

**THE EFFECT OF QUALITY OF WORK LIFE OF TEACHERS IN
RURAL AREAS ON TEACHER PERFORMANCE: A STUDY OF
SELECTED RURAL SECONDARY SCHOOLS OF PETAUKE
DISTRICT.**

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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
EDUCATION IN EDUCATIONAL MANAGEMENT.**

THE UNIVERSITY OF ZAMBIA

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DECLARATION

I Maureen Daka declare that The Effect of Quality of Work Life of teachers in rural areas on Teacher Performance: A Study of Selected Rural Secondary Schools of Petauke District, is my own work acknowledged and full references have been made. This work has not been previously submitted for a degree, diploma or other qualification at the University or another University.

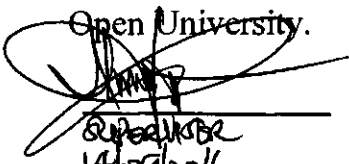
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CERTIFICATE OF APPROVAL

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ABSTRACT

The study was done to establish the effect of quality of work life of teachers in rural areas on teacher performance: A study of selected rural secondary schools of Petauke District. The research problem was that the quality of work life of teachers was influenced and affected by the remoteness or underdevelopment of their work stations which led to low performance levels in rural areas. The general objective was to establish the effect of quality of work life of teachers in rural areas on teacher performance in rural secondary schools. The specific objective was to identify the aspects of quality of work life that affected teachers in rural areas of four selected rural secondary schools. The other was to investigate the impact of low quality of work life of teachers on teacher performance in four selected rural secondary schools of Petauke District. The other was to establish possible remedies to be applied in order to improve teachers' quality of work life in four selected rural secondary schools.

Descriptive statistics revealed that most of the teachers were affected with aspects to do with accommodation, water supply, physical condition of the school, teaching and learning materials, distances from the town, allowances and promotions which were researched and analysed. Consequently, there was a risk of having teacher attrition and quality education would be compromised in rural areas. A descriptive survey design included both qualitative and quantitative methods. Data was collected using structure interview guides, questionnaires and focus group discussion guide. A study sample of 74 respondents, 50 teachers, 8 Administrators, and 16 focus group members was surveyed. Contrary to the expectation, 50% of the teachers strongly agree that they were not affected by shortage of power supply due to the fact that despite them being in rural areas, teachers enjoyed power supply because their schools were along the power grid. Data collected was presented using percentages, frequency distribution tables and other descriptive statistics such as mean, and standard deviation. The Statistical Package for Social Sciences (SPSS) was also used. This information was displayed by use of bar charts, graphs and pie- charts. The overall view was that indeed teachers' performance was affected by quality of work life in rural secondary schools. The recommendations were that the local administrators were to address issues of incentives, extra allowances, teaching and learning materials, work with local parents to build more houses, MOE to address issues of allowances and salaries, other stakeholders like the council to address issues of road network and drill enough bore holes in rural schools.

DEDICATION

I dedicate this work to my almighty God who made it possible for me to accomplish the study. I also dedicate my work to my beloved husband Anthony Manda, my children Patrick Sunganani, Enelesi, Joseph Kholani, Fridah and Temwani for the moral and financial support rendered.

ACKNOWLEDGEMENTS

Firstly, I would like to express my deep hearted gratitude to my supervisor Dr Tommie Njobvu for continuous guidance, the coordinator Dr Gift Masaiti and all UNZA- ZOU lecturers for the guidance rendered to me to my research. Secondly, I would like to appreciate and thank the members of staff of Lutwazi Day Secondary School, Monde Day, Riverside Day and Sonja Girls Secondary School for accepting to participate in the research as respondents. Additionally, many thanks to the school Heads of the schools mentioned above for allowing their teachers participate in this study. I also thank the offices of the Provincial Education Office for Eastern and the DEBS for Petauke for the moral support rendered to me during my two year study. My special thanks to you my husband, Anthony Manda, you were always besides me. Mr and Mrs Zacks Ellah Mwanza, you are really great people, I thank you for the moral and financial support as well as sparing your time to encourage me during my study through and through.

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ACRONYMYS

DEBS- District Board Secretary.

JS- Job Satisfaction.

MOE- Ministry of Education.

MOEVT- Ministry of Education and Vocational Training.

NCTAF- National Commission on Teaching and America's Future.

PTA- Parents Teachers Association.

QCS- Quality Circles.

QWL- Quality of Work Life.

SMWGS- Self Managing Work Groups.

SPSS- Statistical Package for Social Sciences.

UNZA- University of Zambia.

CHAPTER ONE

1.0 INTRODUCTION

This chapter focuses on the background of the study, statement of the problem, purpose of the study and study objectives which were broken down into general and specific objectives. It also looks at research questions, research hypothesis as well as significance of the study. It also focuses on the scope of the study, theoretical and conceptual frameworks, definition of terms and ethical considerations.

1.1 BACKGROUND OF THE STUDY

Studies by Choolwe (2013), Vision 2030 (2006) and Ministry of Education (2007) clearly show that Zambia is not an exception in the concern of having teachers with good quality of work life. The civil service is generally underpaid in Zambia, especially at the lower ranks. The general perception is that teachers' salaries are low and the payroll inefficiently managed, causing delays in payment of salaries. There is a serious shortage of teaching materials, especially in rural schools. Many teachers have a preference for teaching in towns where living conditions are more favourable than what is found in rural areas.

Teachers belong to teachers' unions and a code of conduct is operational through the Teaching Service Commission, which is responsible for teacher professional issues. The Commission has disciplinary codes as Choolwe (2013) stipulates that for certain improprieties such as teachers behaving immorally with pupils or students of any education institution. There is a disciplinary committee within the MoE that handles disciplinary cases involving teachers and staff. One of the most common causes of teacher dismissals involves sexual harassment of girls by male teachers, as well as exam leaks. Some teachers escape disciplinary procedures for defilement while many civil servants get away with non-performance because matters are ignored or merely discussed without any serious consequences. It is not uncommon to hear comments such as: 'It's very difficult to lose your job in the civil service.' All these compromise and contribute to having low quality of work life among teachers. There is a gap which shows that retaining teachers with high quality of work life in schools, especially in rural secondary schools continue to be an issue.

Nadel and Sagawa(2002) state that from the 1960s to present day, the breadth of poverty has not decreased. In fact, neither has the need for highly motivated with high quality of work life teachers to teach in such impoverished areas. However, retaining teachers with high

quality of work life in schools in poverty-stricken areas continues to be an issue. Low quality of work life of teachers has brought about inefficiency and ineffectiveness and so there is need to look for a tangible solution to a serious problem of retaining teachers who teach in rural areas. It is important therefore to find ways for teachers to provide hope and a positive vision of the future for students that would ultimately make a difference in the lives of children. Al- Badi et al (2015) stated that quality of work life is an outgrowth of human relation movement. Robbins (1989) defined Quality of Work Life (QWL) as a process by which an organization respond to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work. QWL affect employee's work responses in terms of organizational identification, job satisfaction, job involvement, job effort, job performance, intention to quit, organizational turnover and personal alienation. This lack of good quality of work life is due to inappropriate placement, less recognition, participation and inadequate health as well as insurance programs. Occupational stress also affects quality of work life which ultimately affects job satisfaction. The missing element is that quality of work life has been generalised and that in remote as well as rural areas is not emphasized, hence the importance of this study.

Louis (1998) criticises early quality of work life research in education for its limited framework focused primarily on teacher engagement and commitment. She looks at quality of work life concepts from the broader perspective, issues like respect from relevant adults, participation in decision making and frequent stimulating professional interaction with peers. She also emphasized on teacher commitment which consisted of personal and professional investment in a specific work place and its goals. This application was beyond the work place to occupational and organisational structures. Ramesh et al (2011) stipulate that research has shown that due to these poor working conditions, many of these rural teachers leave to teach in urban schools with higher socioeconomic status and with better teaching support. Due to the fact that the teachers move to urban schools rather than quit all together, the disparity between urban and rural schools is further widened. Monk (2012) supports the idea that this is a common problem for rural schools all around the world, where teacher turnover is high and hiring is difficult. Stinebrickner (2001) highlights the trend for high-quality and accomplished teachers who increasingly choose to leave rural schools for "greener pastures." Ramesh et al (2011) stated that this was consistent with the findings from a large research survey done in Malaysia, which documented that indeed most teachers preferred to teach in urban schools. Although specific numbers for teacher transfers in Malaysia remain unclear, a

separate research finding indicated that the probability of a teacher transferring from a lower socioeconomic school to a school with higher socioeconomic status is four times higher than in the opposite direction. To further single out this problem, Ingersoll (2001) claims that teacher turnover is the primary reason for the teacher shortage in rural areas, rather than the problem of teachers retiring. Teachers who leave for non-retirement reasons outnumber those retiring, three to one (NCTAF, 2002). Due to this, it is clear that teacher retention in rural Malaysia is a serious problem. Unless swift intervention takes place, millions of the most needy, rural Malaysian children will continue to receive poor quality instruction and will continue to fall behind. These scholars concentrate on mentioning teacher retention without pointing out the crucial aspects of which the paper under discussion has done so.

Capra (2009) stipulates that education is an international must, a very genuine human right, yet education especially higher education in the land of the free education is still remarkably difficult to manage. Teacher quality is tantamount to student achievement, the revolving door of teachers in poverty-stricken areas are worse and sometimes deliver the inferior education. Motivating this population of students living in poverty stricken areas is one issue, but being involved in every aspect of their well-being, quality education in particular is the other. This means that there is need in most cases, to monitor them closely inside and outside of the classroom. This approach is quite different from what these students will experience if they attend college. Becoming a successful college student requires discipline, autonomy, responsibility as well as minimally developed communication and social skills. Needless to say that such students graduating from disadvantaged public schools, have difficulties to complete their college. While academic work is given a priority, the teacher should be an all round teacher and so this scholar also generalises the whole issue.

Ngimbudzi(2009)states that quality of work life of teachers is not a new phenomenon in education. It is one of the topics that have drawn interests among scholars in the field of motivation. Robbins (2008)explains that many studies have been done on this particular topic for over decades now and thousands of articles have been published, however, most of the studies have been done in the countries such as United States of America, United Kingdom, Canada, New Zealand and a few studies have been undertaken in the developing countries (ibid). This implies that the element of effect of quality of work life of teachers has not been addressed fully.

Gowrie(2014) alludes to the fact that effective teachers matter in society especially to their pupils they teach. Teachers teaching in rural secondary schools face challenges and policy makers have just started addressing this issue in a vigorous way. There is need for the teacher to be motivated so as to achieve quality results and experience quality of work life. This needs to be researched in order to find out why teachers behave the way they do, whether they have high quality or low quality. Bennell (2004) alludes to the fact that teachers play a very significant role in the provision of secondary education; therefore studying the factors or facets that are associated with their job satisfaction is essential. Witte(2007)also argues that the presence of poverty in the work place influences employees' job performance and productivity . Moreover, Shann (2001) says school administrators are in positions to enhance the job satisfaction of teachers; more so, they need to be aware that this variable may positively influence performance, quality of work life, or organizational effectiveness.

Woods and Weasmer (2002) support the idea that teachers' job satisfaction helps to minimize or eliminate teachers' attrition and contributes to the improvement of their job performance and in turn influences students' academic performance and achievement in their respective schools. This implies that educational leaders, policy makers and other key stakeholders in the education sector need to have a clear understanding of the factors that really motivate and satisfy teachers if school performance and effectiveness are to be improved. It is difficult to achieve teacher's job satisfaction if quality of work life of teachers teaching in rural schools is not addressed. The research therefore is important so that a remedy is found.

1.2 STATEMENT OF THE PROBLEM

The research problem is that the low quality of work life of teachers in rural areas seems to be influenced and affected by the remoteness or underdevelopment of their work stations which experience high poverty levels. Other scholars like Gowrie (2014),Capra (2009), Ngimbudzi (2009) and Robbins (2008) have discussed that there is a problem because some teachers are not happy with their work life. There is a gap in that many scholars have concentrated on motivation and quality of work life in general but research on teachers' quality of work life in rural secondary schools has not been addressed fully. Consequently, there is a risk of having teacher attrition and quality education can be compromised in rural areas. This study is linked

to the Provincial documents and may help educational planners at all levels to achieve intended goal of having teachers with high quality of work life in rural areas.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to establish how the effect of quality of work life of teachers in rural areas, affected their work performance in selected rural secondary schools in Petauke District.

1.4 STUDY OBJECTIVES

The general objective is to establish the effect of teachers' quality of work life on teacher performance in rural secondary schools.

In this study the specific objectives are;

1. Identify the aspects of quality of work life that have been affected by teachers of four selected rural secondary schools.
2. Investigate the impact of low quality of work life on teacher performance in four selected rural secondary schools of Petauke District.
3. Establish possible remedies to be applied in order to improve teacher quality of work life in four selected rural secondary schools.

1.5 RESEARCH QUESTIONS

The following are the research questions;

1. What aspects of quality of work life of teachers have been affected in rural secondary schools?
2. What is the impact of low quality of work life on teacher performance in the four selected rural secondary schools of Petauke District?
3. What are the possible remedies to improve quality of work life of the teachers in rural secondary schools?

1.6 SIGNIFICANCE OF THE STUDY

It is important to have this study because it may establish the affect of teachers' quality of work life on their performance as well as to provide possible remedies to the problem. It may also help various levels in educational circles like schools, districts and provincial

management boards on how to handle aspects of teachers' quality of work life. The union officials, other governmental and non- governmental stakeholders may also be helped handle quality of work life issues in the teaching profession especially in rural areas for which this study was undertaken.

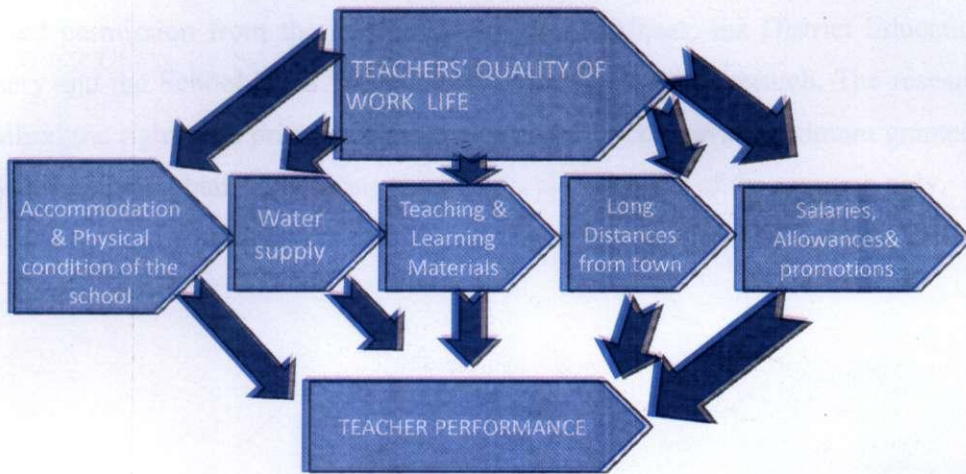
1.7 SCOPE OF THE STUDY

The study was conducted in four selected secondary schools of Petauke District. It was limited to teachers and administrators of secondary schools of rural schools.

1.8.1 THEORETICAL FRAME WORK

The influential works of Maslow (1987) states, has provided important insights into improving the quality of life in schools. This research used Maslow's needs hierarchy theory. It focused on personal growth, group relation, workplace conditions, autonomy and participation in decision-making as key ingredients in the humanization of the work place. Walton (1973) defines quality of work life as employees' reactions toward their jobs, especially the conditions necessary for satisfying their vocational needs and mental health. Accordingly, quality of work life emphasises personal growth, working experience, and the ways to improve work in order to fulfil personal needs. In his theory, Maslow claims that human beings have desires, wants and needs arranged in a hierarchy beginning with the most basic to the highest and these are; physiological needs, safety or security needs, social and belonging or affiliation needs, self-esteem, ego or status needs and the need for self-actualization. The work focused on the effect of quality of work life of teachers in rural areas as propounded by Maslow's theory.

1.8.2 CONCEPTUAL FRAMEWORK



1.9 OPERATIONAL DEFINITIONS

i. **Quality of work life:** An individual's reaction to the work place and to a general sense of psychological well-being at work.

ii **Rural schools:** These are defined as schools located in isolated regions with small and sparse populations dependent on agricultural industries, with less than 2500 people.

iii. **Profession:** This is a paid occupation especially one involving training and a formal qualification.

iv. **Performance:** The action or process of performing a task or function.

1.10 ETHICAL CONSIDERATIONS

The ethical consideration for this study included seeking prior permission from the University of Zambia, School of Education before undertaking the research. The researcher also requested permission from the Provincial Education Officer, the District Education Board Secretary and the School Head Teacher before conducting the research. The researcher also recognised the rights and privacy of respondents and worked with maximum granted privacy of any information obtained by using the data for the purposes of the research only.

CHAPTER TWO

2.0 LITERATURE REVIEW:

In this chapter, the researcher reviewed the existing literature on the effect of teachers' quality of work life on teacher performance. Many researchers have written on quality of work life although little has been done on the life styles of teachers in connection to teachers in rural areas and so this has created a gap. Allen(2005) states that when schools are in high-poverty, have high proportions of minority students and have low academic performance, as a result, they are disadvantaged. Kelly(2004) supports the idea that low quality of work life results into poverty. Research has shown that low quality of work life of teachers in schools as Allen(2005) stipulates that they have a higher percentage of teacher attrition than those schools with teachers with high quality of work life rates.

Bennell & Mukyanuzi (2005) find sizeable percentages of primary school teachers are poorly motivated in sub-Saharan Africa and Asia. They warn against the demotivating consequences of continually sanctioning of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve performance. Richardson (2014) comments that teachers are the most important factor in determining the quality of education those children receive even if many teachers, especially in rural areas work under tough conditions. Financial motivation has become the most concern in today's organization in regard to Maslow's basic needs. Non-financial aspect only comes into subsidize financial motivation. This is a major concern to the government and Teaching council in dealing with teacher's salaries increment that leads to annual strikes of teachers affecting education systems in public secondary schools. While it is an known fact that teachers are represented by their unions, it is just on paper. Gone are the days when teachers used to be fully represented. There is a gap because their working conditions are not addressed, possibly the union officials are too corrupt to work faithfully.

Schaefer et al (2012)state that teachers feel support from mentor teachers, those schools where teachers felt most supported by administration are shown to have lower numbers of teacher attrition. Elfers et al (2006) explain that the result of low quality of work life of teachers is teacher attrition which is directly related to teachers' salary and benefits. Those schools paying their beginning teachers a higher base salary retain more of their teachers than those with lower paying jobs. In addition to salary and benefits, Hollabaugh (2012) also supports that it is the important to have job security and promotions within the profession.

Manser (2000) supports the idea that in the present study, working conditions refers to salary, fringe benefits, the physical environment and administrative support. This is a concept that teacher unions may want to address by completing their own studies of teacher attrition and relating the information back to teacher contracts when working alongside the districts in mediation. Across the nation, teacher attrition is higher in schools that are disadvantaged like rural secondary schools. Nevertheless, much has been said on teacher attrition, but little has been mentioned on effect of quality of work life of teachers in rural areas on teacher performance and its remedies.

Gowrie(2014) states that effective teachers matter a great deal for all pupils, but particularly for those in secondary schools with large concentrations of low-income and minority pupils. Education experts of all political persuasions, policymakers and the general public recognise this truth; yet education policy is only just beginning to address it in a vigorous way. While it is appreciated that education policies have been put in place, there is still a gap because whatever has been written is not practiced. Poverty has affected teacher motivation negatively. There is need to find out the negative effect and thereby find remedies to the problems. Capra (2009) states that Kay Ann Taylor, a professor of education at Kansas State University who has studied poverty and its impact on education, maintains that, inequalities are also roots that lead to teacher ineffectiveness in many areas of the U.S. education system. She asserts that because teachers are not trained to work with this population and generally lack a background for comprehending the culture of poverty, their efforts in the classroom are not recognised. Additionally, educators from kindergarten to college use textbooks that do not address poverty and tend to lionize white male achievements, while relegating women and lower classes to the margins. For example, the poor selection of textbooks for elementary social studies often leads to an illogical presentation of content, major historical discrepancies and the presentation of women and working class people in textboxes which are largely ignored by students and teachers. While in developed countries low quality of work life of teachers could mean not having some text books, there is more to it in developing countries like Zambia especially the rural set up which is under discussion. There is need to find more about low or high levels of quality of work life of teachers of the rural schools.

Walton (1973) defines quality of work life as the conditions and characteristics of work that contribute to motivation, performance, and job satisfaction. The difference between quality of work life and career motivation seems to lie in the fact that quality of work life is a

contributor to motivation. In other words, the higher the quality of work life, the more motivated employees will be. As Flippo (1980) mentions, quality of work life programmes include any improvements in the culture of the organisation that will lead to the employees' development and growth. Studies suggest that implementing such programmes will lead not only to a reduction in employee complaints and the number of absences from work but also to an increasing level of optimism and cooperation on work-related issues. The concept of quality of work life appeared near the end of the 1960s, encompassing a variety of theoretical concepts that aimed at counterbalancing organisational problems.

Luthans (1998) believes that the concept of quality of work life has become an important social issue around the world while in previous decades the only focal issue was the quality of peoples' personal lives. Today quality of work life is a dynamic multidimensional concept that includes such concepts as job security, rewarding systems, promotional opportunities, and involvement in decision-making processes. Johnstone (2004) stresses a point that adequate conditions of work are among the factors that can exercise a positive or negative influence on language teacher education. Indeed teacher performance has been affected by quality of work life of teachers which makes it a wider gap to be bridged. What is mentioned is the need to have high quality of work life and not low quality of work life especially among rural secondary school teachers. Srinivas et.al. (2014) studied quality of work life (QWL) among 50 employees at Dunlop Polymers Pvt, ltd in Mysore. Result confirmed that the company was providing a high quality of work life to the employees. Sabarirajan & Geethanjali (2011) investigated the extent of QWL among the employees of public and private banks in Dindigul. QWL positively influenced the performance of the banks based on findings. Kasraie,et.al.,(2014) investigated the relationship between the quality of work life, job stress, job satisfaction and citizenship behavior among 158 staff of Oshnaviyeh Hospitals and showed that there was a significant positive relationship between the quality of work life, job stress, job satisfaction and citizenship behavior. Jayaraman (2014) aimed to find out the level of quality of work life of 298 employees of paper & pulp mill of Dindigul district and found that most of employees are satisfied with their jobs and the job factors were related to level of perception of QWL and overall job satisfaction. Varghese & Jayan (2013) explained quality of work life as the part of overall quality of life that is influenced by work. Quality of work life matters to employees as better quality of working life is associated with better retention and lower absence. Hans et al (2015) find out the employees perception on their work life quality of 251 employees in manufacturing organization. Ten variables were

used to measure quality of work life and to test the relationship of variables with job satisfaction. Result indicated that each of the QWL variables on its own is a salient predictor of job satisfaction.

Crookes (1997a, 1997b) believes that the general working conditions of many second and foreign language teachers are unsatisfactory, with the consequence that the relationship between teaching and research is almost non-existent. They often have far less autonomy than in other professions, the statement which says, 'there are grounds for grave concern when we consider the factors influencing second and foreign language teachers and teaching in many parts of the world,' concludes that the work conditions of second and foreign language teachers, the conception of teachers' responsibilities, and the conception of schools' responsibilities in maintaining professional development must all change. Therefore, there has been considerable research into the quality of work life within organisations. Generally, results suggest that it has a positive relationship with the other variables within the organisation such as performance, efficiency, job satisfaction, and organisational commitment. However, there is a dearth of research when it comes to examining the quality of work life within educational organisations especially with regard to the specific discipline of language education. Day et al (2005) assert that the relationships among teachers' motivation, efficacy, job satisfaction and commitment and between their commitment and the quality of their work have not been the subject of extensive research.

Vision 2030(2006) explains that the vision 2030 has founded seven principles that affect the teachers' quality of work life. These are; sustainable development, upholding democratic principles, respect for human rights, fostering family values, a positive attitude towards work, peaceful coexistence and upholding good traditional values. There are important documents in Zambia that have looked quality of work life like Educating Our Future, Revised sixth National Development Plan 2013- 2016 and many others. There are a number of policies guiding the welfare of the teachers like Gender, Human Rights or other school policies. There is still a gap which needs to be narrowed because Zambia has not emphasized on the pride of a teacher. The Maslow basic needs have not been achieved especially teachers teaching in rural secondary schools. There is however an effect that quality of work life has on teacher performance which needs to be explored. As long as the Maslow physiological needs of having good water, food, oxygen, sex and sensory satisfaction are met; low quality of work life among teachers can be a thing of the past. Matoke et al (2015) allude to the fact that in

the employment context, physiological needs are satisfied through adequate salaries or wages. Besides, managers can improve work conditions through providing effective food programs, adequate drinking water and well-ventilated offices and classrooms. However, other aspects are left out as alluded to above.

Herzog and Pittman (1995) define “rural” as regions or areas that are located outside a city. In addition, rural areas are also defined as areas with small populations. On the other hand, Johnson and Strange (2005) go into a little more detail, defining “rural” as areas beyond metropolitan cities with a population numbering under 2500 people and Monk (2007) equating rural areas with economic dependence on agricultural industries and sometimes the tourism industry. The researchers emerge these definitions and define rural schools as schools located in isolated regions with small and sparse populations dependent on agricultural industries, with less than 2500 people. National Commission on Teaching and America’s Future (NCTAF) (2002) states that teachers assigned to teach in rural schools often cite poor work conditions as a factor of dissatisfaction and increased likelihood to leave. These work conditions include poor facilities, inadequate number of textbooks and supplies as well as large class sizes. Unnecessary bureaucracy in rural schools has also been shown to impact teacher quality.

Marwan et al (2012) stipulate that the World Bank study in 2010 mentioned that some of these rural schools in Malaysia have electricity outages lasting more than 24 hours. In addition, many rural teachers moan the poor condition of their housing facilities and the long distance between their residence and their schools. Although housing tends to be cheaper in rural areas, the lack of public transportation in rural areas have forced teachers to depend on personal automobiles and bear the brunt of the increased cost of living as Monk(2007) stipulates. A study done in rural Sarawak, Malaysia, found that some schools can only be reached through limited access-roads or via rivers. Rahman et al (1993) state that since rural schools are typically small, teachers are forced to carry teaching loads in multiple subjects. This demands greater preparation time for teachers and understandably places greater stress on teachers having to juggle different subject content at the same time. In addition to teaching multiple subjects, teachers are often forced to simultaneously teach a wide range of student capacity as well as multiple age groups at the same time. It is also important to keep in mind that rural teaching includes teaching impoverished, maltreated or malnourished children thus often equates to intermittent school attendance and greater student needs.

Monk (2007) states that this places an added challenge for already overworked, rural teachers to ensure student learning. Although this is an important challenge to factor in, one research study found that teacher turnover problems are more strongly correlated with poor school infrastructure and low teacher salary than by student characteristics in rural schools. Lastly, studies show that rural teachers experience social and cultural isolation from family and friends. In addition, as NCTAF (2002) states that since many of these rural areas are severely impoverished and are associated with an aging population, unemployment and low quality of life, many teachers particularly those from urban backgrounds are faced with difficulty when trying to reach out and socialize, which adds to their job dissatisfaction. Mahmood et al (2011) indicate that principals in rural, suburban, and urban schools of Virginia are satisfied with their jobs. Suburban principals however appear to be more satisfied than urban and rural principals appear to be least satisfied. Finely (1991) also noted significant difference between school location and job satisfaction of high school principals in Tennessee. The principals whose schools located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural areas. A striking dissimilarity between urban and suburban principals satisfaction was observed by Derlin and Schneider (1994). Specifically factor pay was the least heavily weighted in the third factor of suburban principal model. In contrast, pay was most heavily weighted item in the first factor for the urban principals. This discrepancy in factor location and weighting indicated that personal compensation is perceived differently in different education setting (Derlin and Schneider, 1994). Demato (2001) showed that demographic variables are often interrelated and not easy to isolate to determine their overall impact on job satisfaction. In her study, two demographic variables were found to be significant source of variance in overall job satisfaction, educational degree status and counsellors intent to stay in their current position.

Jesus and Conboy (2001) argue that a teacher who has high quality of work life has less chances of being absent or leave the teaching profession. If a teacher is involved in the teaching process, a child benefits. If the teacher's well-being is looked at, he or she is motivated intrinsically and extrinsically especially in humanitarian grounds. Jackson (1997) states that if the quality of work life of the teacher is low, it has brought about teacher unwillingness to participate in school activities, late coming, lack of interest to attend school meetings like Continuing Professional Development or just negative attitude towards any school activity. There is a gap in that these scholars keep on relating motivation to quality of

work life leaving out the specific effect of quality of work life of teachers on performance in rural areas.

Glassop (2002) alludes to the fact that several organizational benefits have been proposed in the literature on teams. These include increased workplace productivity; improvements to product or service quality; a reduced management structure; lower levels of absenteeism; reduced employee turnover; and increased industrial harmony, with all these benefits ultimately leading to improved workplace performance. Although quality of work life (QWL) for employees is also identified in the literature as a benefit of teams, for example, work satisfaction, an analysis of QWL factors, from the employee's perspective, is beyond the scope of this article. One can however, investigate QWL from the organizational perspective via turnover, absenteeism and industrial harmony. Accordingly, the theoretical basis for these benefits are, firstly, there is workplace productivity. Glassop (1995) alludes to fact that QCs were originally devised as a mechanism to train employees on statistical processes. The aim of these statistical processes is to eliminate problems, waste and errors by removing variation in the work system. Thus, QCs bring individuals together to resolve work system problems. The removal of variation in the work system, as an outcome of QC activity, produces a more productive system. SMWGs, however, are designed to ensure that the work system does not malfunction, that work continues in the absence of a human 'part'. The same writer defined this concept, as 'redundancy of parts'. That is, if redundancy (via a human part) is built into the work system, the system will not malfunction. Thus, SMWGs ensure that the work system has no interruptions. These elements are inherent to the notion of productivity, inasmuch as productivity is generally viewed as a measure of output per unit of composite input. Given the same level of inputs, if errors and problems are eliminated and work continues undeterred then the resultant output would be expected to be above that of a work system that had not been designed to attend to these issues; hence the notion that QCs and SMWGs improve productivity. Productivity is generally measured in terms of labour utilization (Greiner et al., 1995). It is argued, therefore, that firms that implement QCs or SMWGs will have a higher level of labour productivity than firms that do not have these team structures.

Gilmour and Hunt (1995) stipulate that there is product and service quality. QCs function to remove variation from a work system, resulting in the output being consistent and reliable. Consistency and reliability of output are inherent in the notion of quality. Thus, the primary

aim of QC activity is to improve the quality of output thereby improving its 'fitness for use.' In a production line work structure, employees focus on their individual 'part' in the system with quality generally inspected at the end of the production line (Gilmour & Hunt, 1995). Under the structure of SMWGs, a group of workers attends to whole tasks thereby 'empowering' such workers to take responsibility for their work and adjust work processes to improve the quality of their output. Thus, quality is effectively 'built-in' to the process. As such, QCs bring groups of workers together external to their natural work system to improve the quality of their output, whereas SMWGs allow employees to attend to quality issues as a natural part of their operating processes. It is argued, therefore, that firms with QCs or SMWGs will have higher levels of product/service quality than firms that do not have these team structures.

Management structure is the other type where QCs are charged with the responsibility of improving work performance thereby eliminating work problems. By allocating QC members the responsibility for resolving work problems there is less need for external supervision. This reduced need for external supervision may result in a reduced number of levels in the hierarchy (Lawler et al., 1992). SMWGs have been specifically designed to build redundancy of functions into the work group (M. Emery, 1993). The redundancy of functions principle operates on the notion that workers in a SMWG are multi-skilled and can take on the responsibility normally accorded a supervisor (redundant functionality of the system is built in). That is, the supervisory function does not sit external to the group, but, rather, is built into the natural work group. Thus, there is a reduced need for external supervision; the group becomes 'self-managing'. This reduced need for supervision is often referred to as 'flattening the hierarchy'. It is argued, therefore, that firms with QCs or SMWGs will have a flatter hierarchy than firms that do not have these team structures. Then there is also absenteeism. With an increased level of autonomy and responsibility asserted for both QCs and SMWGs, together with the belief that these team structures improve QWL indicators, reduced absenteeism is reputed to be a positive outcome (Cohen & Ledford, 1994; Trist et al., 1993). That is, employees enjoying the social structure of teams are more likely to attend work. Thus, it is argued that firms with QCs or SMWGs will have lower absenteeism than firms that do not have these team structures.

Pearce and Ravlin(1987) state that employee turnover is the other type, as with absenteeism, the social structure of teams is reported to positively impact employee turnover . If quality of

work life is improved for employees when teams are present then a reduction in employee turnover is a likely outcome, given that employee turnover is frequently utilized as a measure for job redesign interventions. While some research has found that employee turnover increased when teams were introduced, it is argued here that firms with QCs or SMWGs are likely to have a lower level of employee turnover (in the long term) than firms that do not have these team structures. Industrial harmony is the other type where QCs actively encourage workers to present the results of problem analysis to management for approval regarding proposed solutions Blakemore(1996) stipulates that this structural facet encourages improved labour–management interactions. By contrast, SMWGs have removed external supervision thereby suggesting that workers can deal directly with management. Again, enhanced labour–management relations should ensue. As a result, QC and SMWG structures enable workers to have a closer working relationship with management. This closer working relationship, it is argued, enables firms with these team structures to have a higher level of industrial harmony than firms that do not have these team structures.

The above benefits are often collectively identified as workplace performance measures. Workplace performance, however, is also measured in terms of firms financial position. Given that case studies on the use of teams regularly cite financial benefits for both QCs and SMWGs as a result of the above structural facets, it is argued that firms that have QCs or SMWGs are likely to be more profitable than firms that do not have these team structures. Davis and Lansbury(1996) state that both QCs and SMWGs are work practices that increase employee involvement in the work system. In this study of employee involvement practices, these authors found that adopting multiple employee involvement mechanisms within a firm was more favourable to business performance than adopting fewer practices. Multiple employee involvement mechanisms in a firm would suggest that more employees are engaged in activities that yield the above benefit. Thus, it is proposed that firm that adopt multiple employee involvement mechanisms will have a higher level of benefit (as argued above) than firms that have fewer employee involvement mechanisms. Accordingly, we will investigate the above benefits in terms of firms having a single team structure and both team structures. The missing point here is that the two strategies are workable in urban areas and not in the rural where my research is based.

Salaries and other financial stimuli also contribute to high quality of work life of teachers. Even though the financial aspect may not be the most important factor for choosing to

become a teacher, it is an important factor of attractiveness that seems to be increasing in most countries. In a report written by a research team of Cambridge University Hargreaves et al, (2007) it is stated that “Pay has become the second most common reason for seeing teaching as an attractive career by 2006 compared with 2003 when it stood in the fourth place”. A McKinsey study, already mentioned, confirms this statement August, Kihn and Miller (2010) which was also made by a European study carried on by teacher unions a few years before ETUCE (2008). In a recent article two economists Dolton and Marcenaro-Gutierrez (2011) go further and try to answer to a very straightforward question: “If you pay peanuts do you get monkeys?” From the analysis of OECD data in 39 countries, they have noticed that teachers are paid up to four times as much in some countries compared to others (at parity of purchasing power), result that is confirmed in the present study in chapter 3. One of the main results of their study is to show that higher salaries and quicker salary advancement seem to allow for recruiting higher ability individuals as the student outcomes in international surveys are higher on average in countries where teachers are better paid. In this respect, all these studies confirm the conclusions of two comparative studies of the teaching profession and other professions in the public and private sectors showing that the teachers with higher salaries were less inclined to leave their profession. For the second study, Jidamva (2012) as it is stated, concerning a large sample of UK teachers, the results obtained affirm the importance of teacher salaries and opportunity wages in the turnover decision of teachers. Increasing salaries is technically easy but budget austerity measures may render it rather hard to implement. That explains why, for example, certain countries have decided to only raise the salaries of early-career teachers, or to accelerate the salary progression during the first years. Quality of work life has a number of issues to address and not just salaries as alluded to above.

Another possible measure could be a swifter progression of teachers judged to be more effective than others. In most countries, this approach is usually opposed by teachers unions, which are hostile to the development of merit-based salaries. However, as we will see, in many countries, the assessment of teacher performance is taken (more or less) into account for career progression. Within the current context of budgetary discipline, certain governments have decided to decrease the number of teachers in return for better pay of those remaining. Among other possible measures one could mention awarding scholarships to students who choose a teaching career or pre-service salaries for students who sign a formal commitment to remain in the teaching profession for at least a certain number of years. The

€€material working conditions for teachers are relatively heterogeneous among European states, sometimes even among schools and areas within a country. These conditions are essentially related to the availability of classrooms of different sizes, preferably also offices, easy access to ICT and multimedia equipment, the quality of the catering at work, the possibility to find accommodation that is compatible with a teaching salary, etc. Certain aspects of these working conditions are relatively easy to improve, whilst others are more expensive. There is no doubt that average material conditions often act as a deterrent and seriously affect the prestige and social status of a teaching career. Already in 2003 a UNESCO report mentioned among the possible factors of teacher shortages ‘chaotic working conditions’. This aspect was analysed in various studies but salaries was not the only aspect that affected quality of work life of a teacher.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

Rajasekar et al (2013) allude to the fact that Research methodology is the study of methods by which knowledge is gained. It is a systematic way to solve a problem. Its aim is to give the work plan of research. It is important to have Research Methodology in Research Study because it is necessary for a researcher to design a methodology for the problem chosen. This chapter presents the methodology that was used in this study; Research Design, Study area, Study population, Study sample, Sampling techniques, Data collection instruments, Data collection procedure and time line, Data analysis instruments and Procedures, References and Appendices.

3.1 RESEARCH DESIGN

Leedy (1993) states that research design is the strategy, the plan and the structure of conducting a research study. It also provides the overall framework for collecting data. This study used a mixed method of both qualitative and quantitative methodologies which gathered people's views and feelings about the study. Gliner and Morgan (2000) state that the descriptive research uses descriptive statistics such as mean, percentages and frequency distributions that are not tested for statistical significance with inferential statistical data which was also used in this research. The focus group discussions and interviews using structured questionnaires were used. There were two types of questionnaires used; open ended and closed ended, White(2000) states that qualitative research, allows for simultaneous descriptive views, perceptions and beliefs in a research. This research also used Statistical Programme for Social Science (SPSS) and micro soft excel to determine the descriptive statistics.

3.2 STUDY AREA

The study area was Petauke District where four selected rural secondary schools were drawn from where the problem was identified.

3.3 STUDY POPULATION

The study targets were teachers, local administrators and focus groups drawn from the local community of the four selected secondary schools.

3.4 STUDY SAMPLE

The study sample size consisted of 74 respondents.

3.6 SAMPLING TECHNIQUES

Purposive sampling was used to select the 8 local administrators and random sampling was used to pick the 50 teachers as well as the 16 local parents making a total of 74 respondents.

3.7 DATA COLLECTION INSTRUMENTS

The researcher used focus group discussion using interview guide and structured interview schedules to collect data. Questionnaires were designed using open ended and closed questions as per attached Appendices C, D and E.

3.8 DATA COLLECTION PROCEDURE AND TIME LINE

The questionnaires were distributed and structured interview schedules were used on local administrators as well as focus groups.

3.9 DATA ANALYSIS

Boje (2000) explains that data can be analysed using descriptive data analysis. The researcher used descriptive analysis to analyse quantitative data and thematic analysis to analyse qualitative data. Micro soft excel and Statistical Programme for Social Science (SPSS) were used. The themes under quality of work life of teachers analysed were; personal growth, work place conditions and professional requisites.

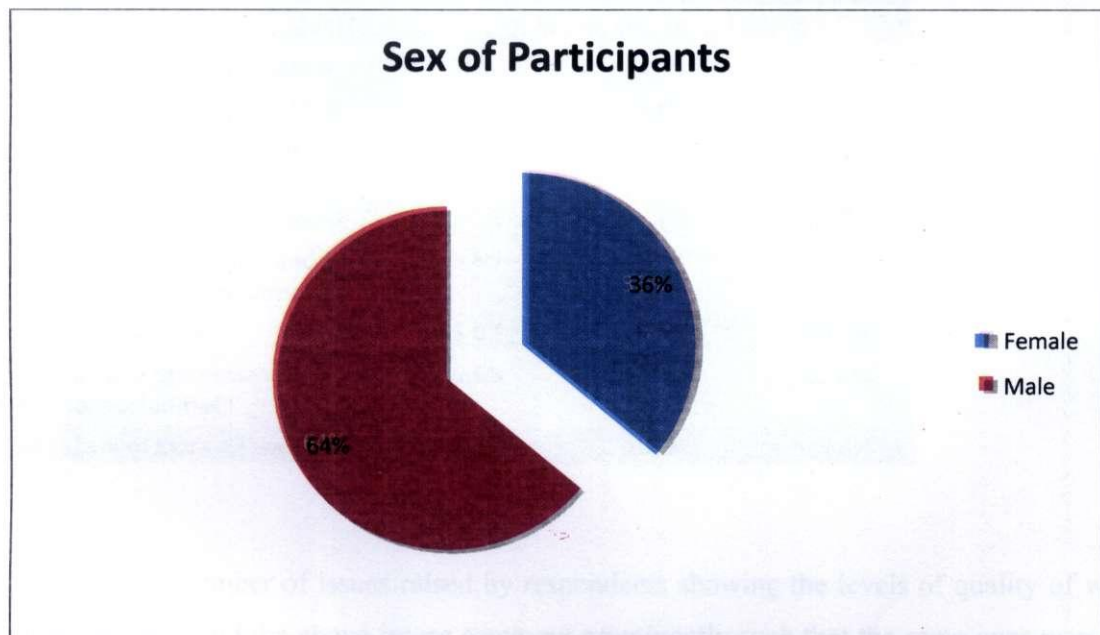
CHAPTER FOUR

4.0. PRESENTATION OF THE FINDINGS

This section presents the findings of the study to establish the effect of quality of work life of teachers on teacher performance in rural areas in four selected secondary schools of Petauke District of Zambia. The findings are presented as themes which emerged from the analysis of both qualitative and quantitative data under each objective, namely; Personal Growth, Work Place Conditions and Professional Requisites. Sex and ages of the participants is also included in the presentation.

4.1.0 Sex of the participants

Figure 4.1.1 Pie chart showing the sex of respondents that participated in the study



The total sample was 74 participants, 36% of these were females and 64% were males. An equal gender representation was not possible due to the fact that there were few female teachers living in rural areas than males.

Table 1 showing the categories of the participants.

Category	Sex-Female Number	Sex- Female Percentage	Sex- Male Number	Sex- Male Percentage	Total Number
Teachers	19	38 %	31	62 %	50
Administrators	02	25 %	06	75 %	08
Local Parents	06	37 %	10	63 %	16
Total	27		47		74

Out of the 74 respondents, 50 were teachers, 8 were Administrators and 16 local parents who formed the four focus groups consisting of four members from each group. The percentages were as shown above.

TABLE 2:PRESENTATION OF FINDINGS

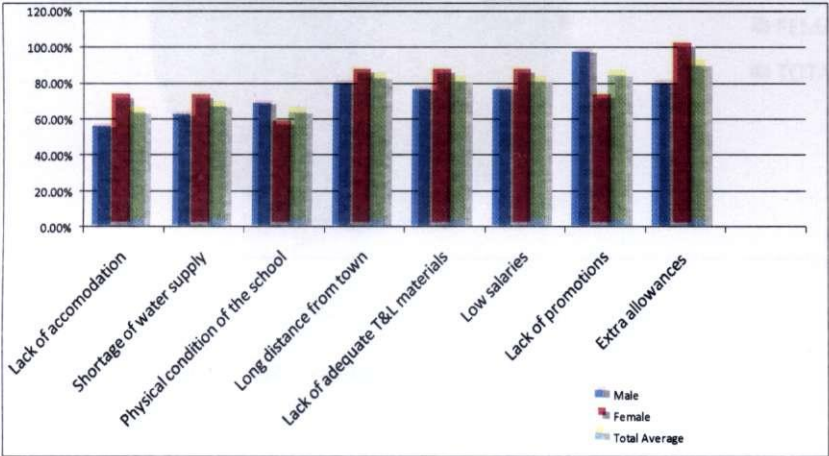
STATEMENT	MALE	FEMALE	TOTAL(%)
TABLE 4.1 LEVELS OF QUALITY OF WORK LIFE OF TEACHERS			
Lack of Accommodation	55%	71.4%	63.2%
Shortage of water supply	62%	71.4%	66.7%
Physical Condition of the school	68%	57.1%	63%
Long distance from town	79.3%	85.7%	82.5%
Lack of Adequate teaching and Learning materials	75.8%	85.7%	80.8%
Low Salaries	75.8%	85.7%	80.8%
Lack of promotions and opportunities	96.5%	71.4%	83.9%
Lack of Extra Allowances	79.3%	100%	89.6%

There were a number of issues raised by respondents showing the levels of quality of work life of teachers and the above issues came out prominently such that the same ones were the centre of discussion. What came out as high percentage were extra allowances and physical condition of the school did not matter most. The aspects were divided into themes; as personal growth, workplace condition and professional requisites as propounded by Maslow. Lack of accommodation, shortage of water supply, physical condition of the school and long distance from town fell under work place condition. What came under personal growth were

low salaries, lack of promotions and opportunities as well as extra allowances. However, lack of adequate teaching and learning materials fell under professional requisites.

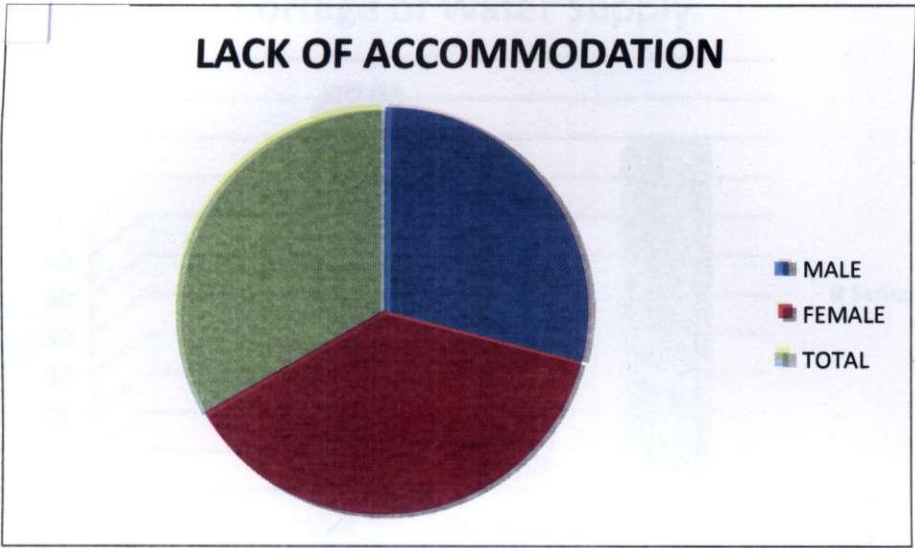
FIGURE4.1.2

ASPECTS AFFECTING QUALITY OF WORK LIFE OF
TEACHERS IN RURAL SECONDARY SCHOOLS.



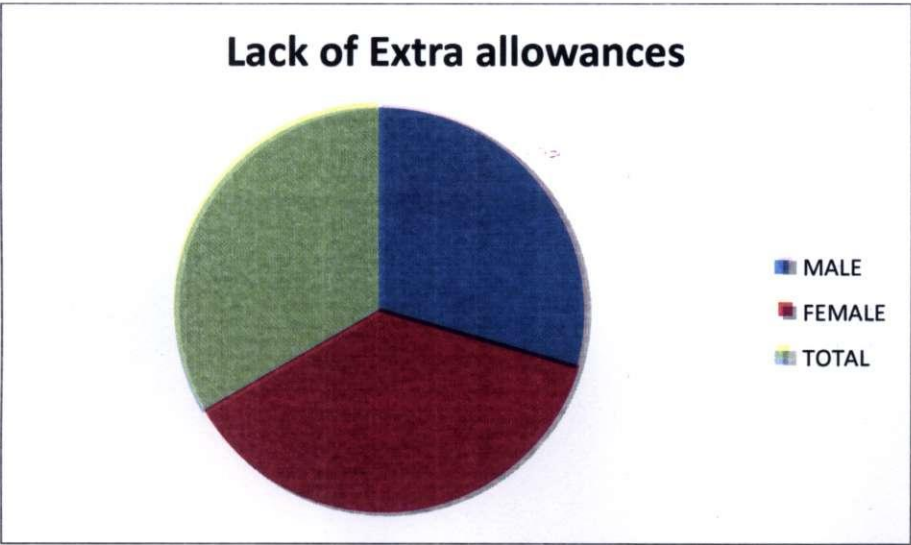
The above aspects were analysed and presented using percentages on the bar graph from the data shown. There was an indication that teachers pay much attention on the extra allowances and less attention on physical appearance of the school. However, each of the aspects was presented and analysed separately so as to give a clear picture of the whole scenario in rural secondary schools as shown below.

FIGURE4.1.3



There is an indication that 55% of the males lack accommodation while 71.4% of the females lack accommodation. The average total is 66.2%.

FIGURE 4.1.4



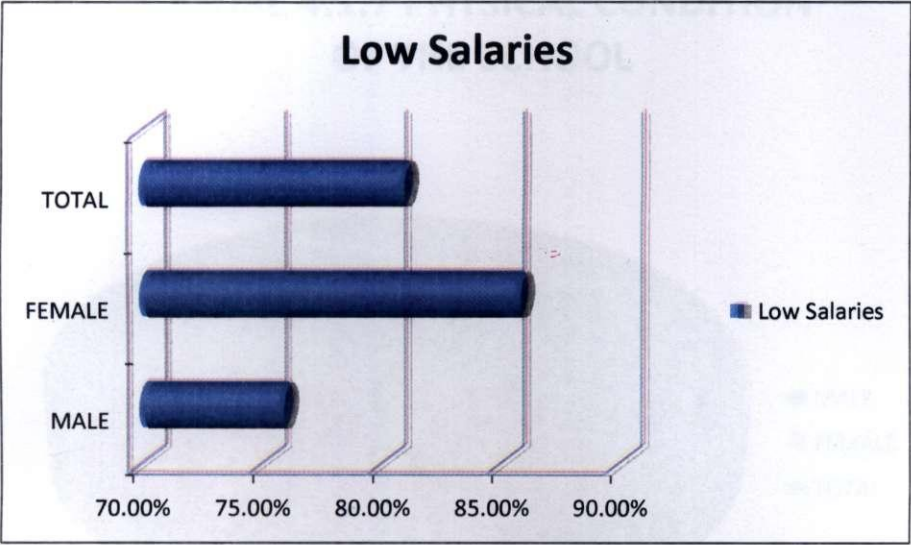
The responses to this aspect was over whelming since all the females, 100%, said they were not receiving the extra allowances but some males mentioned that the process of giving those allowances was erratic, hence the 79.3% of them said that they were not getting the extra allowances.

FIGURE:4.1.5



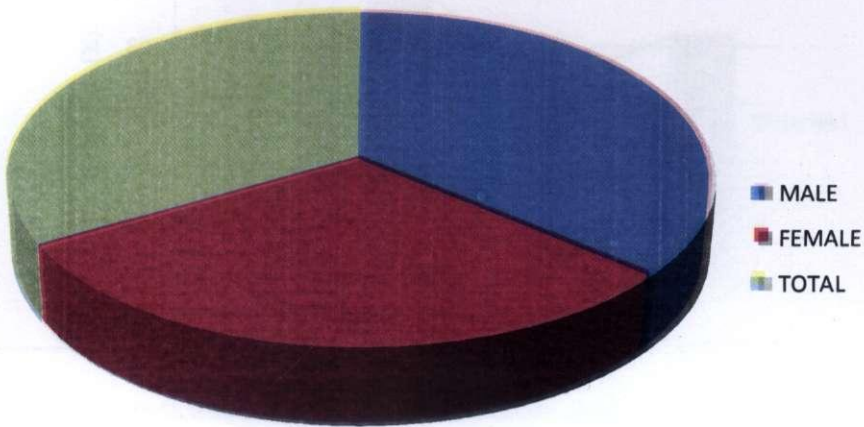
There was an indication that 62% of the males were affected with the shortage of water supply and 71.4% of the females were also affected making an average of 66.7%. The bar-line graph showed that the males were affected most.

FIGURE:4.1.6



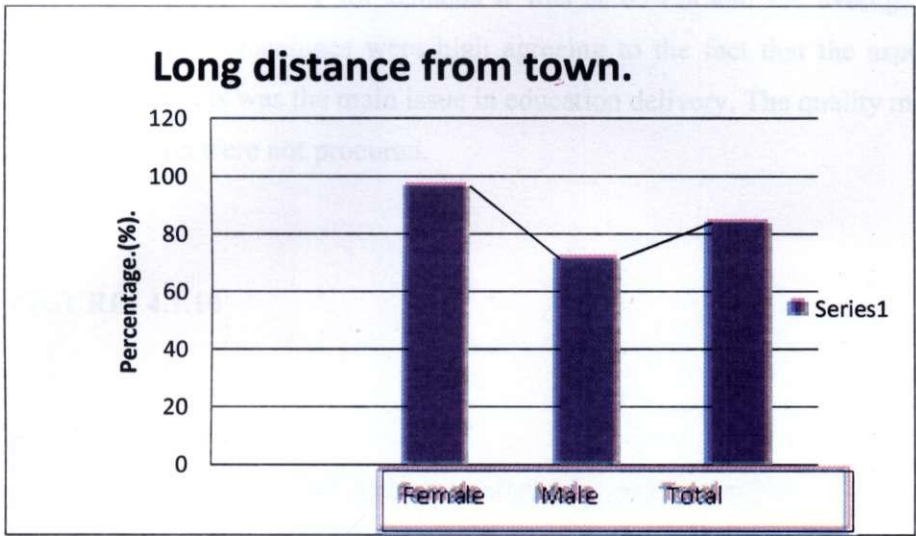
This was an indication that 75.8% of the males said that the salaries were low. The percentage for females who said that they were affected with low salaries was 85.7% and the average was 80.8%.

**FIGURE 4.1.7 PHYSICAL CONDITION
OF THE SCHOOL**



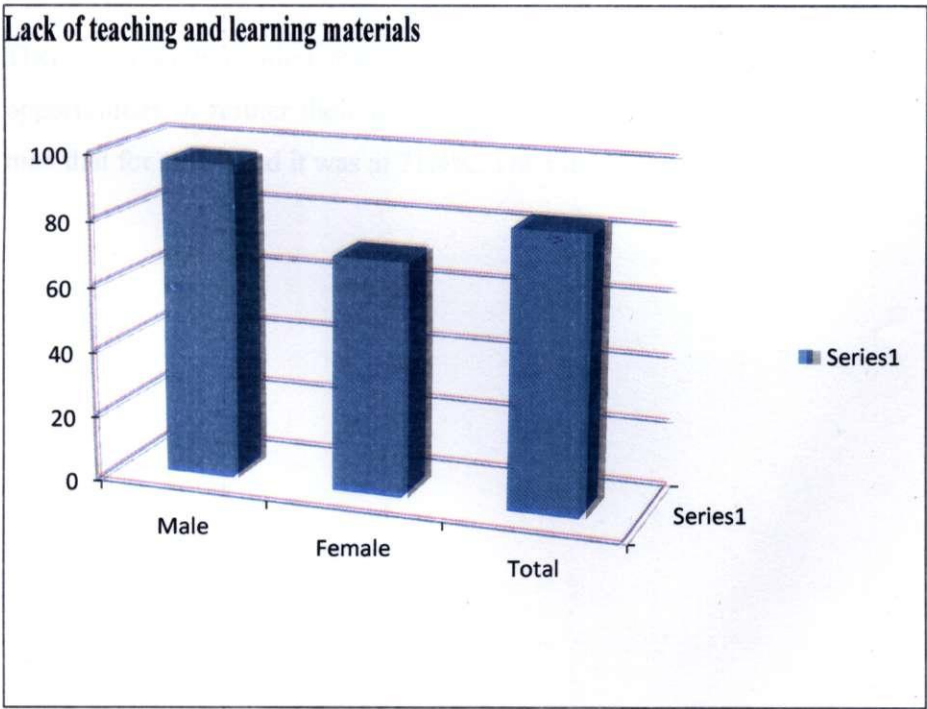
The other aspect was the physical condition of the school. There was an indication that 68% of the males said that the physical conditions of their schools were not good. The percentage for females was at 57.1% and the average was at 63%. Due to the fact that most of the physical conditions of the schools were not good, that did not matter to some teachers. However, some were still affected since it is said '*cleanliness is close to godliness.*'

FIGURE 4.1.8



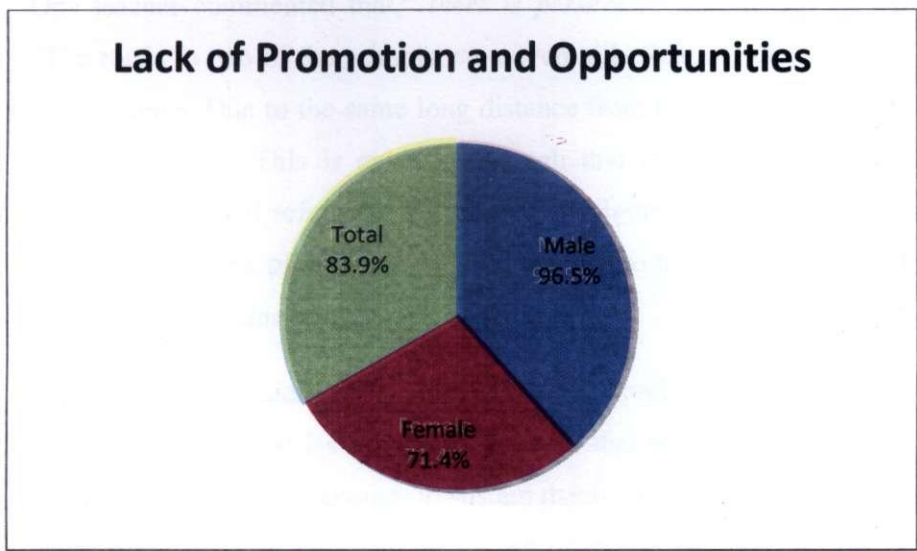
There was an indication that 79.3% of the males were affected by the long distance from the town. The percentage for females was at 85.7% and an average was 82.5%.From the data collected, one could tell that the teachers were affected really.

FIGURE4.1.9



The other aspect was lack of adequate teaching and learning materials where the percentage for males was at 75.8%, for females it was at 85.7% and the average percentage was at 80.8%. All the percentages were high agreeing to the fact that the aspect of teaching and learning materials was the main issue in education delivery. The quality may be compromised if the materials were not procured.

FIGURE: 4.1.10



There was an indication that 96.5% of the males said that they were not promoted and opportunities to further their studies were not given. The percentage for females was lower than that for males and it was at 71.4%. The total average was 83.9%.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

The study in table 4.1 showed that 82.5% of the respondents indicated that quality of work life affected the teachers due to long distances from the town. All the schools where I did my research were far from town, 6kms, 26kms, 82kms and 92kms respectively. The percentages of those who agreed that their schools were far from town was high, 79.3% for male and 85.7% for female. This clearly showed that the female folk were more affected than the male counterpart. The roads were in very poor state such that some parts were difficult to pass. One teacher commented that, “*there is perseverance in as far as travelling is concerned.*” “The roads to two of the schools were even hilly that taxi drivers found it difficult to accept the bookings. Due to the same long distance from town, a few teachers accept to work from those far places. This is evidence enough that long distance from the town affected the teachers really and reference is also made to figure 1 of Appendix F. Maslow (1987) stated that the good work place condition was cardinal to the life of an individual. The aspect above falls under the theme of work life condition.

The shortage of water supply also came out prominently in that 66.7% indicated that they were affected on that issue. It was indicated that the bore holes they were sharing with the villagers were not even enough to sustain them. One of the schools had taps which had erratic water supply and so they still embarked on use of the bore holes. The other teachers also indicated that due to the fact that bore holes were communal, they could not cater for all the pupils who were weekly boarders in some schools. The only boarding school had problems with water supply such that they had to put a programme for opening and closing the taps, just to ration water. One school had only one water source which was the only bore hole and that caused congestion. The pupils and teachers even opted to draw their water in the nearby river as shown in Appendix F in figure 5. Maslow emphasized that human beings had needs as alluded to above and once these needs were not met, then the quality of work life was affected.

There was an indication that 63.2% of the respondents had problems with accommodation. Those that were teaching in rural schools shared accommodation. It was alarming that teachers living in the 21st century, were still sharing and others lived in villages. There was a high percentage of 71.4% of females who had no accommodation and the percentage for

males was 55%. Most of the schools where I went had few teachers' houses which meant that most of the teachers were staying within the locality of the school. There were other small houses built by PTA where some teachers lived. One might think that teachers who were in rural areas had good accommodation but the situation was different, one teacher even complained saying, *"madam if you see the inside of my house over there , you may not believe that it is real."* "Safety and security was an important element under Maslow hierarchical needs and fell under the theme of work place condition as well. The percentages especially for female teachers were high meaning that they were more affected than the male counterpart.

The physical conditions of the school environments were not pleasing as 63% of the respondents indicated. The conducive environment of the school greatly contributed to the teachers' zeal to teach effectively. The quality of work life was compromised. The percentage for males who said that the physical conditions of the schools were not good was 68% and for females, it was 57.1%. This aspect also fell under work place condition. One of the secondary schools had old buildings that had low roofs making it so uncomfortable to be in class for a longer period of time as shown in Appendix F figure 6. The physical appearance of the school included dilapidated infrastructure and shortage of toilets. This was supported by Monk (2007) stated that this places an added challenge for already overworked, rural teachers to ensure student learning. Although this was an important challenge to factor in, one research study found that teacher turnover problems were more strongly correlated with poor school infrastructure and low teacher salary than by student characteristics in rural schools.

There was an indication that 89.6% of the respondents indicated that extra teaching allowances were not paid (rural hardship and responsibility allowances). All the females agreed, that is; 100% to the fact that most of the allowances were not paid ranging from remote rural, responsibilities, extra duty and other allowances like meal allowances which had a lot of strings attached. The percentage for males was at 79.3%. The policy for the district was that teachers were to fill the forms for allowances every term which made it difficult for rural teachers to travel every time to the town to fill forms, it became very expensive. That disturbance affected the teachers most and quality of work life dwindled making it difficult for them to perform to the expectation. Moreover, data showed that they were very few degree holders and many of them were diploma holders who deserved the above mentioned allowances. The overall percentage of degree holders according to data

collected was only 24%. One local administrator commented that, *"it is difficult for us to give any allowance to the teachers like meal allowance because it is within the district as stipulated in the guide lines. Just imagine that our schools are very far from the town, the system is not very fair."* This according to Maslow fell under the personal growth theme.

Lack of promotions and opportunities to develop professionally came out clearly in that 83.9% of the respondents felt they were not considered for promotion and chances to develop professionally did not come by. Looking at the percentage for males which was 96.5%, clearly showed that most males were not promoted due to the fact that gender had possibly been over emphasised. The male folk had been forgotten because the female folk had taken the lead. The opportunities to further in their studies was also difficult in that the district had a study plan every year such that one could not be sponsored early because even the district was following the study plan. Some teachers were hindered right at the school level where the local administrator would refuse to write the covering letter to the DEBS to act on the applications. This fell under personal growth as well, as propounded by Maslow.

There was an indication that low salaries also affected them in that 80.8% of the respondents attested to that fact. This affected their work condition in that some even engaged in over borrowing as the data stipulated. The percentage for males was at 75.8% and for females it was at 85.7%. This aspect also affected the teachers greatly. Due to the low salaries that the teachers get, they even engage themselves in getting one loan after the other just to keep going because their salaries were not enough. One respondent complained, *"I obtained my degree at UNZA in 2012 but up to now, am not yet upgraded as a degree holder and my salary is still showing as if am still a diploma holder. Efforts are made but to no avail, nothing has been done up to now."*

There was an indication that there was lack of adequate teaching and learning materials and a percentage of 80.8% showed the average. The percentage for males was at 75.8% and for females, it showed 85.7%. Teaching and learning was the co business in academic circles such that if teachers lacked teaching materials, work would be a great challenge. While teachers appreciated government's effort that it distributed some books, but some of those books were not even relevant to the syllabi. One local administrator commented that, *"improvisation had limits, even photocopying had limits as well."* The situation at one secondary was pathetic in that pupils shared five English readers amongst the fifty pupils such that the teaching of comprehension in English was difficult. National Commission on Teaching and America's

Future (NCTAF) (2002) supported the issue that teachers assigned to teach in rural schools often cite poor work conditions as a factor of dissatisfaction and increased likelihood to leave. These work conditions include poor facilities, inadequate number of textbooks and supplies as well as large class sizes.

The local administrators also had challenges with their teachers, but what came out prominently was that some teachers absconded themselves from work while others reported late for work. Some teachers stayed away from attending important professional meetings like staff meetings. As Flippo (1980) supported the matter that, quality of work life programmes include any improvements in the culture of the organisation that will lead to the employees' development and growth. Studies suggest that implementing such programmes will lead not only to a reduction in employee complaints and the number of absences from work but also to an increasing level of optimism and cooperation on work-related issues. Despite all these negatives, the local administrators tried to give teachers awards and incentives whenever they performed well.

The local parents also observed that while the relationship with the teachers was good, but some teachers engaged themselves in local beer drinking and extra marital affairs in the villages as one commented, *what time do these teachers teach?* The local parents from one school were surprised why the local administrators were not conducting Annual General Meetings because that was the only time those parents would air out their views to the school management. The other group complained of the local inspectors that they did not made any effort to visit the school and that was the more reason why some teachers went for beer drinking very early in the morning, they said, *"they do not come here to see what is happening."* However, the local parents attested to the fact that they would try to work hand in hand with the teachers so that their work life was improved.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION:

To sum it all, there was an indication that indeed teachers' quality of work life was affected as stipulated by Maslow hierarchical needs. The study indicated the prominent areas of concern as; long distances from the town, shortage of water supply, lack of accommodation, low salaries, no extra allowances, promotions were rare, incentives were given to few as well as teaching and learning materials were difficult to find. These aspects were divided into three themes as propounded by Maslow as; personal growth, work place condition and professional requisites. The theme of Professional requisites fell under work life condition as well but was treated as an independent theme. What fell under personal growth were issues to do with low salaries, extra allowances and lack of promotions as well as opportunities. What fell under work place conditions were issues of lack of accommodation, shortage of water supply, physical condition of the school and long distance from town. The third one was professional requisites which had only one aspect according to this research which was lack of adequate teaching and learning materials being the core –business in the teaching fraternity.

RECOMMENDATIONS:

1. Local administrators should address issues of incentives, teaching and learning materials and work with parents to build teachers' houses. With the re- introduction of the Boards, the board members should work hand in hand with the local administrators to improve the face of the school.
2. Teachers should be committed to their work as recommended by local parents and local administrators.
3. MOE should address issues of allowances so that teachers are retained in rural areas, deploy more teachers to improve teachers' standards, promote teachers accordingly. It should also work with the union officials to negotiate for salaries.

4. Other stakeholders like the local council to improve road networks and drill boreholes in rural schools so that good water is supplied.

RECOMMENDATION FOR FURTHER RESEARCH

The results of the study have revealed that quality of work life of teachers of rural secondary schools has been affected. Further studies can look at quality of work life in urban secondary schools and that aspects that affect teachers should be researched as I have done in my research.

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4.0 APPENDICES:

4.1 APPENDIX A: RESEARCH SCHEDULE AND TIME LINE:

The table below shows a summary of the schedule of research and expected outcomes.

Time allocated	Activity	Expected outcome
03/01/2016- 29/02/2016	Research proposal preparation and development of research instruments.	Research proposal and research instruments.
15/03/2016-15/04/2016	Data collection for the study	Data collected for study
16/04/2016-16/05/2016	Entering data for the study	Data entered for the study
17/05/2016- 17/06/2016	Analysing data	Data analysed
18/06/2016- 29/06/2016	Writing draft and final reports	Draft and final reports written
30/06/2016	Submission of final report	Final report submitted

4.2 APPENDIX B: RESEARCH BUDGET

The table below shows the budget allocated to each item and what is essential in the preparation of the research instrument, carrying out the research as well as the preparation of the final research report. Note: ZMK= Zambian Kwacha.

ITEM	QUANTITY	COST PER UNIT	TOTAL COST
A: STATIONERY			
Ream of A4 Paper	4	60.00	240.00
USB Flash Disc	1	150.00	150.00
Pens	30	1.00	30.00
Pencils	8	0.50	4.00
Envelopes	30	3.00	90.00
Toner Cartridge	1	750.00	750.00
SUB TOTAL			ZMK1264.00
B:DAIRY SUBSISTANCE ALLOWANCE(DSA)			
DSA for Researcher and Assistant	10	700.00	7,000.00
SUB TOTAL			ZMK 7,000.00
C. TRANSPORT			
Commuting within Petauke		500.00	500.00
From Petauke to Lusaka		3,000.00	3,000.00
SUB TOTAL			ZMK 3,500.00
D. DATA ANALYSIS			
Entering and analysis		3,000.00	3,000.00
Binding		200.00	200.00
Sub Total			ZMK 3,200.00
Grand Total			ZMK14,964.00

4.3 APPENDIX C: INSTRUMENTS FOR DATA COLLECTION:

INTERVIEW GUIDE FOR THE TEACHING STAFF/LOCAL ADMINISTRATORS:

Dear Sir/ madam,

I am a post graduate student at The University of Zambia- Zimbabwe Open University (UNZA- ZOU), carrying out a research on the effect of poverty on teacher motivation and teacher' quality of work life in selected secondary schools in Petauke district.

I have the pleasure of informing you that you have been selected to participate in this study because you are among the significant group in as far as this research is concerned. You are requested to give relevant and objective information which would help in finding out the effects of poverty on teacher motivation and quality of work life.

This study is purely academic and so, all responses will be treated as confidential. You need not to give details of your identity.

Thank you so very much for your participation.

SECTION A: PERSONAL DETAILS:

1. Gender (Tick one): male ☐ Female ☐
2. Marital Status (Tick one): Single ☐ Widow ☐ Widower ☐ Separated ☐ Married ☐
3. How long have you been in service? (Years)(Tick one): 0-4 ☐ 5-9 ☐ 10-14 ☐
4. What is your position in school?..... (Optional)
5. What is your highest qualification? (Tick one) Certificate ☐ Diploma ☐ Degree ☐ Master ☐
6. Location of school (Tick One ☒): Rural ☐ Urban ☐
7. Number of teachers in your school: Males..... Females..... Total
8. Total number of students (a) Boys..... (b) Girls.....
9. Average number of students per class.....
10. Year of First Appointment

SECTIONB: QUALITY OF WORK LIFE LEVELS AMONG TEACHERS /LOCAL ADMINISTRATORS.

For each of the following statements, please indicate (by ticking) the extent to which you agree with them (using the following scale(Strongly agree, Agree, Undecided, Disagree and Strongly disagree).

STATEMENTS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. I have adequate resources to use in my teaching.					
2. Lack of power supply bothers me.					
3. Iam unhappy with the long distance from town.					
4. Iam happy with the accommodation am using at school.					
5.Iam satisfied with physical conditions of the school environment.					
6.Iam pleased with the water supply at my school.					
7. My salary is not enough and so I engage myself in over borrowing.					
8.Iam happy with the interaction among my fellow teachers.					
9.Iam happy with extra allowances that the school and the government give me.					
10. Promotion, opportunities are not enough.					

APPENDIX: D

**THIS SECTION SHOULD BE FILLED IN BY LOCAL ADMINISRATORS ONLY
ON PERFORMANCE OF TEACHERS.**

STATEMENTS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Teacher- pupil relationship is not good.					
2. Teachers come very early at school.					
3. There is regular attendance to extra lessons.					
4. Teachers always have their lesson plans checked before teaching.					
5. Pupils' books are not always marked.					
6. Teachers supervise all school activities.					
7. The attendance of teachers in the staff meetings is low.					
8. Teachers do not do their tasks promptly.					
9. Teachers help maintain school discipline.					
10. There is irregular testing and examination of pupils.					

E.1. What challenges do you face as administrators to handle your teachers?

.....

.....

E.2. What do you think can be done to improve quality of work life of a teacher?

.....

.....

E.3 What aspects of quality of work life of teachers in rural areas affect teacher performance most?

.....

.....

4.4 APPENDIX E: INTERVIEW GUIDE FOR THE FOCUS GROUP DISCUSSION FOR PARENTS LEAVING NEAR THE SCHOOL.

Dear Sir/ madam,

I am a post graduate student at The University of Zambia- Zimbabwe Open University (UNZA- ZOU), carrying out a research on the effect of poverty on teacher motivation and teacher’ quality of work life in selected secondary schools in Petauke district.

I have the pleasure of informing you that you have been selected to participate in this study because you are among the significant group in as far as this research is concerned. You are requested to give relevant and objective information which would help in finding out the effects of poverty on teacher motivation and quality of work life.

This study is purely academic and so, all responses will be treated as confidential. You need not to give details of your identity.

Focus Group Discussion Questions for Parents

1. How do you relate with the teachers at your nearby school?

2. What have you done as community to improve quality of work life of your teachers?

3. What are the barriers that you have seen that contributes to teachers not performing well?

4. What is the attitude of teachers towards work? Indicate either good or bad and give reasons.

5. Suggest ways in which you can help the school have good school climate.

THANK YOU VERY MUCH FOR YOUR INFORMATION PROVIDED.

APPENDIX: F.

Figure. 1

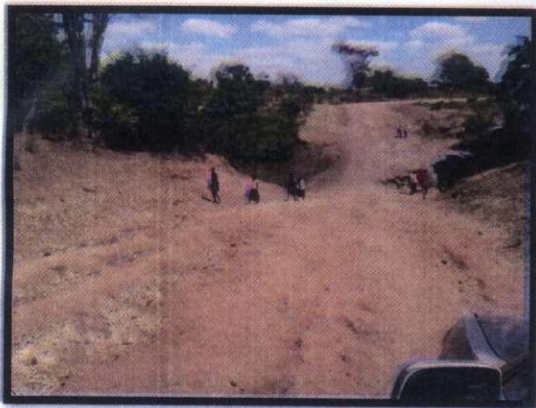


Figure. 2



*The pictures shown on this page depict how remote the areas under discussion are.
Date: 30th June, 2016.*

Figure. 3

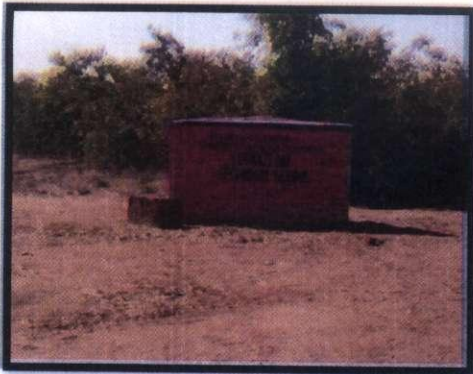


Figure. 4



Figure. 5



Figure. 6

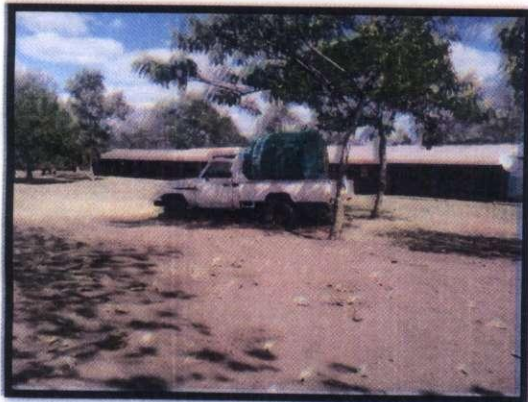


Figure. 7

