CHAPTER ONE
INTRODUCTION

This chapter presents the background to the study, statement of the problem, the purpose of the study, the objectives and questions of the study, its significance, definitions of terms and structure of the dissertation.

Background to the Problem

According to the Association for the Development of Education in Africa (ADEA) (2006:1), today teachers’ conditions in terms of management, benefits and professional support are poor in many countries of Sub-Saharan Africa”. Irregular pay, crowded classrooms, and lack of pedagogical support are some of the daily constraints faced by most teachers in Africa. These shortcomings are undermining teachers’ motivation and performance and more importantly, inhibiting the professional development of the teaching occupation. Teaching is not what it was; nor is the professional learning required to become a teacher as credible as it was in the past (Hargreaves, 1997). Thus teachers are only regarded as semi-professionals, less legitimate than professionals, because it is difficult for the teaching occupation to attain all the characteristics of a profession. Hence, scholars such as Etzioni (1964); Simpson (1969); Purvis (1975) and Robb (2008) have resorted to using qualifying words such as sub/near/semi/would-be professional to describe the teaching occupation.

The teaching occupation in Zambia was, for many years, associated with the church because formal education was initially introduced and run by the missionaries. Later during the post
independence era, the involvement of the government and private sector in the provision of education broke the church’s monopoly in educational provision. Therefore, the first types of schools were mission schools, the government schools and finally in the 1930s private schools. Today in Zambia there are three main categories of high schools namely private, mission and government schools, in which practicing teachers work.

From the time of independence to the 1970s, the status of teachers and the teaching occupation as a profession was fairly high (Mwanakatwe, 1968). But, by early 1980s the situation had changed, and teaching became one of the lowly regarded occupations. This situation was attributed to political, economic and social factors (ADEA, 2006).

There are several studies that have been conducted on the status of teachers in Zambia (Mwanakatwe, 1968; Tiberondwa, 1976; Datta, 1984; Chakulimba, 1986). However, there has been little or no attention given to the teachers’ perceptions of teaching as a profession. Therefore, the study was focused on understanding how the high school teachers, practicing in mission, private and government schools, perceived themselves and their occupation and what factors influenced their perceptions of teaching as a profession.

**Statement of the Problem**

Much has been written on the status of teachers in Zambia (Hicks, 1967; Mwanakatwe, 1974; Tiberondwa, 1976; Datta, 1984 and Chakulimba, 1986), but no specific study has been done on the high school teachers’ perceptions of teaching as a profession. This study therefore, examines high school teachers’ perceptions about teaching as a profession; teachers’ perceptions of
themselves as professionals and the factors that affect their perceptions concerning teaching as a profession, comparing it with other professions.

**Purpose of Study**

The purpose of this study was to investigate government, private and mission school teachers’ perceptions about teaching as a profession; the factors that influence their perceptions about teaching and how they compare teaching with other occupations as professions.

**Objectives of the Study**

The following were the objectives of the study:

1. To establish mission, private and government high school teachers’ perceptions of teaching as a profession.
2. To investigate whether the high school teachers practicing in the three different types of schools perceived themselves as professionals.
3. To identify the factors that influence high school teachers’ perceptions of teaching as a profession.
Research Questions

1. To what extent do mission, private and government high school teachers’ perceive teaching as a profession?
2. Do high school teachers practicing in the three different types of schools perceive themselves as professionals?
3. What factors influence high school teachers’ perceptions of the teaching occupation as a profession?

Significance of the Study

The findings of the study will contribute to the knowledge about high school teachers’ perception of teaching as a profession and teachers as professionals in Lusaka District. The findings will broaden our understanding of teachers’ perceptions of themselves as professionals, and factors that influence their perceptions of teaching as a profession. The findings will also be useful to various stakeholders, which include among others the Ministry of Education, High School teachers, Colleges and Universities. The Ministry of Education may use the information in the planning and formulation of policies to enhance professionalism in the teaching occupation. The Universities and Colleges of Education may use the information to improve the education and teacher training programmes offered. This is even more significant at a time when the nation is concerned with achieving the Millennium Development Goals (MDGs) and improving quality of education.
**Operational Definitions of Terms**

In the study, the following terms mean:

**Profession:** Is an occupation that possesses several features such as having specialized body of knowledge and skills, the idea of public service, professional code and work ethics, long periods of training, good working conditions and environment, representation by a an association, autonomy, remunerations and other benefits.

**Professionalism:** Implies fulfilling the duties of contract or job description; to work on time and maintaining certain professional attitudes and work ethics. An institution which permits the members of an occupation to make a living while controlling their own work (Freidson, 2001).

**Perception:** This is an interpretation, view or impression based on an individuals’ understanding of something.

**Grant Aided Schools/ Mission Schools:** These are institutions to which the government contributes 75% of the cost of their capital works programme in the form of a grant and covers the payment of teachers’ salaries, school requisites, etc. (Kelly,1999).

**Private Schools:** These are institutions which are established primarily to serve the expatriate community or particular religious groups and charge high fees (Banda, 2002). Teachers practicing at these schools are referred to as private school teachers.
**Government Schools:** These are institutions to which the government covers the payment of teachers’ salaries and all activities in running the school. Teachers practicing at these schools are referred to as Government school teachers.

**The Structure of the Dissertation**

This dissertation is divided into six chapters. Chapter one introduces and presents the background to the study, the statement of the problem, objectives and significance of the study. Chapter two reviews literature related to the study. Chapter three outlines the methodology, dealing with the study design, sample size, sampling procedures and characteristics of the respondents involved in the study. Chapter four presents the findings of the study, while Chapter five discusses the findings. Chapter six presents the conclusions and recommendations.
CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter reviews literature on the perceptions of teaching as a profession, under the subheadings; profession, society’s perceptions of teaching as a profession, teachers’ perceptions of teaching as a profession, and the factors affecting teaching as a profession.

Profession

There is no single definition for the term profession; this is because the concept can be defined from a wide range of view points. Various works indicate that there are different definitions of the concepts of a profession. Some scholars have tried to give a definition of a profession in terms of its characteristics such as training, code of conduct, autonomy, service to society and control of entry as well as establishment of a professional association (Rente, 2006 and Ezewu, 1983). Some social scientists have devoted considerable time to defining the term profession by analyzing the factors that contribute to an occupation to be classified as a profession. Other scholars focus on the ideas that a profession possesses the features of commitment, satisfaction, efficacy, specialized knowledge, expertise, and ethical codes and conduct (Bradfoot and Osborn, 1987; Purvis, 1975; Freidson, 2001; and Kizlik, 2009).

In Gaycar’s view (1975:52), “a profession is based on systematic, intellectual knowledge communicated through some sort of educational process”. He further argues that a profession has some (often indirect) control over training, certification, and accreditation of courses, registration
and standards of practice (Gaycar, 1975). This stresses the need for a good knowledge base and the regulated areas in a profession.

In addition, a profession can also be defined as a career that specializes in an area that benefits society (Warner and Lunt, 1981; Testin and Ryan, 2001; Stuttle, 2006). In agreement, Cameron (2003:220) quotes that, “a profession must possess the ideal of public service and it must have the respect of the public at large”. Banja (2006:5) states that, “a profession can be said to be an occupation that is related to social institutions that are established and maintained for the purpose of providing an essential service to the individual and society”. Highlighting this idea, other scholars describe a profession as a body that provides a special service to the community based on accumulated knowledge, skill and wisdom (Farrant, 2004; Robb, 2008). This body therefore, controls the entry qualification and work standards of its members.

A further survey of the comprehensive literature available, indicates that for an occupation to qualify as a profession, it must posses the following commonly agreed characteristics: defined body of knowledge, and a lengthy periods of training because a profession is a high-status occupation that requires specialized skills obtained through formal education and process of certification or licensing (Darling-Hammond, 1990). Testin and Ryan (2001), define a profession as an occupation that is always held by a person as a way of generating income. In addition membership into it is usually restricted and regulated by a professional association. De Villers and Lemmer (2003) try to simplify the broad concept to incorporate the rendering of a unique social service concerning the field in question, autonomy for the individual practitioner as well as for the profession as a whole, commitment to in-service development and a life vocation and membership of a chosen profession.
From these definitions, it can be seen that the emphasis is on the need for a profession to have members that are highly qualified with knowledge and skills required to provide essential services to the community and thus, gain the respect, trust and recognition of the public at large. This characteristic entails that a profession is a type of occupation that requires long periods of intensive training to enable an individual to acquire the necessary competences and skills to practice. In a profession, individual practitioners are characterised by strong service, motivation and lifetime commitment. In addition, a professional must possess a body of knowledge acquired from long period of specialised training, acceptable behaviours and skills needed in order to practice in the profession. A profession is also characterised by a broad range of autonomy and self-determination for both the individual practitioner and the occupational group. Members of a profession share the same values and beliefs as well as common vocabulary. They also develop a sense of belonging and very few members want to leave for other occupations. Professionals are usually represented by a professional associations or a union. Members should also be involved in decision making including service to clients, working conditions and career development. These include admissions, educational standards, examination and licensing, career development, and ethical standards.

All in all, these definitions present to the reader a checklist of features or traits that characterize a profession. Although, they vary from one writer to another, these traits or characteristics help to distinguish the profession from other ordinary occupations (Rente, 2006).
Society’s Perceptions of Teaching as a Profession

Many researchers have written on society’s perception of teachers and the teaching occupation. Some researchers claim that the public thinks very highly of teachers (Johnson and Hallgarten, 2002), while others, such as Berliner and Biddle, (1995) complain about the public image of teachers. More recent research from the USA, Canada and Australia, suggests that relative to other professions, teaching is well regarded by the public. For example, Johnson and Hallgarten, (2002) claim that teaching is viewed as the profession with the highest benefits to society in the USA, overtaking all other professions. In most cultures, teaching is referred to as a noble profession.

Arguments for this include; the respect that is felt for teachers in some cultures, the existence of a body of specialized professional knowledge, and codes of ethics. In recognition of the importance of the teacher, UNESCO inaugurated World Teachers’ Day on 5 October 1994 to celebrate and commemorate the signing of the Recommendation Concerning the Status of Teachers on 5th October 1966 (UNESCO, 1966).

According to Wilson and Cameron (1996) the perceptions of society and roles expected of the teacher to perform lead to the teachers having conflicting roles. This is due to the high expectations placed on them, such as having perfect behaviour and being a mirror to the public. The communities make demands on the teacher, particularly, on personal qualities which require him or her to be a role model with exemplary behaviour. This is because pupils have a tendency of copying their teacher’s behaviour, fashion and manner of speech (Foster, 2005). The teacher is expected to guide and counsel pupils for behaviour modification. This is because society has surrendered its social role of teaching values, norms etc., to the teacher.
These ideas then place the teacher in an awkward position where he or she tries to meet the demands of the pupils and those of their parents, and harmonizing them both to the needs of the society at large (Banja, 2006). If the teacher fails to meet these demands society looks down upon the teacher. Cameron (2003) quotes Jordan-Wilson and Silverman’s (1991), in their study, found that members of the community expected teachers to mould their children into responsible citizens. However, this same society that demands a lot from the teacher, gives the teacher very little in return.

Members of the public hold a range of views on teachers or teaching depending on their own experiences as students, and their current knowledge about schools. Their views can reflect a lack of understanding of what teaching entails, or they may have unrealistic expectations about what schools can deliver (Berliner and Biddle, 1995). Lortie (1965), agrees with this idea and states that because most people have experienced school as young students or pupils, teaching does not appear to be very difficult. In addition, Hargreaves (1994), notes that the public do not fully understand the work of teachers, particularly the myriad of tasks that underpin effective teaching such as preparation and assessment that are unseen by outsiders. Testin and Ryan (2001), further adds that, teaching is also a very challenging and at times a stressful job which involves many hours thinking of lesson plans, grading test papers, homework, and puts extra hours at home into the job, but the salary does not show it. The lack of knowledge of the wide concept of teaching leads to the public having a low perception of teaching and thus, develops the belief that teaching is really quite easy. Therefore, the notion that anyone can teach becomes prominent.

Another factor is presented by Cameron (2003:215) who states that, "there is a strong belief, as emphasised by the literature on perceptions of teachers and teaching, that teachers are portrayed
negatively by the media”. She highlights a recurring theme that “the media plays a major role in decreasing the status of teachers”. Cameron (2003) further discusses this thought in her study conducted through the internet-based Newztext databases to find newspaper or radio reports on teaching, in primary or secondary schools. She concluded that the way teachers and teaching were portrayed by the media, had an impact on teacher reputation or status. Stories that dealt with issues including staff bullying, and the manipulation of National Certificate of Educational Achievement (NCEA) results were at the top of the list. Similarly, Cameron (2003) highlights Burback and Figgins (1993) study, in which they analyzed the image of teachers as portrayed in films. They found three positive stereotypes and six negative images of teachers. They concluded that it was rare for films and television to capture the realities and complexities of teachers, work. Simpson (1997) has argued that the media has an important role to play in conveying an image of teachers and teaching to the wider public. However, teachers and schools receive mostly negative publicity. It is rare that the media will highlight the caring, commitment, planning, guiding or long hours that teachers put into their occupation. The media would rather headline a negative story that may focus on teachers’ strike or a teacher who has committed an offence such as; impregnating a pupil, drunkenness, or being arrested for theft or embezzlement of P.T.A funds, examination fees, or Board user fees. This image is supported by the fact that, teachers are rarely trusted with examination papers (Banja, 2006). The result of negative publicity leads to the denunciation of the occupation publicly.

The studies discussed above show how society’s perceptions of teaching have influenced teachers’ views of whether teaching is a profession.
Teachers’ Perception of Teaching as a Profession

There exists a large body of literature about teaching as a profession (Morgan, 1965; Purvis, 1975; Waller, 1976; Ezewu, 1983; Chivore, 1986; Datta, 1984; Darling-Hammond, 1990; Lieberman, 1992; Wilson, 1996; Hargreaves, 1997; Testin and Ryan, 2001; Wylie 2003; Robin, 2003; Rente, and Taylor, 2006; Rizvi, Meher and Elliot, 2007; Robb, 2008; Kizlik, 2009). However, there are very few studies on teachers’ perception of teaching as a profession. Talbert and McLaughlin (1994:304) in their study analyzed teacher professionalism or standards setting and concluded that, “teacher professionalism was an outcome of collegial interaction (among the teacher community) in local schools contexts”. Meaning that professionalism can only evolve within active, learning communities of teachers. Their findings showed that high school departments, schools, and districts play a role in supporting or undermining teacher professionalism, especially teachers’ professional commitment.

Robb (2008) in his study dealt with examined the uncertain position of the status of teaching as a profession. Kane and Mallon (2006) in their study on the perceptions of teachers and teaching examined the teachers’ work in early childhood and school sectors, and the recruitment, retention, performance and capability, and professional status of teachers. They concluded that teachers’ in this study were said to be not happy with the levels of respect for themselves and the work they do. There was a sense from the data that teachers were unhappy with their own low self-image, which was not assisted by those within their midst who behave unprofessionally, who dress inappropriately and who perform less than effectively in their work with students and colleagues. The data also showed that teachers’ self-image was undermined by the lack of procedures to either support or remove unprofessional teachers.
The findings from the discussed studies done in other countries was important because they would help to establish whether the teachers’ perceptions of teaching as a profession, their perception of themselves as professionals and the factors that influence their perceptions are similar to the teachers in Lusaka District.

**Factors affecting Teaching as Profession**

There are studies that have dwelled on the factors that hinder teaching from being a profession. According to Carroll (2006), many authors in several educational journals have commented about the lack of professionalism in the teaching career. He further adds that many teachers complain that their colleagues do not regard the teaching career as a profession.

Some of the factors that affect the perception of teaching as a profession are; qualification and licensing, body of knowledge, training, retention of teachers, ethics, professional representation, professional autonomy, status and low salaries, gender issue, and the history of teaching.

**Qualification and Licensing**

One of the factors that contribute to the poor perception of teaching as a profession is qualification and licensing. Other scholars argue that there is substantial evidence that quality teaching matters enormously to a child’s future (Grossman, 2001). Therefore, it is fundamentally important that the status of teaching enables the education systems to attract and keep quality teachers. This is true because any profession requires its members to attain certain competencies to enter it. Candidates seeking to join a profession are screened and should be licensed before they begin operating. This is to ensure that they meet the standards determined by the professional association that certifies members of that particular profession.
No one can argue against the idea that teachers need to be fully qualified in order to provide an effective service. These qualifications and skills are usually acquired in the teacher training institutions such as a university or college. Goldhaber and Brewer’s (1991) study, in an effort to answer the question on whether teacher certification matters, highlighted that there was a relationship between high school teacher certification status and student achievement. They concluded that there was need to ensure that the nation’s classrooms are staffed by high quality, well-trained teachers. In addition, they stressed that this was of central importance to improving educational outcomes. Testin and Ryan (2001) cite the National Commission on Teaching and America's report (1997) on making teaching a profession and the condition of the teaching profession in America. The report highlighted that the quality of teachers is at the centre of the quest to improve schools. People can only teach after completing the training process and passing the required examination.

Concerning licensing in most countries, this concept has not been implemented. According to a study done in Pakistan, the findings were that ‘licensing’ for teaching is an idea that is essentially alien (Rizvi, Meher and Elliot, 2007). Similarly in Zambia the idea of licensing has not been put into practice.

Often teacher certification or licensing is done by a government body. In Canada teachers must receive certification from the provincial department responsible for teacher certification in order to be able to teach in secondary schools (Educationworld.net, 2008). Specifically, to teach at secondary education level one requires a university degree or college level education (certificate or Diploma), often in a particular educational field. In the United States, each state determines the requirements for getting a license to teach, but one has to pass the standardized examinations at
the national level both in the subjects they teach and the teaching methods. However, Testin and Ryan (2001) refute the authenticity of these ideal standards by stating that most state examinations for high school teachers require only about an 11th- or 12th-grade education.

Body of Knowledge

The status of a profession is influenced partly by the specialized nature of the knowledge base (Robb, 2008; Banja, 2006; Beijaard et al. 1999). Members of professions that require significant preparation are judged to have more expertise, and tend to have greater respect accorded to them. However, society has a negative perception of the educator because they view him/her as lacking any special expertise. These negative perceptions influence how educators feel about themselves, about one another, and about their profession. For any teacher to be effective in their subject, he or she needs to have knowledge of the subject matter. Beijaard (1999) cites renewed research work of Shulman (1987) who found that the teacher having subject knowledge, and the ability to transform it into teachable knowledge, is an attribute of professionalism in teaching. In addition Beijaard (1999) points out that it is not only the trained theoretical training gained from university that imparts knowledge. Even experience contributes to teacher knowledge; this is stressed when an experienced teacher who has mastered his or her subject area with constant repetition over the years, is compared to a novice teacher (newly recruited or employed) who still has to transform his or her highly trained theoretical knowledge into practice.

In other words, professions are occupations which must posses a monopoly of some kind, of complex body of knowledge which lay people do not have. Since a degree qualification is an essential prerequisite for entry into all professions, it is clear that higher education cannot afford
to ignore this aspect of the preparation for professionals. Hence teachers cannot be referred to as professionals without attainting the professional training and expertise.

**Training**

The length of training is another factor that has affected the professionalism of teaching. Teachers’ training ranges from 2 to 4 years long. Less than 4 years is rather inadequate, as too much pressure is put on the candidates to master material. In Zambia, only teachers who have had 3 years or more of college education are considered professionals and are given professional and retention allowance, currently pegged at 20% of the annual salary (Banja, 2006).

According to a study by Cameron (2003), it was found that the length of programmes does not necessarily equate to more effective teaching (that leads to successful results). There is currently no requirement for providers to demonstrate that graduating students have attained specific exit standards, and knowledge, in teaching unlike other professions (Goldhaber and Brewer’s, 1991; Rinke, 2008). Graduation from a renowned institution of teacher education is sufficient to gain provisional registration as a teacher and begin teaching.

Regarding training, Morgan (1965:409) in a study tried to find out if there were any great status distinctions between the schools at which teachers train and those at which other professionals train. He found that, “there was no great distinction, however, the only difference that existed between the students who attend the two types of institutions was that those who attended the university are treated as if they are inherently superior or more intelligent than those attending teacher training colleges”. This means that teachers trained at university are seen to be more learned than those at the teachers’ colleges. Therefore, teaching does not qualify as a profession
because it does not have any control over training, the periods of training or a specific institution for training.

**Retention of Teachers**

Another factor that has dented the image of teaching in Africa is “brain drain”. According to the ADEA under UNESCO (2004), in many countries of sub-Saharan Africa, teachers’ irregular pay, crowded classrooms, and lack of pedagogical support are some of the daily constraints faced by most teachers in Africa. The BBC, reports that due to the constraints in the conditions of service for teachers, there has been a rise in the numbers of teachers leaving the profession or migrating out of Africa, for greener pastures due to many governments failing to invest in the education system and improve teachers’ conditions (BBC, 2006). These shortcomings are undermining teachers’ motivation and performance and inhibiting the provision of quality basic education. The rapidly growing populations and restricted budgets are leaving scant resources for the improvement of teachers’ condition (ADEA, 2003). Sharing this perspective, Mr. A. Nateni from Malawi voiced his view on a BBC (2006) programme stating that,

> Our government is trying to train teachers but there is a problem of low wages and these teachers do not stay longer once they are trained. They go for greener pastures in Private Schools or they go for clerical duties in other companies. A house servant can earn more money than a qualified teacher.

The reality in Africa is that many governments are failing to see the importance of investing enough resources in the training of highly skilled and qualified teachers. In addition, the governments have not seriously improved the working conditions, such that the salaries teachers get are so minimal that the teachers have to find alternative means to feed their families and educate their children. This is why teachers are leaving the profession for better paid occupations, adversely affecting teaching as a profession.
Ethics

The definition of ethics that is frequently used comes from Al Jonsen, who wrote, “Ethics is… the moral limitation placed on power” (Illingworth, 2000:19). Work ethics basically help clarify ambiguous matters or doubtful points related to services rendered. They also emphasize devotion to service and good conduct. Illingworth (2000) states that it has to be prescribed by the members of a particular occupation to guide the practice of their profession. Disciplinary codes of conduct are put into place, to ensure that rules are adhered to. Some of the regulations found in a code of conduct and ethics incorporate; devotion to service, how to dress, how to socialise, whom to socialise with, how to behave at work places and with clients (Banja, 2006). A code of conduct/ethics is therefore, important to regulate the behaviour of individuals and allows him/her to function effectively in the workplace. Ethics go beyond moral concerns, as they also help to maintain public confidence, high standards of efficiency, behaviour, competency and professional reputation (Illingworth, 2000).

For any occupation to qualify as a profession its members need to exercise ethical standards in behaviour. Professionals are expected to act with integrity, honesty, and outstanding behaviour (Illingworth, 2000). These standards nonetheless, are not met by members of the teaching occupation, because the quality of an ideal teacher is not found in all teachers. There are those who maim the teaching occupation through activities such as drunken behaviour, examination leakages, engage in sexual relationships with pupils etc. Banja (2006:4) adds that, “in Zambia teachers usually socialize with low status groups and in low status places (taverns and bars) and at work, they frequently fraternize with their clients (pupils)”. Male teachers, if not controlled, overstep the pupil-teacher relationship and even become sexually involved with their clients in what is colloquially referred to as “government trophies” (school pupils). Thus, due to such cases
in the teaching occupation, the professional status of the occupation is questioned. Because of poor behaviour, teaching has deteriorated over the years. Unprofessional behavioural cases cited by Banja (2006) include: teachers asking for money from pupils; drinking carelessly and reporting for work drunk, occurrences of teachers being arrested for theft or embezzlement of P.T.A funds, examination fees, or Board user fees and the leaking of examinations papers.

In Zambia teachers have no specific code of ethics. However, they have a code of work ethics called General Orders. According to Morgan (1965) in underdeveloped countries, Africa in particular, the teacher's code of professional ethics in the occupation are governed by the general orders that frequently predate independence which prescribe the complete activities and responsibilities of teachers and other civil servants. In spite of having a code of conduct in teaching (General Standing Orders); a professional association and an employer of all teachers in the country, there are many cases of malpractice in teaching. This maybe due to the fact that the existing situation in Zambia is that the employer, which is the Teaching Service Commission of Zambia on behalf of the government, concentrates on employment and confirmations of employees but fails to regulates professional standards or practice. This may be attributed to the fact that the ministry of education has the largest number of employees and the biggest group is the teachers. Hence, Teaching Service Commission of Zambia is unable to monitor all teachers. Secondly, the General orders are not known by all teachers, more especially new recruits.

**Professional Representation**

In terms of professional representation teachers have no specific professional association to represent their professional interests such as establishing performance standards apart from
militant trade unions that are almost solely concerned with advocating for better salaries and improved working conditions (Mwanakatwe, 1968; Purvis, 1975; Banja, 2006).

The Teacher Union specifically the Zambia National Union of Teachers (ZANUT) is the oldest and largest union in Zambia with the membership of practicing teachers at all levels (nursery school, primary and secondary). It had a dual role as a trade union and professional association. However, unlike other professional associations, (ZANUT) has no control over entry into the profession, no power to enforce a code of ethics, no teaching standards and it had not taken steps to professionalize teaching in Zambia. Over the years the number of union bodies has increased, and today a teacher has the choice of belonging to Primary Teachers Union of Zambia (PETUZ), Zambia National Union of Teachers (ZANUT), and Secondary School Teachers Union of Zambia (SESTUZ). This variety of Unions has weakened the teachers’ voice in terms of bargaining for professionalism and working conditions in the teaching occupation. However, at subject level, in Zambia there are a number of teacher subject associations that exist such as Zambia Association of Mathematics Teachers’ (ZAME), Language Teachers’ Association of Zambia (LATAZ), Home Economics Teachers’ Association of Zambia (HETAZ), Zambia Association of Science Teachers (ZASE), and the Music Teachers’ Association of Zambia (MTAZ). Only private school teachers are affiliated with professional associations known as Independent School Association of Zambia (ISAZ) and International School Teachers Association (ISTA).

**Professional Autonomy**

The reality is that the teacher has no area of professional autonomy, his or her every action is subjected to approval by a higher bureaucracy, in turn which reduces his or her status. The teacher gets little pay and little rewards for the job. On top of all these difficulties the teacher is virtually fixed in his or her position as a teacher. Promotions are practically non-existent and the
government decides how and what should be taught in the schools by dictating school policy. Grossman (2003:40) gives an example of such a situation in the United States,

> Teachers are required to teach using district-mandated commercial reading programmes, which requires teachers to follow a script and keep to a uniform timeframe. Such a requirement is de-professionalising and deskilling and also works against a teacher’s ability to individualise instruction.

Therefore, teachers have little autonomy, as they are bound to restrict their presentations to that mandated by approved lesson plans and are required to conform to State set requirements. This situation leaves no room for the teacher to be innovative in his teaching. “Consequently, these working conditions leave the teacher dissatisfied and frustrated” (Cameron, 2003). Cameron, (2003:70) further quotes Futrell (1999) that the description of the frustration that many teachers feel in their occupation is because of the:

> Rigid, bureaucratic hierarchy in which teachers are treated like tall children rather than like professionals, lack of authority in making decisions about curriculum, assessment, scheduling, and policy leads both experienced and novice teachers to doubt their professional status.

Therefore, the red tape or excessive bureaucracy is one of the limiting factors to the professionalization of teaching in Africa. One such consequence of over-bureaucratization in teaching is that it deprofessionalizes the teaching occupation. Purvis (1975) states that in many schools the teacher is treated more like an employee than a professional. Though the teacher may have considerable work autonomy within the classroom, he is often not given a chance to participate in important decisions. In conclusion the teacher has no professional autonomy in his occupation.

There are also claims that in recent years, teachers in many Western countries have felt increasingly distanced from critical decision-making processes (Simpson, 1997). These restrictions
and lack of participation in decision making has resulted in the teaching occupation being de-
professionalized.

**Status and Low Salaries**

Some researchers have undertaken the prestige rating surveys to highlight the reasons that have led to the erosion of the teachers’ status. Chakulimba (1986) for example found that since independence, there had been a gradual erosion of the teachers’ status in Zambia. Some of the factors contributing to the problem were heavy work load, poor conditions of service, poor accommodation and low pay and the Education Act of the 1966. In most of the English speaking countries in Africa there is considerable dissatisfaction among teachers about their financial rewards and conditions of service. Datta (1984) cited a research by Elliot in Zambia where teachers were asked what they considered to be most important. The teachers ranked their problems in the order of importance. It was found that salaries were ranked seventh; meaning teachers considered it one of the most important factors.

Although, teachers’ conditions of service are low compared to other occupations such as law and medicine, the majority of teachers serve until they reach the retirement age. Therefore, there is need for professionals to possess an attitude that portrays strong service motivation and lifetime commitment to the profession. Testin and Ryan (2001), agree with this idea of service and commitment as they state that professionals must put service first meaning that they are committed to their career for life and monetary reward last. Thus, for teachers to be recognized as professionals, they must not merely be interested in economic or personal gain but be concerned with improving knowledge and contributing to national development.
Cameroon (2003) cites a report by Edmonds, Sharp and Benefield (2002) whose survey was conducted in 1999. The survey involved 1000, Form Six pupils from 12 schools in Northern Ireland who compared perceptions of teaching to nine other occupations. It found that teaching was ranked second in perceived value to society and potential for job satisfaction, but ranked fifth in terms of status (below lawyers, doctors, accountants, and politicians, but above nurses and electricians). Similarly, Dr John Johnston of the School of Education and his research team in a study in England, involving 1,036 Sixth Formers at both single-sex and mixed school, found that on a list of 10 professions, teaching was rated highly for its value to society, its potential for job satisfaction and its reliance on strong personal skills. However, its potential for delivering a good salary was seen as being very low (BBC, 2004).

One of the frequently discussed factors affecting professionalization of the teaching career indicated in several studies (Kelly, 1991; Chakulimba, 2001; Cameron, 2003) is the low salaries. Carroll (2006:42) in her study quotes some frustrated teachers who suggested that,

*The lack of professional regard on the part of hiring institutions justifies less-than-professional conduct and job performance. If we're not paid as professionals, the logic goes, we shouldn't feel obligated to act and work professionally. If they want professionals, they should pay us more.*

The argument here is that teachers must be recognized for their contribution to the society and hence should be paid accordingly. The BBC (2006) postulates that, there is no nation on earth that has ever developed without a good base of education, which is provided by teachers of any nation. Therefore, there is no reason why teachers should not be paid well.

Internationally, teachers' salaries vary from country to country. In the USA teachers are paid on a graduated scale, starting at the low end and moving up on the pay scale with experience.
(Educationworld.net, 2008). In Zambia, most high school teachers’ earnings depend on their education level, experience and positions of administration and departmental responsibilities, while salaries in England and Wales are largely dependent upon time in post (seniority) and any management responsibilities (Educationworld.net, 2008). According to Testin and Ryan (2001) the factor of low salaries is the main reason that discourages people from entering the field of teaching. In the USA, teachers’ salaries are minimal compared to the other professions in the country. In many other professions, the starting salary is that of a person that has taught for 15 years. In the same light, the BBC (2006) quotes Mr. James from Botswana who said that, “Africa does not pay teachers well as a result the profession is not appealing to the youth.”

**Gender Issue**

Another factor that has affected the teaching occupations’ professionalization is that teaching is said to be an occupation that fits appropriate behaviour for women (Banja, 2006; Rust, 1993). Wylie (2003) in an educational research examined the feminization of the teaching workforce in primary and secondary education in OECD (Organisation for Economic Cooperation and Development) countries from 1980 to the present. She concluded that the large-scale entry into the teaching profession by women has resulted in the subsequent perceived loss of prestige by the teaching profession. Therefore, because teaching has too many female teachers it is regarded as being less of a professional occupation. Purvis (1975) highlights that this perception arises from the fact that unlike most professions where males form the majority and females the minority, in the teaching occupation the emphasis is reversed, hence the perception that occupations staffed mainly by women tend to be perceived as semi-professional rather than professional (Etzioni, 1964; Purvis, 1969; Robb, 2008).
Another key finding identified by Johnston in Cameron (2004) report, which affects negatively the profession of teaching is the decline of male teachers in the occupation. Cameron (2003) cites Cushman, (2000) as she states that the number of male teachers in New Zealand has been declining steadily over the years. According to a survey conducted by Cushman (2000), which assessed attitudes towards teaching as a career among 1006 Year 13 male students from 27 Canterbury schools, it was found that sixty-eight percent of male students had not considered teaching as a career, 8 percent were undecided, while 20 percent had considered it but decided against it, and only three percent had decided to apply for teaching. Given this type of perception, it is not surprising that there are more females than males in the teaching occupation. Lagermann, a Dean of the Graduate School of Education at Harvard University, argues that the lack of males in the teaching occupation affects negatively its status as being recognized as profession. He is quoted by Cameron (2000:74) from the Hinds (2002):

*The teaching profession’s long and lingering reputation as a low status job for women, continues to sabotage efforts to strengthen the profession. The issue of prestige is central to the problem. That’s part of what still keeps the salaries low and the working conditions impossible.*

This comment supports the general perception that male-dominated professions have more prestige than female-dominated ones. However, Purvis (1975) cites results of a study in the USA by Mason et al. (1959) which showed that many male teachers seem to have only a minimal commitment to the school teaching career. The study also found that only 29 percent of the practicing male teachers in their sample expected to teach continuously until retirement though some 51 percent expected to stay within the field of education, e.g. administration, or college lecturing (Purvis, 1975). This illustrated the idea that male teachers are more likely to pursue other occupational ambitions after a minimal period of service in the classroom.
Historical Factors

The ideas of professionalism may also have been affected by historical factors. Teaching was once a noble profession; some even referred to it as a calling; but today the vocation is dying in Africa (BBC, 2006). In Zambia, while teaching in the colonial period enjoyed high prestige in the community, it was not so after independence. To this effect, Mwanakatwe (1968:121) states that,

Since independence, there has been gradual but conspicuous erosion in the teachers’ status as more Zambians reach the upper rungs of the civil service. While in pre-independence days the African teacher more especially the African Headmaster held an enviable position of leadership and influence, today it’s the senior administrative officer who commands authority and respect as the true successor of the former colonial administrator at least in the eyes of the simple unsophisticated citizens in both rural and urban areas. It is therefore, not a surprise that young men and women who reach an appreciably high level of education are no longer attracted to the teaching profession.

This scenario is also seen today where we find many of the students trained to be teachers are leaving the career because of the poor working conditions, low salaries and the little prestige accorded to the teaching occupation.

It was important to look at the above factors that affect the teachers’ perceptions of teaching as a profession in other countries. This is in order to establish whether these factors also affect the perceptions of teachers’ in Lusaka District. This knowledge would help improve the perceptions of teaching as a profession by society and teachers themselves.
Summary

This chapter has tried to discuss the differences in opinion by scholars on the definition of the concept of profession. Similarly, as to whether or not teaching is a profession has been discussed by looking at society’s and teachers’ perceptions of teaching as a profession. In light of the evidence from the different studies on the perception of teaching as a profession, this chapter has also tried to present the factors that have affected the perception of professionalism in teaching.

The literature review revealed a gap in the studies of teaching as a profession. No specific study has been carried out on teachers’ perceptions of teaching as a profession and teachers’ perceptions of themselves as professionals in Zambia. However, the findings of studies by scholars such as Tiberondwa (1976), Testin & Ryan (2001), Morgan (1976) and Banja (2006) have revealed that the factors that influence the status of the teaching profession in other countries correspond with those that affect the teaching profession in Zambia.
CHAPTER THREE
METHODOLOGY

Introduction
This chapter presents the research design, pilot study, sample size, target population, study sample size, data collection instruments, procedures of data collection and how it was analyzed. The chapter ends with the limitations and constraints encountered during the process of data collection.

Research Design
The study focused on high school teachers teaching at private, mission and government schools. To investigate perceptions teachers held of teaching as a profession and the factors that influenced their perceptions of the teaching occupation as a profession, this study employed a cross sectional mixed method (qualitative and quantitative) research design to obtain information concerning the current perception of teaching as a profession (Greene et al., 1989; Neuman 2000; Ary et al. 1990).

The cross sectional mixed method research design was selected after a comprehensive investigation and compilation of summary of literature on research designs in studies of the teacher and professionalism (Appendix G). This method was chosen because of the following advantages: Data about the prevailing situation in high schools would be collected easily using designed questionnaires (for quantitative data). The qualitative data was collected through interviews and focus group discussions.
Target Population
The target population comprised all practicing high school teachers in Lusaka District with periods of service ranging from 1-30 years. The study also included school managers. There are 79 high schools in Lusaka district (MOE, 2006). Altogether there were 1,051 teachers at the time of the study (MOE, 2006). 797 of these were practicing in government schools, 145 were practicing in private schools and 109 were practicing in grant-aided mission schools.

Study Sample
The total sample comprised 99 respondents: 90 teachers (i.e. 10 per school), and 9 deputy head teachers. Three high schools were sampled from each school using a proportional sampling procedure because the school, teacher and sex representation among the three types of schools in Lusaka district were disproportionate. Nine high schools were sampled to form the three stratas, comprising mission school teachers, private school teachers, and government school. Within each stratum simple random sampling was performed to select the 10 teachers to take part in the study. This is because simple random sampling increases the availability of adequate lists and facilitates selection of a simple random sample in any way (Ngoma, 2005).

Data Collection Instruments
This study used the following data collection instruments to collect data about high school teachers’ perception of teaching as a profession and the factors influencing their perception about teaching as a profession:
Semi-Structured Interview Guides

The semi-structured interview schedule was conducted (Appendix E) with the school deputy head teachers, were aimed at soliciting information on high school teachers’ perceptions of teaching as a profession, and whether the high school teachers practicing in the three different types of schools perceived themselves as professionals as well as identify the factors that influence high school teachers’ perceptions of teaching as a profession.

Focused Group Discussions

The focus group discussion guide was used to collect additional information from the teachers (Appendix F). The teacher FGD schedule sought to determine teachers’ perceptions of teaching as a profession, and whether the high school teachers practicing in the three different types of schools perceived themselves as professionals as well as identify the factors that influence high school teachers’ perceptions of teaching as a profession.

The Questionnaire

A questionnaire was used in this research because it aimed at estimating as precisely as possible the nature of the existing conditions, or the attributes of a population (Caracelli and Greene, 1997; Ary et al. 1990); for example, its demographic composition, high school teachers’ perceptions of teaching as a profession, and whether the high school teachers practicing in the three different types of schools perceived themselves as professionals as well as identify the factors that influence high school teachers’ perceptions of teaching as a profession.

The study employed a 26-item semi-structured questionnaire (Appendix D), containing both open and closed ended questions to collect quantitative and qualitative data. The questionnaire was specifically developed by the researcher for this study and contained four sections namely; section
A; section B; section C and section D. The questions in the questionnaire were presented in the multiple-choice format, ranging from two to five options depending on the questions as well as spaces for writing short explanations.

Section A gathered background information about the study subjects such as sex, age, martial status and educational level. Section B, sought information such as the type of school, length of training and service; and whether the teaching service was their first occupational choice and if they had intentions to change. Section C, focused on the characteristics of a profession, such as training, knowledge base, code of conduct, occupational choice, professional association and conditions of service. Finally section D presented a professional rating of occupations exercise, with a particular focus on teachers’ perception of teaching as a profession. It consisted of a list of 20 occupations that teachers needed to rate as being profession, true profession, semi-profession, or not a profession. The answers were used to measure respondents’ perceptions in general.

Procedures of Data Collection

The following were the procedures of data collection carried out in this study.

Pilot Study

During the first week of April, 2007, the researcher took an introductory letter from the University of Zambia (Appendix A) to the District Education Board of Secretary (DEBS) of Lusaka seeking permission to carry out a study in selected High Schools in Lusaka District. The letter introduced the researcher and subject of the study. Permission was granted within the week (Appendix B).

During the second week of April, a pilot test–retest study was conducted at Libala High School. The school was chosen because it had similar characteristics with other High Schools in Lusaka
District. The pilot test–retest method was chosen because it enabled the researcher to establish the reliability of the questionnaire (Caracelli and Greene, 1997).

Ten respondents (five male and five female teachers) teaching different subjects from Grades Ten to Twelve (10-12) were sampled in order to determine the effectiveness of the research instruments. The purpose of the study was explained and instructions were given. The respondents were asked by the researcher to seek clarification in case of difficulties in understanding or interpreting items. They were further assured of the confidentiality of their answers and that in no way would their participation in the study affect their school work hence, they were at liberty to express themselves as freely as possible.

The first questionnaire had 38 items. Two pilot tests were done on the same respondents over four weeks. On the first occasion, the general feedback was positive. However, on the second occasion, some of them were irritated about having to fill the questionnaire for the second time. The researcher, however, explained the purpose of the second test and asked for their cooperation. Their cooperation was in turn obtained. Although the validation of data collection instruments is a necessary step in research there is little detail and practical guidance on how validation should be conducted. As Ary et al. (1990:161) point out when discussing the issue of pre-testing questionnaires that, “there are no general principles of good pre-testing”. The researcher undertook this pre-testing and test processes in the pilot study to look at individual items and see whether the items would provide answers to the raised research questions.

After the retest, a qualitative analysis was done to compare individual responses on each item by looking for consistency between the initial responses and the second responses. This was done to see how the respondents kept on picking the same answers. Some questions that gave inconsistent
and unclear responses were dropped whereas others were revised. In the end, following the comments raised, the draft instrument was revised eliminating irrelevant items and the questions in the questionnaire were reduced from 38 items to the present 26-items (Appendix D).

**Main Study**

The main study was carried out in the months of May - August, 2007 from the sources namely, the 80 high school teachers and (9 high schools were sampled; comprising of 10 mission school teachers, 10 private school teachers, and 10 government school teachers) and 9 school deputy head teachers from three types of schools. The procedure used in the pilot study was employed to execute the main study. Permission was granted from the District Education Board (DEB) in Lusaka, to proceed with this study. The respective high school heads and deputies also gave permission for the researcher to use the questionnaire and semi-structured interview schedule. The researcher assured the 9 deputy head teachers taking part in the study that the data collected from their schools would be purely for academic purposes and that the information would be treated with strict confidence. The teachers in this study were volunteers and signed a written informed consent statement prior to taking part in the study (See Consent form appendix C). Data for this analysis was initially designed to draw 100 teachers from the nine high schools (three government, three private and three mission schools). Out of the 100 teachers sampled, 7 declined and 13 did not complete all questions, leaving the study population sample of 80. In the study a total of 80 questionnaires were completed and returned to the researcher, leading to a response rate of 80% percent. The participants included 38.5% females and 60.5% males. There were more males than females.
Quantitative data was collected through the administration of a structured questionnaire to the high school teachers. After introducing herself, the researcher provided a rationale for the study, and explained that participation was completely voluntary, and that all teachers’ names would be kept confidential. The researcher then distributed the questionnaires to specific teachers that were sampled. Teachers were allowed to answer the questionnaire at their own time and these were collected a week later from them when they had completed filling them in.

Qualitative data was collected through conducting interviews with the deputy head teachers of school in their respective offices, as most heads were not available. They took about 20 minutes and the interviewer noted down all responses. FGD’s were conducted in the staffrooms at break time and comprised of eight (8) members from each group where possible. They took 40 minutes. The researcher also noted down discussants’ responses.

**Data Analysis**

The data analysis commenced at the very onset of data collection and was arranged according to the objectives. The analysis and interpretation of data was based on the completed questionnaires from the respondents in the study. Quantitative data (from questionnaires) were analyzed using the SPSS® statistical software package version 14 to generate frequencies and percentages. The responses were separated by type of school and presented in the form of percentages and tables for viewing.
The data acquired from the semi-structured interviews and FGD’s were analyzed qualitatively by coding and grouping emerging themes to come up with categories of themes. Content analysis was also employed to analyze written records.

Teachers’ responses on the 3-point Likert scales on teachers’ perceptions of occupations as professions were converted into a numerical scale. The numerical value assigned to each response is given below:

True Profession, Semi-Profession, and Not a Profession as 1, 2, 3.

Don’t know was given the value of zero (0).

The frequency distribution of each variable was calculated, as well as the mean score. The 20 items on the three scales were then factor analyzed to determine underlying patterns.

Limitations of the study

There were some limitations, apparent in this research. These were:

1. The study would have been conducted in many schools, but due to inadequate funds and the time factor, it was confined to a few selected schools in Lusaka District.

2. The findings of this study may not be applicable to other districts that were not part of the study. Therefore, generalizations of the findings should be done with caution.
CHAPTER FOUR

FINDINGS OF THE STUDY

Introduction

This chapter presents the findings of the study according to the study objectives. Objectives of this study were: (a) To establish whether high school teachers in the three different types of schools perceived teaching as a profession (b) To investigate whether the high school teachers practicing in the three different types of high school teachers’ perceived themselves as professionals (c) To identify the factors that influence high school teachers’ perceptions of teaching as a profession.

Perception of Teachers’ about Teaching as a Profession

As to whether teachers’ perceived teaching as a profession, teachers’ were asked to indicate whether they understood the term “profession”. The responses are shown in table 4.1 below.

Table 4.1: Do you understand the concept of a profession

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School</th>
<th>Government School</th>
<th>Mission School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>96</td>
<td>27</td>
<td>93.1</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the eighty (80) teachers interviewed 77 (96.2%) stated that they understood the concept of a profession. This total was made up of 24 (96%) from private schools; 27 (93.1%) from the government school and 26 (100.0%) from the mission schools. About three said they did not.
The respondents were also asked whether they regarded teaching as a profession. This was an attempt to show whether there was any differences among the three types of teachers as to how they regarded teaching. The responses are shown in table 4.2 below.

Table 4.2: Do you regard teaching as a profession?

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School</th>
<th>Government School</th>
<th>Mission School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>88</td>
<td>24</td>
<td>82.8</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the eighty (80) teachers interviewed 70 (87.5%) regarded teaching as a profession, the highest responses came from the private school teachers who were represented by 22 (88%), while 10 (12.5%) said they did not regard teaching as a profession. This was divided as three (12%) from private schools, five (17.2%) from government school and two (7.7%) from the mission schools teachers.
In order to determine the perceived professional rating of high school teaching, the occupation was compared to other 20 occupations by high school teachers practicing in three different types of schools, private, government and mission schools. This was done to try and establish any difference in perception of teaching as a profession by the three types of teachers in the study. The respondents were asked to rate 20 occupations. To find the relative perception of professional rating for each occupation, the four categories were given arbitrary weightings. The table below shows the data collected in the study.
Table 4.3: Professional Rating of Occupations – Frequencies

<table>
<thead>
<tr>
<th>Occupation</th>
<th>True Profession</th>
<th>Semi-Profession</th>
<th>Not a Profession</th>
<th>Don’t know</th>
<th>Mean score</th>
<th>Rank order</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools N=80</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td>Freq. %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial Work</td>
<td>22 27.5</td>
<td>31 38.8</td>
<td>19 23.8</td>
<td>8 10.0</td>
<td>1.76</td>
<td>15</td>
</tr>
<tr>
<td>Engineering</td>
<td>72 90</td>
<td>3 3.8</td>
<td>1 1.25</td>
<td>4 5.0</td>
<td>1.01</td>
<td>1</td>
</tr>
<tr>
<td>Medicine</td>
<td>78 97.5</td>
<td>1 1.25</td>
<td>1 1.25</td>
<td>0 0</td>
<td>1.04</td>
<td>2</td>
</tr>
<tr>
<td>Social Work</td>
<td>27 33.8</td>
<td>31 38.8</td>
<td>13 16.25</td>
<td>9 0.11</td>
<td>1.6</td>
<td>12(12.5)</td>
</tr>
<tr>
<td>Priesthood</td>
<td>27 33.8</td>
<td>18 22.5</td>
<td>29 36.25</td>
<td>6 0.07</td>
<td>1.88</td>
<td>17</td>
</tr>
<tr>
<td>Primary School Teaching</td>
<td>42 52.5</td>
<td>28 35</td>
<td>7 8.8</td>
<td>3 3.8</td>
<td>1.49</td>
<td>11</td>
</tr>
<tr>
<td>Banking</td>
<td>20 25.0</td>
<td>22 27.5</td>
<td>29 36.25</td>
<td>9 0.11</td>
<td>1.89</td>
<td>18</td>
</tr>
<tr>
<td>Farming</td>
<td>13 16.25</td>
<td>21 26.3</td>
<td>40 50</td>
<td>6 0.07</td>
<td>2.19</td>
<td>20</td>
</tr>
<tr>
<td>Nursing</td>
<td>64 80</td>
<td>13 16.25</td>
<td>2 2.5</td>
<td>1 1.25</td>
<td>1.2</td>
<td>6(6.5)</td>
</tr>
<tr>
<td>Law</td>
<td>74 92.5</td>
<td>4 5.0</td>
<td>1 1.25</td>
<td>1 1.25</td>
<td>1.06</td>
<td>3</td>
</tr>
<tr>
<td>University Lecturing</td>
<td>64 80</td>
<td>12 15.0</td>
<td>3 3.8</td>
<td>1 1.25</td>
<td>1.2</td>
<td>6(6.5)</td>
</tr>
<tr>
<td>High School Teaching</td>
<td>54 67.5</td>
<td>19 23.8</td>
<td>4 5.0</td>
<td>3 3.8</td>
<td>1.3</td>
<td>9</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>17 21.3</td>
<td>33 57.5</td>
<td>25 31.25</td>
<td>5 6.25</td>
<td>1.98</td>
<td>19</td>
</tr>
<tr>
<td>Company Management</td>
<td>34 42.5</td>
<td>15 18.8</td>
<td>26 32.5</td>
<td>5 6.25</td>
<td>1.35</td>
<td>10</td>
</tr>
<tr>
<td>Police office</td>
<td>34 42.5</td>
<td>29 36.25</td>
<td>12 15</td>
<td>5 6.25</td>
<td>1.6</td>
<td>12(12.5)</td>
</tr>
<tr>
<td>Nursery Teaching</td>
<td>33 41.25</td>
<td>24 30.0</td>
<td>17 21.3</td>
<td>6 0.07</td>
<td>1.65</td>
<td>14</td>
</tr>
<tr>
<td>Project Management</td>
<td>32 40</td>
<td>20 25.0</td>
<td>20 25.0</td>
<td>7 8.8</td>
<td>1.25</td>
<td>8</td>
</tr>
<tr>
<td>Accounting</td>
<td>71 88.8</td>
<td>4 5.0</td>
<td>3 3.8</td>
<td>2 2.5</td>
<td>1.1</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science</td>
<td>59 73.8</td>
<td>15 18.8</td>
<td>2 2.5</td>
<td>4 5.0</td>
<td>1.19</td>
<td>5</td>
</tr>
<tr>
<td>Art</td>
<td>29 36.25</td>
<td>27 33.8</td>
<td>21 26.3</td>
<td>3 3.8</td>
<td>1.83</td>
<td>16</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that out of 20 occupations high school teaching was ranked 9th. The mean score of occupations ranged from 1.01 to 2.19. This means that the occupations are
in four rating categories: True profession, Semi-profession, Not a profession and Don’t Know. Primary school teaching had a frequency represented by 42 (52.5%) and high school teaching had a frequency represented by 54(67.5%). This shows that all teachers who participated in the study regardless of the type of school they practiced in, perceived the teaching occupation as a true profession. The reliability of these dimensions was also confirmed when the mean scores were calculated.

To work out the professional rating of the 20 occupations, respondents were asked to indicate if they perceived each one of the 20 occupations as- True profession, Semi-profession, Not a profession or Don’t know. Teachers’ responses on the occupation rating exercise were converted into a numerical scale.

The results in the table show how the respondents perceived each occupation. Some occupations were regarded as more valuable, like law and engineering but others were lowly rated such as primary school teaching and farming. Factors teachers’ considered when rating the occupations were salaries, working conditions, society’s perceptions, behaviour, levels of education, length of training to acquire needed skills, control over entry, licensing to practice and recognition in society.

The respondents interviewed mentioned low salaries as the main reason for the rating the teaching occupation as not a true profession. Others mentioned the working conditions as a key factor. Therefore, it can be noted that teachers’ salaries and working conditions have affected teachers’ perceptions of teaching as a profession.
**Perception of Teachers’ as Professionals**

Another objective of the study was to investigate whether the high school teachers practicing in the three different types of schools perceived themselves as professionals. In order to assess the perceptions of themselves as professionals they were asked whether teaching met some of the prominent features of a profession to qualify teachers as professionals. These features of a profession included; educational training, number of years and the name of the institution; specialized training in teaching subject (to determine their body of knowledge and expertise); in-service training (members of a profession are always up to date); dedication to a life-long occupation and intention to change; and participation in decision making.
The first feature teachers were asked about concerning their perception of themselves as professionals was with reference to their educational training, number of years and the name of the institution where trained. The responses are shown in table 4.4 below.

### Table 4.4: Teacher training and institution

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School</th>
<th>Government School</th>
<th>Mission School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>University of Zambia – 4years</td>
<td>12</td>
<td>48.0</td>
<td>8</td>
<td>34.5</td>
</tr>
<tr>
<td>Nkrunah-2-3 years</td>
<td>5</td>
<td>20.0</td>
<td>10</td>
<td>48.0</td>
</tr>
<tr>
<td>Evelyn Hone College -3years</td>
<td>1</td>
<td>4.0</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>COSETCO-2 years</td>
<td>2</td>
<td>8.0</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>NISTCOL(Chalimbana)-2 years</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>TVTC(technical &amp; Vocational Teachers College) -2 years</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>10.3</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>8.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>12.0</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For an occupation to be labeled as a profession there is need to gauge the member’s length of training. From the total sample 28 (35.0%) of the teachers had gone through a 4 year training period at the University of Zambia; most of the other teachers did their teacher training at colleges. Only six (7.5%) of the respondents indicated that they had not been trained and yet they were teaching in high schools, the majority in this category were found in mission schools. It was interesting to note that none of the higher degree holders were serving in government schools. The
largest proportion of teachers were trained at either the University of Zambia or Kwame Nkrumah College of Education.

Teachers were also asked about the type of school they taught at and whether they were specialized in the subject they were teaching. This was another feature of professionals because all professionals have to acquire specialized training in their occupation in order to practice effectively. The responses are shown in table 4.5 below.

Table 4.5: Type of School and specialized training in the subject teaching

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Are you trained in the subject that you teach?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Government</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>Mission</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Private</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>73</td>
<td>7</td>
</tr>
</tbody>
</table>

While there were more trained teachers than untrained teachers, the seven (8.755) untrained teachers were only able to teach less than one subject. However, the trained teachers irrespective of type of school, taught more than one subject and this correlated with their area of specialty. Only 40(545) teachers had attended in-service training (short or long course) to improving their teaching competencies, whereas 33(45%0 did not.
Beijaard et al. (2004) cite Gradner’s (1995) study of teachers’ perception of professional identity found in-service training, which is the refinement of skills learnt during initial training as a factor that affected teachers’ perception of their professional identity. Hence, this study sought to establish whether high school teachers attended in-service training. The respondent’s responses are shown in the table 4.6 below.

**Table 4.6: In-Service training and the subject one teaches**

<table>
<thead>
<tr>
<th>Have you ever attended any in-service training (short or long course)?</th>
<th>Are you trained in the In the subject you teach?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>7</td>
</tr>
</tbody>
</table>

The majority of teachers agreed that in-service training for teachers was necessary. This finding showed that all trained teachers irrespective of type of school teaching had attended in-service training (short course) to improve their teaching competencies, whereas untrained teachers 33(45%) did not.
Another feature of professionals was established when teachers were asked whether they considered teaching as a life-long occupation. The responses are shown in table 4.7 below.

Table 4.7: Teaching as a life long occupation and intention to change occupation.

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School</th>
<th>Government School</th>
<th>Mission School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>48</td>
<td>13</td>
<td>44.8</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>52</td>
<td>16</td>
<td>55.2</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the eighty (80) respondents, only 42 (52.5%) identified teaching as their first choice for a career. This total was made up of 12 (48%) from the private schools; 13 (44.8%) from the government school and 17 (65.4%) from the mission schools. About 38 (47.5%) said that teaching was not their first choice. These responses consisted of 12 (48%) from the private schools; 16 (55.2%) from the government school and 9 (31.0%) from the mission schools. Despite of the positive responses on teaching as their first career choice it was noted that 55% still intended to leave teaching for other occupations.
The teachers were also asked about their participation in decision making in their respective schools as another characteristic that professionals have in their occupation. The table below shows the responses.

**Table 4.8: Teacher participation in decision making**

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School Freq</th>
<th>%</th>
<th>Government School Freq</th>
<th>%</th>
<th>Mission School Freq</th>
<th>%</th>
<th>Total Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>64</td>
<td>18</td>
<td>62.0</td>
<td>18</td>
<td>69.2</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>36</td>
<td>11</td>
<td>37.9</td>
<td>8</td>
<td>30.8</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
<td>26</td>
<td>100.0</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

The majority of respondents 52 (65%) said that they did take part in decision making at their respective schools. The highest response came from government 18 (62.0%) and mission schools 18 (69.2). On the other hand 28 (35%) of the teachers said they did not participate in the decision making process at their schools. This comprised of nine (36%) in private schools, 11 (37.9%) in government schools and eight (30.76%) in mission schools.

**Factors that influence High School Teachers’ Perceptions of Teaching as a Profession**

Another objective of the study was to identify the factors that influence high school teachers’ perceptions of teaching as a profession. In order to establish this objective teachers were asked about factors they considered important in according an occupation a professional status. The responses are shown in the table 4.9.
Table 4.9: Factors that accord an occupation professional status-Frequencies (n = 80)

<table>
<thead>
<tr>
<th>Factors that accord an occupation professional status</th>
<th>Very important</th>
<th>Important</th>
<th>Least important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>1. Belonging to an association</td>
<td>31</td>
<td>38.8</td>
<td>16</td>
<td>20.0</td>
</tr>
<tr>
<td>2. High salaries</td>
<td>17</td>
<td>21.3</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>3. Long periods of training</td>
<td>38</td>
<td>47.5</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>4. Specialized skills</td>
<td>60</td>
<td>75.0</td>
<td>13</td>
<td>16.3</td>
</tr>
<tr>
<td>5. Providing life-time service to society</td>
<td>37</td>
<td>46.3</td>
<td>15</td>
<td>18.8</td>
</tr>
<tr>
<td>6. High status</td>
<td>13</td>
<td>16.3</td>
<td>12</td>
<td>15.0</td>
</tr>
<tr>
<td>7. Code of conduct and work ethics</td>
<td>57</td>
<td>71.3</td>
<td>11</td>
<td>13.8</td>
</tr>
<tr>
<td>8. Bounces and allowances</td>
<td>6</td>
<td>7.4</td>
<td>12</td>
<td>15.0</td>
</tr>
<tr>
<td>9. Recognition in society</td>
<td>20</td>
<td>25.0</td>
<td>17</td>
<td>21.3</td>
</tr>
<tr>
<td>10. Control over entry and Licensing</td>
<td>34</td>
<td>42.0</td>
<td>16</td>
<td>20.0</td>
</tr>
</tbody>
</table>

The factor that was considered very important was specialized skills with 60(75.0%), followed by codes of conduct 57(71.3%), control over entry and licensing 34(42.0%), providing a life-time service to society 37(46.3%), long periods of training 38(47.5%), belonging to an association 31(38.8%) and recognition in society 20(25.0%). High salaries were rated with a frequency of 40(50%) as not important among the factors that make an occupation a profession. An occupation possessing a high status was rated highly as being not important 45(56.3%), while monetary bounces and allowances were considered least important with the frequency of 16(20.0%).
As noted from the literature review members of a profession must belong to a professional association. In order to establish another factor that influenced teachers’ perception of teaching as a profession, their professional membership was questioned. The table 4.1 shows the responses.

Table 4.10: Teacher membership to Unions or Associations?

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School Teachers</th>
<th>Government School Teachers</th>
<th>Mission School Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Union</td>
<td>1</td>
<td>4</td>
<td>22</td>
<td>75.9</td>
</tr>
<tr>
<td>Association</td>
<td>6</td>
<td>24</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Both</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>None</td>
<td>18</td>
<td>72</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the teachers 39 (48.8%) said they belonged to a union. This proportion was composed of 22 (75.9%) government teachers, 16 (61.5%) mission school and one private school teacher. Only eight (10.0%) said they belonged to associations, with the private schools topping the list. Then three of them said they belonged to both associations and a union. Only 30 (37.5%) teachers indicated that they did not belong to any association or union.
One of the characteristics of a profession is that it needs to have codes of conduct (Morgan, 1965; Ezweu, 1983; and Rente, 2006). Therefore, the study sought to establish whether having codes of ethics for teachers affected their perception of teaching as a profession. The table below shows the responses.

Table 4.11: Codes of ethics or conduct for teachers

<table>
<thead>
<tr>
<th>Types of Schools</th>
<th>Private School</th>
<th>Government School</th>
<th>Mission School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>80</td>
<td>25</td>
<td>86.2</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>20</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that 70 (87.5%) respondents said their schools had codes of conduct. The largest proportion fell under Mission schools with a frequency of 25 (96.2%), then 25 (86.2%) in government schools, and 20 (80%) for private schools.

**Results from Teacher Focus Group Discussions and Interviews with Deputy Head Teachers**

In order to get a wide coverage of respondents’ views on the perceptions of professionalism in teaching, focus group discussions (FGD’s) were held separately with teachers and interviews with the deputy heads in all the sampled schools. Some views captured from the FGD’s and interviews are presented below. The results from the FGD’s and interviews are presented according to the objectives of the study.
Deputy head teachers were interviewed individually on whether they thought teaching was a profession and the factors that influence the teachers’ perceptions. These results are presented according to the objectives of the study.

**High School Teachers’ in Three Different Types of Schools Perceptions of Teaching as a Profession**

In line with the first objective of the study, high school teachers in three different types of schools revealed that they perceived teaching as a profession. Firstly teachers were asked whether or not they thought education was an important institution in our society, there was no difference in opinions from the teachers teaching in the three different types of schools. The common response was that,

*All developed nations have reached that level because of education that individuals have attained. Another teacher added that, ‘It is important to the development of the nation as it influences behavior and opens doors for one to learn a lot of things and understand things better.*

Similarly, the deputy head teachers agreed that teaching was an important component to the development of a nation and its future leaders.

Secondly, for any occupation to be identified as a profession it must possess the characteristics of a profession. In order to establish this, teachers were asked to identify the professional characteristics that made teaching a profession. The following responses were noted.

Most of the teachers teaching in private schools agreed that teaching was a profession because to practice one had to go through specialized training to learn and have certain skills. The occupation had associations and codes of conduct that they followed. Others said it was a profession because it was a career which had the largest number of employees. However, some responded negatively,
arguing that teaching did not have a standard number of years an individual should train in order to practice. For example, some teachers were said to be allowed to teach with only certificates, diplomas, thus, with no standard of qualification to teach. In addition there is no monitoring board to regulate teachers and teaching standards. Teachers also do not receive respect from their pupils and the general public and they receive low salaries, with the exception of some private schools.

Views in the government schools did not differ much from the private school teachers. Some of the teachers agreed that teaching was a profession, because for one to be a teacher there was need to acquire a specialized skill in the fields they taught. Those who disagreed, they were of the view that that teaching was not a profession because it did not have a body to regulate activities concerning teachers, consequently, there were unqualified teachers teaching. Others said it was because teachers were dedicated or had autonomy when it came to their work.

The deputy heads interviewed in the study, also agreed that teaching was a profession. Those in private schools explained that, teaching was a profession because their teachers were trained from recognized institutions (4 years training) and teaching involves a lot of work preparation, devotion and change. One even said it was a profession because teaching was a job that gave an individual a living.

In addition some of the deputy head teachers stressed that, “teaching was not a profession because anybody can teach, hence the increase of untrained teachers, yet we have never heard of untrained doctors practicing”. It was further stated that some got into teaching because they did not want or cannot get into other careers. Today government schools are perceived as lowest among the three types of schools. However, in the past, it was different because teachers in both mission and
government schools worked hard. Others just said the teaching occupation could not be considered a profession because there were no bodies to monitor teachers and teaching standards like other professional occupations.

The findings confirmed that both the deputy head teachers and teachers from the three types of high schools were more alike than different in their perceptions of the high school teaching as a profession, because of the training and the features that the teaching occupation possesses such as long periods of training, and the specialization of teaching subjects. Therefore, it can be concluded that teaching is largely perceived as a true profession among high school teachers in the three types of schools.

**Teacher Perceptions of Teachers’ as Professionals**

The second objective of the study was to investigate whether the high school teachers practicing in the three different types of schools perceived themselves as professionals. Therefore, teachers were first asked whether there was any difference between teachers in government schools, mission schools and private schools. It was noted that, although all the three types of teachers go through the same basic training whether it is at a college or university; there were differences in levels of professional practice. It also depended on the material and culture in the school, which either raised or eroded the teaching standards. Others stated that the differences were only in attitudes, teacher behaviour and conditions of service.

When interviewed, deputy heads agreed that there was a difference between teachers in government schools, mission and private schools. They highlighted that the differences depended on the types of school or work culture that existed in a particular school.
Government school teachers were perceived as being relaxed, because they work in a more liberal system (which allows them time to do other things). However, these teachers were said to be negatively affected by the laissez-faire attitudes, and poor conditions of service, hence were seen as unprofessional. The teachers practicing in private and mission schools strongly expressed that government school teachers had low levels of professionalism.

The deputy head teachers in private schools commented that government school teachers were perceived as having job security, but their attitudes to teaching were negative. It was said that the majority of government teachers just went to work to see the day go, as they tried to find any opportunity not to be in school and just wait for salary. This behaviour was attributed to the fact that there was little monitoring of work or supervision, hence they tended to relax and not teach.

Although mission school teachers are the same as government school teachers, they were perceived as upholding similar levels of professional practices, as the private school teachers. These types of schools were viewed as being more disciplined than government or private and this was attributed to the moral, religious background, and better supervision, dedication, monitoring of work, emphasis on teaching standards. In terms of professional standards they were placed after private schools with high professional standards. All the deputy head teachers perceived mission schools as being schools that recruited teachers with a focus on qualification of the teacher.

Among the three categories of teachers, the private school teachers were perceived as being more professional because of the good conditions of service (in terms of remuneration) and motivation, strict supervision and monitoring of teachers. It was also stated that what these teachers taught
was controlled and their training was put to test and professional standards are emphasized. These teachers were said to be motivated to execute their duties because of high salaries, though it was felt they did do not have opportunities to go further (in terms of educational studies). Private high school teachers were also said to uphold strict professional standards.

One of the features of a profession is the possession of profession standards or codes of ethics. As to whether the different types of schools had followed any professional standards or codes of ethics, most of the teachers teaching in private school stressed that their schools had certain school philosophies and even handbooks which were given at the beginning of one’s contract and through meetings. The teaching standards were also said to be over emphasized in private schools. In the mission schools the teachers said that when one begun working, he or she was given standing orders (to read) or school disciplinary code of conduct. Mission schools were praised for their discipline and monitored teaching standards.

Government school teachers agreed that there were codes known as the general standing orders, though they were not strictly, adhered to. Concerning teaching standards, it was said that there were standards in government schools. But they did not have the needed quality materials and their classes were too big, as compared to private schools which were small and teachers were well paid (part of motivation).

The deputy heads agreed that the teachers practicing in their schools held professional standards. However, professional standards were said to depend on the type of school one was teaching in. The deputy heads in private and mission schools stressed that professional teaching standards
were emphasized. In government schools they were said to exist, but they were not strictly emphasized.

When asked if the teachers participated in decision making processes of their schools, most private school teachers commented that they did not participate in decision making. They only received directives or instructions from the top (school administrators), meaning that the final decisions were made by administration or school board (decision making bodies who met at the beginning and in the middle of the term). Teachers from mission or government schools said that they made suggestions in staff, or departmental meetings. However, the final decisions were made by the school counsel (school boards) and by administration. All administrators interviewed highlighted that teachers only had control and made decisions in the classroom, where they had the rule and power to teach in their own style. Most of the deputy heads in private schools said that most critical decisions were made by the administration and directives communicated to the teachers.

**The Factors that influence High School Teachers’ Perceptions**

Finally, the study sought to establish the third objective which was to identify the factors that influence high school teachers’ perceptions of teaching as a profession. In the FGD’s the teachers were asked to highlight some of the factors that influenced their perceptions on teaching as a profession. Many teachers teaching in private schools cited lack of access to higher education, lack of appreciation by the public (teaching being a thankless job), low status of teaching, and problems of accommodation. The mission school teachers highlighted, poor working conditions (which resulted in brain drain), low salaries, and lack of self-motivation. Lastly, government school teachers mentioned issues of delayed salaries, poor working conditions, lack of accommodation, laissez-faire attitudes of teachers, teachers’ strikes, transport problems, teachers’
misbehaviour in the community, MOE offices handling and mishandling of teachers’ files, concentrate on APU classes, examination leakages, very few parents work hand in hand with teachers on their children’s problems and how to handle and help them do better.

The deputy heads interviewed stated that the main factors affecting the teaching profession included poor salaries, accommodation and indiscipline in teachers, lack of monitoring or follow-ups after training and an accreditation board. In addition, it was felt that the greed for money and lack of basic needs was also affecting the profession.
CHAPTER FIVE
DISCUSSION OF FINDINGS

Introduction
In this chapter, the findings of the study are discussed. The discussion of the findings is presented according to the objectives of the study. It will be remembered that the study’s objectives were to: (a) establish whether teachers perceived teaching as a profession; (b) investigate whether high school teachers in the three different types of schools perceived themselves as professionals; and (c) identify the factors that influenced high school teachers’ perceptions.

Perceptions of the Teachers about Teaching as a Profession
To define a profession, teachers described the concept of a profession in terms of specialization in the subject matter, long periods of training, salaries, providing service to people, regulating body, control over entry and ethics. Their responses showed that teachers had a comprehensive understanding of the concept. This suggested that the teachers’ answers were in agreement with the accepted features for an occupation to qualify as a profession stated in the literature, and this validated the research instruments. As to whether the teachers practicing in the three different types of schools held different perceptions to the concept of a profession, the study established that all the teachers regardless of type of school, held similar views in defining a profession.

When asked whether they regarded the occupation of teaching as a profession in Zambia, the majority of respondents stated that teaching was a profession. Their reason was that in order for one to practice it, they had to go through specialized training to learn and have certain skills,
follow codes of conduct and belong to associations. It is a known fact that professionals need to be trained for a long period of time. In the case of teachers, it would require at least 3 years or more in order to master the subject matter, and teaching delivery methods adequately. It is also important to note that teaching is a career that has the largest number of employees under the Ministry of Education (MOE) in the country, hence, qualifying it as a profession. However, the criticism was that because the teaching career in Zambia did not have a standard number of training years (Table 4.2) and that because some teachers who did not have the full qualifications are allowed to teach with certificates or diplomas, it could not qualify as a profession. In addition, it was noted that there are no specific codes of ethics (apart from the standing orders) and there is no distinctive professional association for teachers as one would expect as argued by Illingworth, (2000); Banja, (2006); and Robb, (2006), that professionals need to belong to a professional association. Unlike medicine and law, teaching does not have a specific professional association that teachers belong to. Therefore, because teaching does not meet all the features of a profession, high school teaching, cannot be considered a true profession. But, it can be argued that the teaching occupation in Zambia is a quasi occupation or a semi-profession. This is supported by Etzioni (1969) who views teaching, nursing, and social work as “semiprofessions” or as “emerging professions” that are in the process of achieving these characteristics.

The study also found that most high school teachers belonged to unions. The largest proportion of membership to unions was found among government high school, which indicates that government school teachers are more concerned with fighting for salaries and working conditions, than professionalizing the teaching occupation. Banja’s (2006) observations that in the teaching fraternity today, union interests are directed more toward social issues, salary and employment concerns than true professionalism, supports this idea. This point also confirms Purvis’ (1975)
findings that unlike other professional associations, the national teachers unions have no control over entry into the profession or the power to enforce a code of ethics. This finding also confirmed that teaching did not qualify as a profession because teachers do not belong to a professional association.

With reference to the perceptions of teaching as a profession in Zambia, views among the government school teachers did not differ much; some of the teachers said that it was a profession, because for one to be a teacher there was need to acquire specialized skills in the subjects they taught.

On the issue of gender it was noted that the majority of the respondents who participated in the study were male. This confirms Purvis’ (1975) findings that an occupation that qualifies as a profession has to have a large membership of males. The government schools possessed the largest number of male teachers. With reference to Cameron’s study (2006), an occupation with a majority of males is more likely to be considered a profession. Relating these findings to the present study it could be concluded that high school teaching qualifies as a true profession because the majority of respondents were male (Table 4.1) and even the MOE (2006: 45-47) 2005 educational statistics do confirm that there are more males (5,690) than females (2,656) practicing in high school in Zambia. However, it is important to note in the methodology that our target population was disproportionately sampled meaning that there were not equal numbers of participants from each type of high school teachers.

Concerning the question as to whether the number of years served in the teaching service would make a difference in relation to the teachers’ perception of teaching as a profession, the results
indicated that there was no significant relationship between the number of years one had served and the perception of teaching as a profession.

Regarding in-service training, over half of the respondents stated that they had undergone in-service training. The majority of respondents who had in-service training were practicing in both private and mission school, while a smaller percentage of teachers were practicing in government schools. This was an indication that professional development through in-service training is an important component of teacher professional development among high school teachers. During the focus group discussions, some teachers commented that in service training was important because it enhanced the teaching abilities and kept them abreast with new techniques and methodologies to deal with new challenges. It was also important to note that all trained teachers irrespective of the number of years they were trained and where they got their training, considered themselves to be professionals whereas the untrained teachers considered themselves not to be professionals.

When asked which type of school the teachers would prefer to teach in, the majority chose the government schools, followed by mission schools and private schools. The teachers in the interview revealed that government school teachers had the laissez-faire attitude towards their work; they had job security, and a comfortable environment that allowed personal initiatives and room for professional development. Therefore, despite their poor conditions, government schools are ideal working environments.

When the high school teachers were asked to rate the 20 occupations on a 3 point numeric scale of a professional rating exercise, the mean scores of 20 occupations were obtained from 80
respondents. The mean score of occupations ranged from 1.01 to 2.19. The most rated occupations were Engineering, Medicine, Law and Lecturer at the University and Computer Science. These occupations were deemed to be more professional than high school teaching. This is in agreement with Robb’s (2006) analysis of the uncertain position of teachers concerning teaching as a profession. The low ranking high school teachers may point to the erosion of the teacher status in Zambia. Chakulimba (1986), for example, found that since independence, there had been a gradual erosion of the teachers’ status in Zambia. Datta (1984) cited a research by Elliot in Zambia where teachers were asked to rank their problems in order of importance and salaries ranked 7th place. In addition when these teachers were asked to rank what they considered to be most important in their work, salaries and status were ranked 5th place out of fifteen choices.

Despite its ranking position, it was interesting to note that the teachers, regardless of the type of school practicing in, perceived the teaching occupation as a profession. This is also explained by the fact that teachers in the focus group discussion supported the argument that high school teaching was a profession because of the long period of training they under went.

In this study some occupations like Law and Engineering were regarded as more valuable but others were lowly rated such as primary school teaching and the farming. Factors considered in rating the occupations were salaries, working conditions, society’s perceptions, authority and respect, behaviour, educational qualification, recognition in society and remuneration, length of training, code of conduct, control over entry, and licensing (certification). The results of the study support Dr John Johnston at The Queen's University in England, findings which showed that on a list of 10 professions, teaching was rated highly for its value to society, but its potential for
delivering a good salary was seen as being very low and thus it was regarded as "the profession most suited to females (BBC, 2006).

The results of the professional ranking are similar to Cameroons’ quotation of a report by Edmonds et al. (2002). The report involved 1000, pupils in Form Six from 12 schools in Northern Ireland who compared teaching to 9 other occupations. The report found that teaching ranked fifth in terms of status (below lawyers, doctors, accountants and politicians, but above nurses and electricians).

The present study has therefore shown that teachers perceived teaching as a profession despite not possessing all the features of a profession.

**Perception of Teachers as Professionals**

It can be seen from the results of the study, that there was no significant difference in the views of teachers teaching in private, government or mission schools. Teachers, regardless of their training, perceived themselves as professionals. The arguments on teachers being perceived as professionals include the ideas that for an occupation to qualify as a profession, its members must possess the commonly agreed characteristics such as a defined specialized body of knowledge, long period of training, autonomy, code of ethics, service to society as well as the membership to a professional association. From the findings, it can be seen that the teachers considered themselves as professionals because their occupation possessed some professional characteristics.

It is important to note that a profession is a high-status occupation that requires specialized skills obtained through formal education (Darling-Hammond, 1990). Though all the teachers in the
three types of high schools considered themselves professionals there was a contradiction. This is because the findings of the study showed that the teachers practicing in the three different high schools had different years of training, although the mean training years was 3 years. According to the literature only teachers who have had 3 years or ore of college education were considered professionals and were given professional and retention allowance (Banja, 2006).

**Factors that influence High School Teachers’ Perceptions of Teaching as a Profession**

The study found several factors highlighted by all the three types of high school teachers that influence high school teachers’ perceptions of teaching as a profession. These included: lack of accommodation, lack of access to higher education, poor teacher salaries, poor working conditions and teacher attrition, lack of standardized duration of teacher training and qualification, presence of practice by untrained teachers, lack of autonomy and bureaucracy, and membership to unions. It was also noted that there was need to reduce the number of years, to 15 years in service (to retire) so as to leave room for new blood (new teachers). Having gathered the teachers’ ratings on the factors that they thought made an occupation a profession, the researcher sought to find out through the discussion and interviews whether the participants would highlight these factors as also affecting their perception of teaching as a profession. The researcher concluded that many of the factors did influence the teachers’ and deputy head teachers’ perceptions. One of the factors that contributed to poor perception of teaching as a profession was the fact that many of the newly hired teachers were unqualified. Grossman (2003) argues that there is substantial evidence that quality teaching matters enormously to children’s futures. However, attaining qualifications is not the only important characteristic here, the teacher though well qualified must also acquire the competencies or skills to teach well.
The findings of this study also relate to Goldhaber and Brewer’s (1991) observations that there is a relationship between high school teacher certification and student achievement. This means that there is need to ensure that all practicing teachers are highly qualified and trained to improve student’s educational outcomes. Therefore, the respondents’ educational qualification and length of training was established, because the quality of teachers practicing in a school is related to students’ results making teaching a profession (Testin and Ryan, 2001). It was also noted that the highest qualifications of high school teachers were PHD. And a Masters Degree, followed by a Bachelors Degree, Diploma and the least was the College certificate. From the training institutions, the largest proportion of teachers did their teacher training at colleges (between 2 and 3 years) namely, Nkrumah, Evelyn Hone, COSETCO, NISTCOL, TVTC and others, while only 35.0% had gone through a 4-year training period at the University of Zambia. This shows that there is no standard period for training for all teachers. The teachers interviewed during the focus group discussions argued that high school teachers need to be highly qualified for them to deliver or for the occupation to be considered as a profession. However, the lack of a standard qualification such as a degree for all practicing high school teachers, like other professions, affects its status as a profession. But the Ministry of Education is now moving in that direction.

Red tape, or excessive bureaucracy, is one of the limiting factors to the professionalization of teaching in Africa. When asked about their participation in decision making processes in their respective schools, the majority of positive responses came from the government high school teachers, followed by the mission school teachers. Teachers in the focus group discussions commented that their participation was only on the level of contributing their suggestions in staff and departmental meetings.
On the other hand, there were some teachers who strongly felt they had no autonomy and were not involved in the decision making process at their schools. This group said that decisions were always made from the top (administration) and they merely implemented them. Teachers also stressed that the only decisions they had the right to make concerned matters within their classrooms. The above findings are in line with Johnston and Hallgarten’s (2002) observations that little participation in decision making results in the teaching occupation being de-professionalised. The findings in this study showed that teachers are still distanced from critical decision making as the teachers’ every action is subjected to approval by a higher bureaucracy, and government dictating the school policy. Cameron (2003), further adds that the teachers’ lack of authority in making decisions about curriculum, assessment, scheduling, and policy leads both experienced and novice teachers to doubt their professional status. The findings of this study also confirm Purvis’ (1975:48) observations that,

*Teachers’ are treated more like employees than professionals because they are often not given a chance to participate in important decisions. In addition they subjected to visits by the Inspectorate of the Department of Education and Science. The diminution of the autonomy of the teacher within this authority structure is not conducive to the development of a professional ideology.*

As for the question that sought to find out the teachers’ membership to unions or associations, the findings indicated that the majority of respondents belonged to a union. This was not a positive response, because teachers’ unions today, in Zambia, have lost their bargaining voice as there exists a division of unions that represent teachers’. There was an indication that a few of the teachers also belonged to teacher associations such as ZAME, MTAZ, ZAME, ZASE, HETAZ, ZATE, LATAZ, ISAZ and ISTA. This membership of teachers’ in subject association shows that the teachers are interested in professional development and new methodologies. Nevertheless, the findings revealed that there was no specific association for teachers which ensured that the set standards were maintained and quality teacher training and education were enforced. Hence the
lack of membership to a distinguishing professional association affects the qualification of teaching as a profession.

On the issue of teaching being an individual’s first occupational choice, it is perceived that, most of the people who join the teaching occupation are said to be people who have been rejected elsewhere (Banja, 2006), and use teaching as a stepping stone to better opportunities, hence, teaching is their last resort. In the present study it was found that 42(52.6%) confirmed that teaching was their first occupational choice. The largest proportion was among private school teachers, followed by government and mission school teachers. These findings were consistent with those of Testin and Ryan (2001) who observed that there is need for teachers to be called to teach in order for them to practice effectively.

Relating to salaries and teacher attrition, the study sought to, establish whether or not the high school teachers were intending to leave the teaching occupation and why, it was noted that over half were intending to change occupation. This findings is consistent with Kelly’s (1991) findings that concluded that the attrition among Zambian secondary school teachers is because low salaries. Internationally, teachers' salaries vary from country to country. In the USA teachers are paid on a graduated scale, starting at the low end and moving up on the pay scale with experience (Educationworld.net, 2008). In Zambia, most high school teachers’ earnings depend on their education level, experience and positions of administration and departmental responsibilities, while salaries in England and Wales are largely dependent upon time in post (seniority) and any management responsibilities (Educationworld.net, 2008). According to the findings of Testin and Ryan, (2001); Kane and Mallon, (2006); and Robb, (2008) low salaries is the main reason that discourages people from entering and staying in the field of teaching. This is because teachers’ salaries are minimal compared to the other professions in many countries. Other reasons revealed
by teachers in the study concerning why they intended to leave the occupation included poor working conditions, poor remuneration, the little prestige accorded to teaching, the need to find a challenging job, to further ones studies, and seeking higher salaries.

As to whether teachers followed any codes of ethics or conduct at their respective schools, the findings revealed that all the three types of teachers indicated that their respective schools had some codes of conduct. However, the emphasis of these codes was dependent on the type of school. The private school teachers highlighted that their schools provided manuals or handbooks for members of staff which stipulated the rules. The mission school teachers commented that they followed the General standing orders, however, upon starting their employment they had to sign a conduct contract and adhere to strict dress codes. Finally the government school teachers said they followed the general orders, but some of the codes of conduct were not followed strictly. The largest proportion fell under mission and government schools with a frequency of 25 (96.2%). These finding are supported by an important characteristic of a recognized profession, that it must possess and emphasize codes of conduct and ethics.
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the conclusion and recommendations of the study. In the first section, the conclusion of the study is discussed according to the objectives of the study which were to: (a) establish whether teachers perceived teaching as a profession; (b) investigate whether high school teachers in the three different types of schools perceived themselves as professionals; and (c) identify the factors that influenced high school teachers’ perceptions. The second section discusses some suggestions for further studies and the last section presents the recommendations of the study.

Conclusion

As noted above, the study’s first objective was to investigate whether high school teachers in the three different types of schools perceived teaching as a profession. The results of the study confirmed this. It was revealed that the three groups of high school teachers acquired the same training to practice as teachers, though the numbers of years for training differed depending on the qualification of the teacher. In addition, the high school teachers practicing in the three types of high schools had varied views of teaching. This can be attributed to the type of environments or type of school they taught at.

In the case of private school teachers, their perception of teaching as a profession was very high. The mission school teachers also had a high perception of teaching occupation as a profession.
The government school teachers agreed that teaching was a profession; however, most of them stated that the conditions of service, teacher behaviour and attitude in government schools marred the teaching occupation from fully qualifying to be called a true profession. This was an interesting finding since the teaching occupation did not meet most of the characteristics of a profession such as standard period of training, professional representation or association, autonomy, high salaries and standard work ethics. Nevertheless, the first objective was achieved as the high school teachers in the three different types of schools perceived teaching as a profession.

The second objective was to establish whether high school teachers in three different types of schools perceived themselves as professionals. The study found that high school teachers practicing in the three types of schools namely, private, mission and government saw themselves, as professionals, and possessing professional standards. This finding is contrary to the perceptions of society highlighted in the literature review about teaching lacking professional standards. The findings also revealed that teachers practicing in private and mission high schools perceived themselves to be more professional than teachers in government high schools. This can be attributed to the fact that government school teachers were said to have a laissez-faire attitude towards their work. Similarly, Banja’s (2006) observations were that some high school teachers engage themselves in unprofessional behaviour which erodes the teachers’ status as professionals.

This study also revealed that the type of environment or type of school one is teaching in, affects their perception of being classified as professionals. Most of the teachers in this study saw themselves as trained specialists in their fields, possessing codes of ethics, and having autonomy. But, it was noted that not all the characteristics of a profession were emphasized by all the three
types of high teachers and there were some irregularities in periods of training. But, when categorized by type of school, the teachers in private and mission schools perceived themselves as professionals and perceived teachers practicing in government high schools as unprofessional. However, contrary to the views of the other high school teachers, the teachers practicing in the government schools perceived themselves as professionals. These findings were supported by the interviews with school administrators, namely, deputy head teachers who also confirmed that teachers were professionals. This study therefore, was able to achieve its second objective.

The last objective of the study was to identify the factors that influenced high school teachers’ perceptions. This objective was achieved as the study revealed some of the factors that influenced high school teachers’ perceptions of teaching as a profession. Some of the factors identified included unqualified teachers, training, professional representation, autonomy through the participation in decision making, salaries and type of school one was teaching in. This last finding was a contradiction to the findings in the first two objectives of the study because teachers did perceive teaching as a profession and they did perceive themselves as professionals despite the occupation lacking several features of a profession.

In conclusion, the teaching occupation will only be fully perceived as a true profession when these factors that influence teachers; perception of their occupation are resolved. For now, it can be regarded as a semi-profession (Etzioni, 1969) in the process of achieving these characteristics of a profession.
Recommendation

The following recommendations are therefore proposed:

The Government should do the following:

1. Assist schools to solve accommodation problems for teachers, in order to raise the professional status of a teacher.

2. Explore the plight of high school teachers and introduce incentives to empower them, such as: Increased salaries, and provide car or housing loans which can be deducted from teacher pensions or gratuity which are found in any recognized profession.

3. Find ways of motivating teachers e.g. by increasing access of all teachers, regardless of location and specialization, to higher education and scholarships through other agencies, so as to rejuvenate and retain good teachers; and to provide the knowledge and competence schools need in pursuing their goals.

4. Introduce a monitoring body to regulate teachers’ activities and address issues of conduct, licensing, certification, professional standards, delivery of lessons, and disciplinary code (if teachers happen to commit a crime, they should be punished).

5. In conjunction with the Ministry of Education, Teaching Service Commission and other education agencies or NGO’s sensitize the general public who have a major influence on the perception of teaching as a profession, on the importance of teachers and their contributions to the future leaders and national development.
The training institutions should do the following:

1. Regulate that all training teachers have undergone a standard number of years of training to produce quality teachers.

2. Screen applicants wishing to join teaching in order to uphold professional standards in teaching.

To professionalize their occupation, Teachers should do the following:

1. Change their attitude towards their occupation, especially in government schools.

2. Reunite under one union with one voice that will not only concentrate on conditions of service and strikes but address all issues concerning professionalizing teaching. Today there are several unions namely, PETUZ, SESTUZ, BETUZ and ZANUT.

3. Advocate for the revision of the general standing orders and specify codes of dress and work ethics for teachers.

4. Conduct themselves professionally, coming to work on time, not drinking on duty, and avoiding relationships with their clients (pupils).
5. Teachers need to practice and uphold professional standards in their occupation e.g. plan yearly and evaluate work their work.

6. Continue to perceive themselves as professionals despite contrary treatment and labels given to the teaching occupation.

7. Be exposed to various professional meetings such as workshops, seminars, conferences and study tours outside their schools to gain more ideas about professional practice in a profession.

The school managers, being key to motivating their teachers should do the following:

1. Orient themselves to the concepts of a profession and professional development so that they are able to apply its principles effectively in their administration.

2. Facilitate the appraisals of all teachers and recommend (on merit) those who deserve confirmations, promotions and opportunities for further studies to motivate teachers in the different high schools.

3. Support and allow teachers’ admission to different in-service capacity building and professional training programmes so as to keep up with current trends in teaching and learning.
Recommendations for future Research

The present study recommends that in future, a comparative research should be carried out on this phenomenon. It would be interesting to compare perceptions of the profession of teachers from nursery to university teachers.

Future studies may even investigate how the teachers’ perceptions of professionalism affect teacher work performance.

It is also important to carry out further research on how societies’ perception of teaching as a profession affects teachers’ recruitment and attrition in Zambia.
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APPENDIX A
Introduction Letter (1)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telefax: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia

Fax: +260-1-292702

20th January 2007

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

WE ARE PLEASED TO WORK FOR MED STUDENTS

The bearer of this letter Mr./Ms. MALINDA MATHE, KAMUKANGWA is a duly registered student at the University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Thanking you always.

Yours sincerely,

[Signature]

S. C. Manyula (Dr)
ASSISTANT DEAN (PG), EDUCATION

Director, DRGS
APPENDIX B
Introduction Letter (2)

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
DISTRICT EDUCATION BOARD SECRETARY,
PO BOX 50297
LUSAKA

15th March 2007

TO: The Headteachers
  Roma Girls Secondary School
  St. Mary's Secondary School
  Matero Boys Secondary School
  Munsani Girls Secondary School
  Kabulungu Boys Secondary School
  Lihula High School
  Kamwala High School

RE: FIELD WORK FOR M. ED. STUDENTS: MAUD MATE KAMWENGO

This serves to introduce to you Ms. Maud Mate Kamwengo computer number 526000139
a duly registered student at the University of Zambia School of Education.

The student is taking a Masters programme in Education. The programme has a field
work component which he/she has to complete.

We shall greatly appreciate assistance rendered to her.

Thank you in advance.

G. M. Siyawayaya (Mrs.)
A/Senior Human Resources Officer
for/ACTING DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT
APPENDIX C

Respondent Consent Form

Dear Respondent,

Your school has an opportunity to take part in a study about Perceptions of teaching as a Profession as held by practicing Teachers in Selected High Schools of Lusaka District. The school administration has fully approved the project. I am seeking permission to include you as a participant in this study.

Please sign the attached form indicating whether or not you are willing to participate in the study.

There will be a questionnaire distributed, which will include questions concerning your sex, age, qualifications, and institutions of training, and your perceptions of teaching as a profession. If you have any questions about participating in the research, contact the researcher, Miss Maud Kamwengo, or the research advisor at the University of Zambia, Department of Sociology, Psychology and Special Education. P.O.Box 32379, Lusaka.

Note that each teacher’s individual responses will be kept anonymous. Thank you very much for your time and support.

Sincerely,

Maud M. Kamwengo (Miss)

-------------------------------------------------------------

I,____________________, do [ ☐ ], do not [ ☐ ] (tick one of the bracket provided) agree to participate in this study about Perceptions of teaching as a Profession as Held by Practicing Teachers in Selected High Schools of Lusaka District.

Signature _________________________ Date ______________
APPENDIX D
Teacher Questionnaire

University of Zambia
School Of Education
Department Of Educational Psychology, Sociology and Special Education

Dear Respondent,
I am carrying out a study for academic purposes on the "Perceptions of Teaching as a Profession as held by practicing Teachers in Selected High Schools of Lusaka District.

You have been selected by chance with other teachers to help us learn about teachers' perceptions of teaching as a profession. Please read each item carefully in the questionnaire and decide to what extent it fits what you see, feel and think. Give each item a rating that you consider is befitting using a scale that is given for each question. Remember to respond to all items as honestly as possible. Please note, that there is no wrong or right answer.

Your answers and other information obtained is confidential and will be kept by the researcher in the strictest confidence. You are not supposed to write your name anywhere on this paper.

Specific instruction: Tick [✓] in the appropriate box provided for you next to the answer of your choice, and write in the space underlined where your opinion or comment is required.

SECTION A:
1. Sex: Male ☐ Female ☐

2. Your age ☐

3. Your age range

<table>
<thead>
<tr>
<th>Age Range</th>
<th>19-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-44</th>
<th>Over 44</th>
</tr>
</thead>
</table>

4. Marital Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Married</th>
<th>Single</th>
<th>Widowed</th>
<th>Divorced</th>
<th>Separated</th>
<th>Cohabiting</th>
</tr>
</thead>
</table>

5. Educational Level and Years of Training

<table>
<thead>
<tr>
<th>Level</th>
<th>College certificate</th>
<th>College Diploma</th>
<th>University Degree</th>
<th>Higher Degree/MA. ED</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
SECTION B:

6. Types of School where you are a teacher

<table>
<thead>
<tr>
<th>Government</th>
<th>Mission</th>
<th>Private</th>
</tr>
</thead>
</table>

7 (a) How many subjects do you teach?  
(b) Are you trained in the subject that you teach?  Yes  No

8. Do you consider yourself a professional on account of having been trained in the subject that you teach?  Yes  No

9. (a) If you are a trained teacher name the institution you last went to: .................................................................
(b) For how long were you trained? ...........................................
(c) For how long have you been a teacher? ...............................

10. Since your pre-service training, have you ever attended any in-service training (short or long course)?  Yes  No

11. (a) In your opinion is the idea of having in-service training for all high school teachers necessary?

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

(b) Please state your reasons:
............................................................................................................................
............................................................................................................................

12. (a) Do you have intentions to change your occupation?  Yes  No

(b) State the reasons for your response
............................................................................................................................
............................................................................................................................
SECTION C:

13. (a) Which school do you think upholds professional standards?

<table>
<thead>
<tr>
<th>Government</th>
<th>Mission</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Which school would you prefer to teach in?

14. (a) Do you as a teacher in this school have the freedom to participate in decision making?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

(b) State the reasons for your response.

15. Which of the following factors found in teaching occupation make teachers a professionals?

<table>
<thead>
<tr>
<th>(a) Having a Status</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) Receiving High Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Having Job-security</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Self-fulfillment by teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Contribution to society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Respect and recognition from pupils and society</td>
<td></td>
<td></td>
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<tr>
<td>(g) Belonging to a Union</td>
<td></td>
<td></td>
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<tr>
<td>(h) Belonging to an association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Long periods of training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Having Specialized skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k) Providing a life-time service to society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(l) Having Codes work ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(m) Bounces and allowances</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. To which do you belong?

<table>
<thead>
<tr>
<th>Union</th>
<th>Association</th>
<th>Both</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

17. (a) Does the school you teach in have any codes of ethics for teachers?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
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<td></td>
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</table>

(b) State the reasons for your response.


SECTION D:

18. (a) Do you know what a profession is?  Yes  No

(b) Explain your understanding of a profession.

19. (a) Do you regard teaching as a profession?  Yes  No

(b) Explain your answer.

20. (a) Below are some occupations in Zambia. Rate each of the following occupations in terms of your perception of it as a profession. There are three (3) responses showing whether the occupation is (1) True Profession, (2) Semi-Profession, (3) Not a Profession.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Professional</th>
<th>Semi professional</th>
<th>Not a professional</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretarial</td>
<td></td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Medicine</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>Priesthood</td>
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<tr>
<td>Primary School Teaching</td>
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<tr>
<td>Bank Clerk</td>
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<tr>
<td>Farming</td>
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<tr>
<td>Nursing</td>
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<tr>
<td>Law</td>
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<tr>
<td>University Lecturing</td>
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<tr>
<td>High School Teaching</td>
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<td></td>
</tr>
<tr>
<td>Research Assistant</td>
<td></td>
<td></td>
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<tr>
<td>Managing Director</td>
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<td>Police Office</td>
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<tr>
<td>Nursery Teaching</td>
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<td>Project Manager</td>
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<td>Accounting</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Art</td>
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</tbody>
</table>

(b) What factors did you take into consideration when rating the above occupations?
21. In your opinion which factors make an occupation a profession?

<table>
<thead>
<tr>
<th>Factors that accorded an occupation professional status</th>
<th>Very Important</th>
<th>Important</th>
<th>Least Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging to a Union</td>
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<tr>
<td>Belonging to an association</td>
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<tr>
<td>High salaries</td>
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<tr>
<td>Long periods of training</td>
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<td>Specialized skills</td>
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<tr>
<td>Providing a life-time service to society</td>
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<tr>
<td>High status</td>
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<tr>
<td>Code of conduct and work ethics</td>
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<tr>
<td>Bounces and allowances</td>
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<tr>
<td>Recognition in society</td>
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<tr>
<td>Control over entry and licensing</td>
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</tbody>
</table>

THANK YOU VERY MUCH FOR RESPONDING
APPENDIX E

Interview Guides for Deputy Head Teachers

1. Is teaching a profession in Zambia? Give your reasons.
..............................................................................................................

2. In your opinion, is there any difference between teachers practicing in government, private and mission schools?
..............................................................................................................

3. What makes an occupation a profession?
..............................................................................................................

4. Do you regard teaching as a profession? Give your reasons.
..............................................................................................................

5. Do you regard teachers as professionals? Give your reasons.
..............................................................................................................

6. Does your school have or follow any professional standards? Please explain.
..............................................................................................................

7. Do the teachers in your school participate in decision making? Please explain.
..............................................................................................................

8. What factors affect the perception of teaching as profession?
..............................................................................................................

Thank you very much for your valuable time.