school teachers ask to be transferred from their current stations. Please write "1" in the box next to the reason you think is the most important, "2" to the second important and "3"next to the third important reason and so on.

Poor relationship with supervisors (Head teachers)   [   ]
Not happy with the location of the school in the district   [   ]
Not happy with the physical environment of the school (furniture,
toilets, water situation, staff accommodation   [   ]
Lack of opportunities for upgrading professional qualification   [   ]
Lack of opportunity for recommendation for promotion   [   ]

7.   Which of the following reasons will make teachers leave teaching? Write"1" in the box next to the reason you think is the most important ,"2" to the second important, "3" next to the third important reason and so on.

Lack for promotion in teaching   [   ]
Poor staff accommodation,   [   ]
Inadequate (or poor) salary   [   ]
Not happy with the location of the school   [   ]
Poor relationship with supervisors (Head teachers)   [   ]
Please add reason if you have any...

8.   How would you describe the current levels of teacher promotion in this district?
Very high
High
Satisfactory
Low
Very low

9.   What proportion of teachers who applied for study leave in the current school year were granted permission?...

Thank you for your cooperation

78

APPENDIX E

INTERVIEW GUIDE FOR FORMER TEACHERS

(MUFULIRA DISTRICT)

1. How would you describe the overall job satisfaction among your teachers?

2. Are teachers respected by the community?

4. What are your feelings towards the supervisory activities of the Ministry of

   Education officials?

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

6. Why did you leave the teaching service?

7. Do teachers engage in secondary employment activities?

8. In the course of your teaching, did you tell your pupils about your opinion about basic school teaching as a career?

9. Do you think the training basic school teachers including yourself received in the training colleges prepared them well for effective teaching in the basic school?

10. What should be done to improve teacher motivation?

11. Why would you like to remain/leave teaching until/before you are retired?

   ....

   ....

Thank you for your cooperation