



**UNIVERSITY OF ZAMBIA IN CONJUNCTION WITH
ZIMBAMBWE OPEN UNIVERSITY POST GRADUATE
PROGRAMMES**

**ASSESSING THE IMPACT OF JOB SATISFACTION AND MOTIVATION ON THE TURNOVER OF
TEACHERS FROM PRIVATE TO GOVERNMENT SCHOOLS. A CASE STUDY OF SELECTED
SCHOOLS IN KITWE DISTRICT**

**A RESEARCH PROJECT REPORT SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE IN MASTERS OF
EDUCATION IN EDUCATION MANAGEMENT.**

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DECLARATION

I, **Munthali Beauty**, do hereby declare that the work in this research report is my work and that it has not previously been submitted for any other degree at this or other Universities.

Munthali Beauty
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Signed

05.08.2016
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Date

Supervisor's Approval:

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Signed

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Date

DEDICATION

This work is dedicated to my entire family and friends for the great support and encouragement rendered to me during my period of study in pursue of Masters degree in Educational Management Program. To my elder sisters Christine and Joyce Munthali, thank you for your usual support and encouragement.

Of all, dedication to my late beloved Dad, Mum, Brother Steve, Patrick and Sister Matildah. I miss you all greatly and May Your Souls Rest In Peace (M.S.R.I.P).

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Above, all, I thank the almighty God for sustaining me throughout my study period and I owe everything to God.

ABSTRACT

Today's reality is that people influence important aspects of organizational performance in a multitude of ways. If an organisation is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential. understanding employee perspectives and measuring their motivation and retention factors are critical to an organization's success. Gbadamosi (2003) states how dynamic people are and that for any organisation to be effective and provide a satisfactory environment for its workers, attention has to be paid to both personal and work needs of each and every individual in the organization. This study aimed at assessing the impact of job satisfaction and motivation on the transition of teachers from private to government schools. It was a qualitative research study that offered an in-depth explanation of the phenomenon under investigation as well as generated information related to job satisfaction and motivation. The study considered four secondary schools of Kitwe town; Hellen Kaunda, Kitwe Boys, Lechwe and Convent High schools. The research instruments used were questionnaires, both general interviews and interviews with key informants as well as secondary data to gather data for the study.

The study revealed that the turnover and/or retention of teachers is affected by factors that contribute to job satisfaction such as a meaningful job, remuneration, working conditions and relationships with superiors and colleagues. It was established that teachers are highly motivated by their salaries as well as the flexibility of the work schedule as they can be given time for training to further their development. The study also found that the factors that made teachers to move from the private to the public sector at the schools were; good working environment and conditions of service, salaries, advancement of studies and other incentives such as job security and bonuses. Furthermore, training and development of any organizational human resource is one of the key motivating strategies among employees. Over and above, monetary incentives and the work environment have proved to be the most pulling effect for teacher motivation in public schools as teachers are more interested in the allowance they receive. As such it can be concluded that situation factors motivate people the most.

As for the recommendation from the research the following can be considered:

In the area of teacher effectiveness, both career and non-career teachers reported that an effective measure was needed to assess teacher effectiveness. An effective teacher evaluation instrument is needed to assess teacher effectiveness. Moreover, the teachers cited a need to reward good teaching in the classroom rather than extracurricular activities, which do not reflect classroom instruction.

Incentive, merit pay, and pay-for-performance pay literature indicated that building level incentive pay also is important. School divisions should explore methods of rewarding entire staffs for improved student achievement.

Teacher performance standards as they relate to effective teaching practices should also be considered in establishing criteria for incentive pay. Fincham and Rhodes (2005) identified direct instructional variables that consistently related to student achievement. Lazear (1999) identified the characteristics of a good teacher. Teacher effectiveness research should be a part of identifying the criteria by which incentive pay is administered.

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LIST OF ACRONYMS

HRM Human Resource Management

SPSS Statistical Package for Social Sciences

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 INTRODUCTION

Today's reality is that people influence important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy, while the mix of people and systems mostly determines an organization's capabilities. Competencies are required to execute the strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organisation is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates people to reach their full potential (Kreisman, 2002). In addition, understanding employee perspectives and measuring their motivation and retention factors are critical to an organization's success. Gbadamosi (2003) also states how dynamic people are and that for any organisation to be effective and provide a satisfactory environment for its workers, attention has to be paid to both personal and work needs of each and every individual in the organization.

In the same line of thought, retention of valuable employees is one of the most critical issues that encounter organizations in the business world as the implications of employees' turnover are massive for organizations in terms of costs, employees' morale, and competitive advantage (Osterloh & Frey, 2007). A good number of workers are adequately paid in their jobs so as to work hard and maintain a high standard of productivity while some even work hard but do not receive much material gains to show for it (Gyourko & Tracy, 1989).

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at

educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance (Gross & O'Malley, 2007). However, it is assumed that teachers' agitations and demands are beyond the resources of schools. As a result, private schools as well as the government to some extent are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers. Private schools have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers' demands are beyond their resources which are slightly a different scenario in public schools as the government recently increased the salaries of civil servants.

It is in this line of thought that this research seeks to assess the impact that job satisfaction and motivation have on teachers and further tries to create an understanding on why recently teachers are moving from private schools to public (government) schools.

1.1 Background

The relevance of public wages for total government spending has increased gradually over the past decades in several European and African countries. Apart from the importance that such a budgetary item has for the development of public finances and for attaining budgetary objectives, public sector employment and wages play a key role in the labour market.

Although there is evidence of some pro-cyclicality of public wages (Lamo *et al.*, 2008), their developments may be less aligned with those of the private sector. For instance, public wages

can also depend on the fiscal position. In fact, Poterba and Rueben (1995) found that fiscal conditions affect wages of public employees at a local level. Moreover, they might be used as an instrument for income policies, thus they can depend on political factors such as the political alignment of the ruling party or election cycles. For instance, Matschke (2003) finds evidence of systematic public wage increases prior to a federal election in Germany.

The old perception of total rewards or total remuneration, which referred to pay and benefits, has changed to a broader definition including career development and other intrinsic factors such as working environment (Gross & O'Malley, 2007). The categories that make up total rewards are variously referred to as transactional rewards (tangible rewards including pay and benefits) and relational rewards (intangible rewards – for example, learning and development, recognition and status; challenging work; employment security; the work experience or the work environment) (Armstrong, 2006). Total rewards tie remuneration and benefits into a broader package that aims to attract, motivate and retain employees in this changing world of work. The goal of total rewards has changed from merely remunerating employees to one that rewards and motivates (Hankin, 2005).

It is interesting to note that people often come to organizations with values and beliefs that enhance their level of commitment. Sometimes these values are relevant to any situation (e.g. "I'm not a quitter"), and sometimes they relate to the specific organization (e.g., beliefs about the role of the services in protecting the country). These constitute norms that influence commitment to an organization. For example, individuals might feel it is against convention to break a contract, quit a job that a family depends on for income, or display withdrawal behaviors that are contrary to the values of the organization.

On the other hand studies have also indicated that retention is driven by several key factors, which ought to be managed congruently: organizational culture, communication, strategy, pay and benefits, flexible work schedule and career development systems (Adeyemo, 2000).

1.2 Problem Statement

Teachers are expected to render a very high job performance in most private schools when compared to public schools despite the government improving the condition of service of public school teachers especially in terms of pay. This is due to the close supervision attributed to private schools and the fear of losing employment as job security is not as certain when compared to public schools. However, this does not mean that the Ministry of Education is not always curious regarding the job performance of its teachers. True as this statement maybe, the disparate in perceived benefits seem to have agitated teachers in the private sector who feel the benefits do not seem to trickle to them like their counterparts in the government sector as their employers cannot provide as the government is doing. They feel Zambia's economy is not properly balanced, hence, their demands.

While teachers (especially in private schools) on their part argue that, the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy which are perceived to have bigger salary structure, better motivation and enhanced working conditions, the government is putting in measures which have shown improvements in public schools especially in terms of pay. However, this does not seem to be the case in private sector as teachers feel agitated due to different perceived factors, i.e., the size of the organization can influence one's desire to leave due to the potential for advancement within the organization. Both individual and situation factors affecting one's motivation, situation factors appear to be more reasons why people are motivated. This may be as a result of economic conditions which have a great impact on one's stance in decision making.

Despite teachers in the private sector putting in a lot of effort in their job they feel they do not benefit much. At the same time, private schools demand a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. On the contrary, it is taken that teachers in the government schools are well looked after. Private school teachers are constantly agitated hence the recent turnover of teachers from private schools to government schools.

As such this research wants to find out why teachers are moving from private schools to government schools.

1.3 Research Objectives

1.3.1 Main Objective

The overall purpose of the study is to explore and explain job satisfaction and teachers' work motivation with the view of correlating them on the impact they have on private and public schools.

1.3.2 Specific Objectives

The study was guided by the following objectives:

- To assess the factors that are making teachers move from private to government schools
- To assess the causes of job satisfaction and motivation in the education environment
- To find out the linkage between job satisfaction and motivation on teachers' decisions on joining public schools

1.4 Research Questions

- i. What are the factors that make teachers move from private to government schools?
- ii. What are the causes of job satisfaction and motivation in the education environment
- iii. What is the linkage between job satisfaction and motivation on teachers' decisions on joining public schools?

1.5 Scope and Limitations of the Study

To a large extent, this work was built on the theoretical frameworks of scholars like Herzberg, Mausner and Snyderman (1959) and Maslow (1943, 1970). Prominently, Zambian teachers referred to in this study will be secondary school teachers in Kitwe. The study was only limited to four secondary schools; Hellen Kaunda, Kitwe Boys (public schools) and Convent and Lechwe (private schools). In addition, the job and needs satisfactions of the Zambian teachers were compared with the findings from similar studies both within and outside the field of education. In addition, the empirical findings from this study helped in describing or explaining the pivotal role of motivation on the needs satisfaction of Zambian teachers' in line with other

theories that were reviewed in this work. However, the emphasis of this research was on the need-based or content theories, with a glance at process and reinforcement theories.

However, the study was faced with the following challenges:

- Resources: traveling from school to school to get responses which were not given on time posed a challenge as it entailed more resources used.
- Time: a few key respondents took time in answering the questionnaire which pushed the work schedule even further. In addition, there was limited time to conduct the research as the researcher had to balance between work and school.
- Responses: during data collection, respondents were uncooperative in providing information (confidentiality issues).

1.6 Justification

The relevance and intrigue of this research may be seen in how far it supports or refutes prior claims about job satisfaction and motivation amongst Zambian teachers and, if possible, teachers around the world.

This research paper will benefit education planners, policy makers, educators, academics and human resource development and strategic managers interested in empirical information methods to conceptualise the issues that will be raised in this study and provide them with useful suggestions that might help them improve secondary schooling in Zambia. Multiple audiences exist for any text, thus it is the researcher's intention that the academic community will also find this paper a useful addition to school effectiveness and school improvement literature.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents the literature review. It highlights different aspects on job satisfaction and motivation. It looks at what other researchers have done and their findings. It looks at motivation as well as causes of demotivation.

2.1 An Overview on Job Satisfaction and Motivation

Employee job satisfaction and motivation can be studied through several broad approaches *vis-à-vis* content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Iiping et al 2009; Kovach 1987). An Organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance their motivation (Latham, 2006). Gbadamosi (2003) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (2000, p. 279), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hankin (2005), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dweck (1999) defined motivation as the intensity of a person's desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about.

It follows therefore that there is a relationship between motivation and job satisfaction, which is paramount in any organization's existence. However, the concepts of motivation and job satisfaction are often confused with one another. Petcharak (2002) citing Gibson, *et al.* pointed

out that the two terms are related but are not synonymous. They acknowledged that job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Petcharak (1991, p. 113) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Iiping et al (2009) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

2.2 The Concept of Motivation

The term motive usually is explained as desires, needs, emotions or impulses that make someone do something. Following this definition, motivation is the state of being incited to action. When we take into consideration work environment it becomes clear that work motivation refers to motivation within a work setting. Typically, it refers to employees' motivation to perform, stay and commit in a company, cooperate, lead or support a leader, help customers and so forth. Other authors have defined motivation as: *the psychological process that gives behaviour purpose and direction* (Kreitner, 1995); *a predisposition to behave in a purposive manner to achieve specific, unmet needs* (Buford et al. 1995); *an internal drive to satisfy an unsatisfied need* (Higgins, 1994); and *the will to achieve* (Bedeian,1993). Mitchell (1982) stresses that although there is some disagreement about the importance of different aspects in the definition of motivation, there is consensus about some underlying properties. Namely, that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behaviour. Mitchell (1982) also argues that motivation is concerned with action and the internal and external forces that influence one's choice of action. And that motivation is not the behaviour itself, and it certainly is not performance. In relation to this, Mitchell (1982) proposes his own definition of motivation: *"motivation becomes the degree to which an individual wants and chooses to engage in certain specified behaviours"*.

Furthermore, some authors define what motivation is by explaining where it comes from. In this approach work motivation has been defined as “a psychological process resulting from the reciprocal interaction between the individual and the environment that affects a person’s choices, effort, and persistence” (Latham & Ernst, 2006). In other definitions work motivation is associated with the goal attainment. People are motivated to do something if they believe it is likely that it will bring desired result. People who are well motivated take action that they expect will achieve their clearly defined goals (Armstrong, 2007). Kanfer (1990) as cited in Bjorklund (2001) stressed that motivation is a phenomenon which cannot be directly observed. The only way to infer motivational processes is to analyze streams of behavior caused by environmental or inherited factors which can be observed through their effects on abilities, beliefs, knowledge and personality.

However, there are some features of motivation that are common for most definitions. It can be observed from the examples presented above that when authors describe motivation they mention an action or behavior that is directed and sustained as a result of motivation. In other words motivation is usually described as an invisible force that pushes people to behave in a certain way.

Motivation can be divided into extrinsic and intrinsic motivation. Extrinsic motivation refers to external factors, which can be measured in monetary terms, such as salary and benefits, promotion and disciplinary action. Extrinsic motivators can have an immediate and powerful effect, but it will not necessarily last long. Intrinsic motivation refers to internal factors such as job satisfaction, responsibility, freedom to act, scope to use and develop skills and abilities and challenging work and opportunities for development. Intrinsic motivators which are concerned with the, quality of working life are likely to have a deeper and longer term effect. These two different aspects of motivation are connected to each other and cannot be seen in isolation.

2.3 Importance of Motivation

The achievements of individuals and organizational goals are independent process linked by employee work motivation. Individuals motivates themselves to satisfy their personal

goals, therefore they invest and direct their efforts for the achievements of organizational objectives to meet with their personal goals also. It means that organizational goals are directly proportion to the personal goals of individuals. Robert (2005), reported that the manager's job is to ensure the work done through employees are satisfied and the employees are self-motivated towards their work rather than just being directed. The managers' involvement is not so much important in the motivation of employees. The employees should motivate themselves to work hard. The major issue in all services organizations is the motivation of employees whether they are skilled or unskilled or professionals. Employee motivation is also a major issue for the commercial banks. It is a today's challenge for the management in this competitive world to motivate employees to offer efficient and good services that customers expect so for. The employees' motivation, their enthusiastic and energetic behaviour towards task fulfilment play key role in successes of an organization to benefit (Cheng, 1995). According to Petcharak (2002), one of the functions of human resource manager is related to ensure employees' workplace motivation. The human resource manager's function should be to assist the general manager in keeping the employees satisfied with their jobs. Another goal in organization is the goal for the services manager is to develop motivated employees and encourage their morale regarding their respective works. The employee work morale, such as supervisors, peers, organization, and work environment can be defined in a sense that the employee has the feeling and be conscious about all aspects of the job. The performance is poor if the employee is not satisfied and happy. Workplace dissatisfaction often leads organization and its employees' poor performance and migration.

2.4 Levels of Employee Motivation

According to research conducted by Mosley, Megginson, and Pietri (2001), there are three levels of employee's motivation;

- (1) The direction of an employee's behaviour. It relates to those behaviours which the individuals choose to perform.
- (2) The level of effort. It refers to how hard the individual is willing to work on the behaviour.

- (3) The level of persistence. It refers to the individual's willingness to behave despite the obstacles.

They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies would have a different motivational impact on diverse people.

Daschler and Ninemeier (1989), conducted research and investigated what employees may seek from the work environment. Their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employee's motivation. The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals. An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled. Most employees want:

- a) Fair and consistent company policies in matters affecting them.
- b) Management they can respect and trust
- c) Adequate working relationships with managers and co-workers
- d) Acceptable salaries and working environment
- e) Appropriate job security assurance
- f) Favourable job status.

The other important factors that can fulfil and motivate employees are; challenging work, work that yields a sense of personal accomplishment, expression of appreciation for good performance, increased responsibility and the chance to grow in the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees.

2.5 Causes of Demotivation

The demotivation causes differs from one person to another. Sometimes, secondary initiatives cause demotivation for the person such as the routine daily job.

The causes of demotivation can be classified to three categories. The first category of demotivation is of financial sources. The second category is the work environment initiatives. The last category is the outside environment related to the organization indirectly such as the transportation of employees and the conditions of people doing the same job in the other organizations.

2.5.1 Financial Sources of Demotivation

There are five different ways in which an organization can reward its employees according to its perception of their individual merit. Three of these are piece work, the distribution of equity and profit shares. The fourth is the allocation of one-off bonuses, often on the completion of a particular project or in recognition of a specific contribution. The fifth is performance-related or merit pay, which, once agreed, becomes a regular part of the employees' salary and is usually taken into account for pension purposes. According to Murlis (1992) this form of performance-related pay may be organized in four ways. Firstly, arrangements may be made for those perceived to be performing well to proceed more quickly up an incremental scale. This often occurs in unionized organizations, as it is compatible with a negotiated uniform salary structure, but it has two main drawbacks – good performers get stuck on the top of the scale, and even the poor performers will get there eventually.

The follow of such methodology of the evaluation of employees in the organization may initiate the demotivation of the employees to due to the partial decrease of the employee to produce with time, in one hand. On the other hand, this type of paying may cause biased paying for the different employees as it depends on the body structure and the ability of the employee to produce. Under this arrangement, higher increases may be paid to those who perform well when relatively new to the job - on the grounds that people with more years of experience could be expected to perform well, whereas the new ones are still learning. This may forms a special type of demotivation for the new employees inside the organization. The third form of performance-related pay, which, again, often occurs in unionized work places, is performance-related increases in addition to a cost of living increase for everyone. If this type of payment is not existed in any organization it

creates the demotivation for the employee, which resulted in decreasing his performance inside the organization. The prospect of earning more money is assumed to motivate workers to work harder and/or more effectively. But a worker who does not have the ability to perform well under this system, it will be considered the initiation of demotivation inside the organization.

Empirical studies of some organizations, which introduced performance-related pay show that it this system may cause demotivation effect. Lazear (1999) studied a car windscreen fitter over the nineteen months in which it changed its pay structure by switching to piece rates and increasing its output by 44%, half of which was attributed to improved working by the existing staff and half to improved recruitment. Fernie and Metcalf (1996) found that jockeys performed better when paid according to results than when paid under a retainer system. Because of this, overtime, the retainer scheme became less popular, though it is not explained how this success could be maintained.

Murnane and Cohen (1986) claim that performance-related pay works best where there are clearly measurable outcomes, and, although this applies to fitting windcreens and racing horses, it is not true of teaching, unless pupil test results are the sole criterion of success. There are other public sector jobs with hard to measure outcomes, however, where performance-related pay has been introduced and its motivational effect observed. Marsden and Richardson (1994) studied the effects of the introduction of performance-related pay into the Inland Revenue and found that staff did not report that their motivation had improved. Asked if performance-related pay had led them to change in line with a range of objectives such as improve the quality or quantity of their work, work harder or give sustained high performance, a large majority replied negatively. Marsden and Richardson concluded that: "The positive motivational effects of Performance Pay...were at most very modest...Even worse, there is clear evidence of some demotivation." (p.253) Similarly, Marsden and French's study of performance-related pay in public services (1998) found that most staff did not believe it had raised their own motivation, though about a half of civil service and hospital line managers believed that it had raised productivity and, to a lesser extent, quality. Richardson (1999), in his report considered studies into the introduction of performance-related pay in local government,

which again rely on self-reported judgments about individual behaviour. While over half of the local government respondents said that performance-related pay had had an impact on their work behaviour, a large majority did not believe that they worked harder. When considering the finding that workers did not believe performance-related pay had motivated them, however, it should be remembered that the admission that one works harder for extra money is not easy to make as it involves admitting that one could have worked harder previously but chose not to. Indeed, it may be especially difficult for those involved in public service rather than private industry. It also should be remembered that even if all employees do not work harder or more effectively, improving the performance of between 12% and 30% may be considered worthwhile (as long, of course, as the other 70% - 88% are not demotivated and working less effectively). The motivation of some workers inside the organization may be accompanied of demotivation of others.

2.5.2 Inside Organization Demotivation Factors

Demotivation inside the organization could be found when the employee spend many years working in one organization while the method of payment did not allow him to achieve any development on the financial aspects.

Fear of job loss following a merger or an acquisition was the number one worry among senior executives in the thousand largest U.S. companies in the 1990s. Such feel is considered a principal factor to make the employee feel of demotivation. Even in organizations that have not merged or been acquired, employees have learned (from first-hand experience in past jobs or vicariously from their neighbours, friends, or relatives) about the stress and anxiety associated with organizational transition.

In organizations that downsize through layoffs or hiring freezes, surviving employees have to work harder to cover the tasks of others. Fewer support staff or other resources are available to help get the job done. The new workplace offers scant advancement opportunities as management levels are eliminated and career paths are obscured. All of this prompts people to ask what the payoff is for working so hard.

In the past decade, professional, managerial, and other white-collar employees joined blue-collar employees (the target of job cuts and wage freezes in past economic downturns) in suffering through layoffs, reduced benefits, and a falling quality of life. Though always painful, these conditions are more tolerable when one perceives them as being shared by others and leading to some payoff later on. Employees worry about the next wave of layoffs while executives are buffered by generous golden parachute arrangements.

People are not unwilling to work hard or to commit to the business objectives of their workplaces. Instead, they have become consumed by fear and suspicious of management declarations that “everything is under control” or “its business as usual” when there is obvious evidence to the contrary. In many organizations, employees have grown cynical of programs under the rubric of “rightsizing” or “reengineering” that produce little in the way of real positive change. As employees feel they are receiving less from their employer, they give less in return. The previous factors indirectly are formed a demotivation initiative for the employee. When the employee spent working in an organization many years and he loose his position in a moment he will be demotivated and his workmates will be demotivated, too. The unorganized work will break down the employee in many aspects and initiate demotivation. The lack of employee rights to move the scale of promotion will be a source of demotivation. The unhealthy context of an organization will built the demotivation response of the employee.

2.5.3 Outside Demotivation Factors

The outside factors are related directly to the inside factors. The outside life components of any employee are dependent on the inside factors of the organization. The level of social life the employee can achieve is built through the employee job. The satisfaction of the position the employee play in one organization is dependent on the ambition of the employee and the position the others achieved sharing him the time of working and the effort giving in work. The relaxation the employee gets outside the organization created by the organization itself helps him to get satisfaction and improves his performance.

2.6 Summary of Literature Review

Demotivation can be resulted of many factors inside and outside the organization. The factors inside the organization are related to the financial aspects achieved by the employee. The low income as compared to the effort is considered the principal cause of demotivation. One other important factor cause demotivation is the slow development of the employee inside the organization that leads to demotivation. One more factor is the fear that the employee may get of losing his job or to be replaced by any other person who has more qualification may lead to demotivation. Outside the organization demotivation factors are summarized through the achievements that one employee can get through his work on the social and life levels. Low achievements lead to demotivation.

Motivation in the workplace is a broadly researched topic (Rynes *et al*, 2004, etc.). Earlier research has been conducted by Maslow (1943) and Herzberg (1959), who were pioneers at their subject. Lots of definitions have been composed, e.g. Herzberg's definition of motivation in the workplace is: *performing a work related action because you want to* (Herzberg, 1959). And some disagreements took place about the importance of certain aspects, but consensus is in the facts that motivation is an individual phenomenon, it is described as being intentional, it is multifaceted and that the purpose of motivational theories is to predict behaviour (Mitchell, 1982).

The distinction between intrinsic and extrinsic motivation is also explained. Namely, individuals are intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work. And individuals are extrinsically motivated when they engage in the work in order to obtain some goal that is apart from the work itself (Amabile, 1993). Both intrinsic and extrinsic motivators are important in motivating employees (Herzberg, 1959). It must be argued that managers must not focus on the most important factors solely. Since, according to Herzberg (1959) managers need to address all hygiene and motivator factors to motivate employees.

2.7 Motivational Theories

A motivated and qualified workforce is crucial to increase productivity and the quality of the organisational services in order to achieve organisational objectives. The challenge and dilemma for many managers is how to create this type of motivation (Dweck, 1999:1). While there are many theories surrounding the notion of motivation, two distinct areas of motivation are usually mixed (Dweck, 1999). That is the emphasis placed on motivation to be rooted in a job and motivation to perform (Dweck, 1999). Both are very vital and managers have to critically understand the impact of their activities in both areas (Dweck, 1999). Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Harpaz, 1999). Workers have needs which a workplace must fulfil in order to avoid demotivation. When workers lack motivation they tend to resort to anti-work behaviours such as absenteeism, negligence of duty, late-coming, failure to meet deadlines, display of open frustration and all these factors work negative to the performance and credibility of an organization. Organizations need to place all efforts to ensure that incentives such as intrinsic motivators, extrinsic motivators and performance management approaches are used in order to retain, attract, increase workers efforts, satisfaction and commitment. Different theories have been established by different researchers, however, for this research only Herzberg's Two Factor Theory was considered. The theory led to the formalization of the conceptual framework.

2.7.1 Herzberg's Two Factor Theory

Two-factor theory is heavily based on need fulfilment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. They classified Hygiene Factors as dissatisfied and motivating factors as satisfied. The motivating factors are those factors that make workers work harder and classified them as follows: achievements, recognition, work itself, responsibility and advancement. His theory not only describes employees' needs but also goes further and presents how to enrich jobs and make workforce more motivated (Fincham & Rhodes, 2005). Herzberg indicates that

job satisfaction and job dissatisfaction are not opposite phenomena (Herzberg, 1966). According to him the opposite of satisfaction is rather no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg suggests that satisfaction and dissatisfaction are produced by different factors. People are satisfied at their work by factors related to content of that work. Those factors are called intrinsic motivators and contain achievement, recognition, interesting work, responsibility, advancement and growth. Factors that make people unhappy with their work are called dissatisfiers or hygiene factors. Herzberg found the following dissatisfiers: company policy, supervision, working conditions, interpersonal relationships, salary, status, security. What makes them different from motivators is the fact that they are not related to the content of the work but to the context of the job.

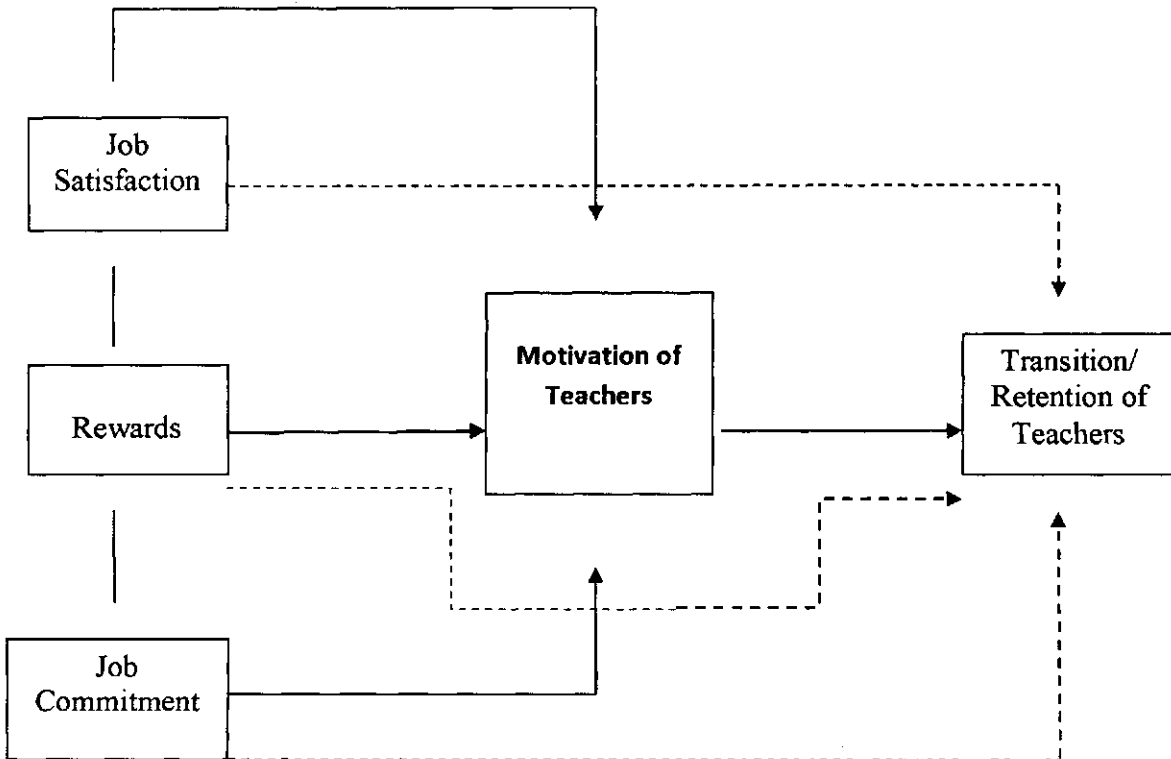
Table 1: Herzberg's Two Factor Theory

Motivators (leading to satisfaction)	Hygiene's (leading to dissatisfaction)
Achievement	Company policy
Recognition	Supervision
Work itself	Relationship with boss
Responsibility	Work conditions
Advancement	Relationship with peers
Growth	Salary
	Security

Source: Fincham and Rhodes (2005).

2.8 Conceptual Framework

Figure 2: Research Conceptual Framework Model



Interpretation of the conceptual framework Model

The diagram above shows that, when there is good job satisfaction, there will be a clear understanding of employee retention and there by having a motivated staff, in addition to that if the rewards systems and benefit structure is tailored to having a balance between employee needs and the organization objectives motivation will be achieved and in turn they will be (work content, payment, promotion, recognition, working conditions, benefits, personal, leadership/supervision and general process) and training and development as inputs to the whole Staff retention process, this should in turn translate to an improved performance of teachers that should contribute positively to the economy and the social aspect of the country.

From the illustrated diagram, it clearly shows that;

Job Satisfaction has an impact on the motivation of teachers and thus affects the commitment and work attitude of teachers.

There is a positive relationship between the Job Satisfaction and the transition and/or retention of teachers.

Job Satisfaction:

Job Satisfaction is a general expression of employee's positive attitudes built up towards their jobs. In contents motivation the assumption is that workers satisfied with their jobs are more productive, effective, and in a better approach about their jobs compared with those who aren't satisfied with their jobs. One of the most important theories which explain the job satisfaction is Lawler's theory. He explains job satisfaction in four basic conditions: *The Fulfillment theory* which explains the reaching of the thing needed. The Discrepancy theory, difference, contradiction and conflict theory. The Equity theory, about equality and the fourth one is The Two-factor theory. According to the Fulfillment theory, the basic rule of the happiness of workers is to satisfy their demands and getting their wishes. *The Two-factor theory* regards the elements of reasons of fulfillment. Negative elements are lower wages, no job guarantee and such factors. Fulfillment elements are, as Herzberg (1976) stated; realization of worker himself and reaching his goals. By his two factor theory, Herzberg advanced Maslow's main, physiologic and self-realization theory and fortified it with his. Maslow's theory is based on the comparison of the best and worst conditions at work. The conditions in which the workers fell well are called the motivators; the bad conditions are called defensive factors (hygiene)

Rewards:

Vroom is the father of Expectancy theory. According to this theory, individuals make choices based on their perceived expectancy that certain rewards will follow. Translated, this means that they are only motivated to act in a specific way if they believe that a desired outcome will be attained (Al-Mashaan, (2003).

In organizations, this means that individuals will choose to perform at a level that results in the greatest benefit. They will therefore work hard if they expect this effort to lead to desirable

rewards such as salary increase, promotion or recognition (Chopra et al, 2008). Given this, it is important to tie performance to rewards.

Staff Training and Development:

Training is a key retention factor for employees at any age. Statistical evidence indicates job training is a critical factor for personal (behavioral) and professional (technical) development (United States Department of Labor, 2009). The availability for all employees having access to training and development programs is critical in facilitating organizational growth, particularly with performance and technological improvements (Boomer Authority, 2009). Research supports that both the organizational benefits and cost savings associated with training programs outweigh the initial cost it incurs (Prenda & Stahl, 2001). Eisen (2005) states that training programs available to all employees correlate with a 70% increase in employee retention rates. Research indicates training methods that engage workers with career challenges, advancement opportunities, work incentives, competitive wages/benefits, and supportive work environments are effective retention strategies for employees of any age (Eisen, 2005). Evidence supports the conclusion that access to regular training programs enhances growth, prosperity, and retention for both employees and employers (Amble, 2006). Research provided by Berryman & Vaughan (1989) and McIntosh (2001) indicate a relationship between enhanced training foundations (competencies, efficiencies, and intelligence) and advanced development of best practices, cross training, mentoring, and technology changes for all employees. Training benefits (tangible or intangible) correlate with higher levels of consistency, competency, productivity, adaptability, independence, and loyalty in employees at any age (Agrel, et al., 2008; Boomer Authority, 2009; Yazinski, 2009).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section of the research presents the research methodology and presents various aspects such as the research design, target population, sample size, methods of data collection, data analysis, limitations, ethical consideration among others.

3.1 Research Design

A survey research design was employed in this study to investigate job satisfaction and motivation of secondary school teachers in Kitwe and why the move from private to government schools. The thematic foundation of this research study rests on Herzberg's Two Factor Theory. This was a qualitative research study that offered an in-depth explanation of the phenomenon under investigation as well as generated information related to job satisfaction and motivation. This design was considered relevant in asking the 'what' 'how' and 'why' questions/elements that fed into the conceptual framework. As such the methodological paradigm for this research was selected as the approach allowed respondents to explain their experiences during transitions i.e. the processes involved and the main reasons.

3.2 Target Population

The research considered four secondary schools of Kitwe town; Hellen Kaunda, Kitwe Boys, Lechwe and Convent High schools and the population of the study consisted of all the teachers (accessible) of the schools in Kitwe (target). The population was comprised of head/deputy teachers, teachers and key informants (Debs Office, retired teachers, among others) whom were randomly selected.

3.3 Sample Size

A convenient sample size of 50 participants who were randomly selected were amongst the respondents.

Table 2: Structure of Respondents

Target Groups	Questionnaires
Head/Deputy Teacher	8
Teachers (four schools)	24
Key informants	18

3.4 Data Collection

The research instruments used were questionnaires, both general interviews and interviews with key informants as well as secondary data to gather data for the study. Section “A” of the research questionnaire described respondents’ background information, categories include: gender, age, status, education level, and length of service. Section “B1 and B2”, on the other hand describes possible job satisfaction and dissatisfaction variables. The questionnaire was made up of 6 items in section ‘A’ and 12 items in section ‘B1’. Respondents were asked to rank some possible items on job related sources of satisfaction and motivation from the most important 1, 2, 3... to the least important 10, 11 and 12. Section ‘B2’ contains 17 items of job related sources of dissatisfaction and was constructed along a four-point likert-type scale (summated) of not dissatisfied (1), not so dissatisfied (2), dissatisfied (3), and strongly dissatisfied (4). A summated rating scale, one type of which is called likert-type scale, is a set of attitude items all of which are considered of approximately equal “attitude value” and to each of which subjects respond with degree of satisfaction and dissatisfaction (intensity) (Kerlinger 1973, p. 496).

3.5 Data Analysis

In the analysis, the SPSS version 16.0 software program and Microsoft excel were utilized. In addition, interview data was textual. Interview transcripts and notes were generated immediately after each interview. This was important because the recall period was short. Data analysis themes were generated in relation to each research question and objective. In addition, the distributed questionnaires were screened for uniformity and coded. To arrive at the intended

analyses, the participants' responses were keyed into SPSS to draw up frequency tables thereafter the drawing of graphs.

3.6 Ethical Issues

The study involved discussions with key government officials as well as teachers from both the public and private sector which in itself demanded that care be taken for those taking time to provide information. The study ensured confidentiality as well as anonymity for all respondents. This instilled confidence and trust into the participants. Respondents were assured that the information would be analyzed and used for the purpose of the study only and that it was not used for any attribution.

3.7 Limitations of the Study

There was a limitation of time and budget in conducting field survey. During data collection, certain respondents were un-cooperative in providing information (confidentiality issues). Specifically, they were not interested to fill an open question. Lack of record keeping and documentation in the selected schools proved to be a challenge.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 INTRODUCTION

This section of the research presents data analysis and interpretation. It gives the demographic profile of respondents and then the key findings.

4.1 Demographic Profile of Respondents

4.1.1 Age of Respondents

The majority (47%) of the respondents were in the age group of 31 – 40 years, those in the age class of 41 – 50 years were represented by 32%, those above 50 years were represented by 13% and 8% of the respondents were 20 – 30 years.

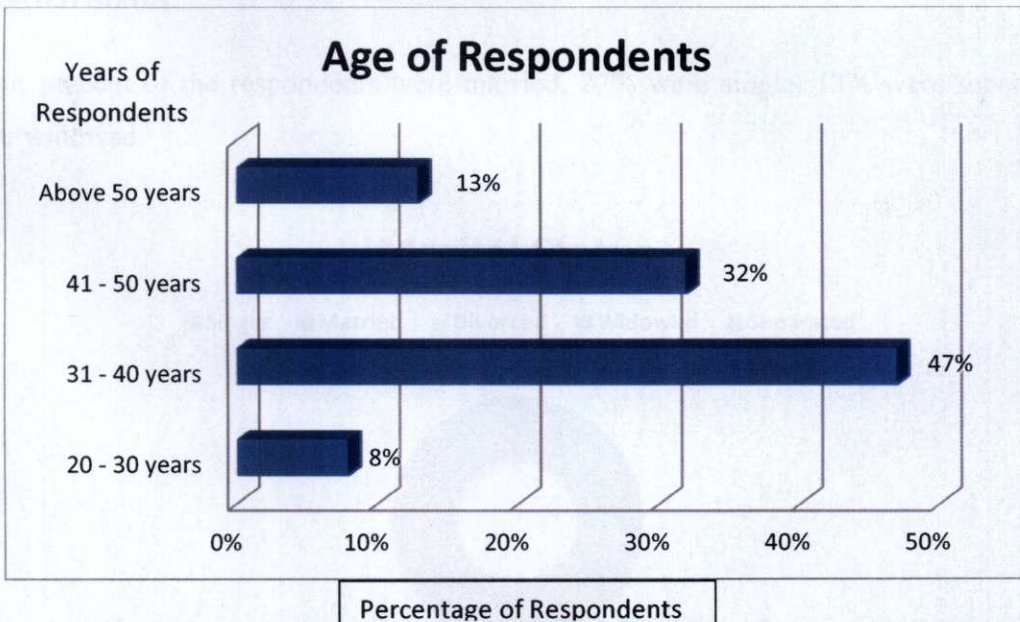


Figure 1: Age of respondents

4.1.2 Gender of Respondents

As revealed by the study, most respondents (62%) were male and 38% were female.

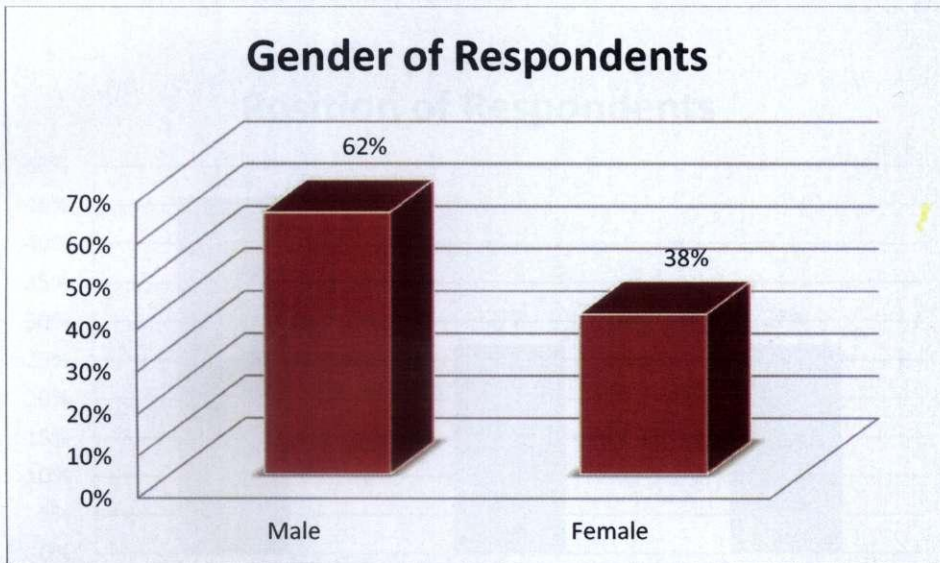


Figure 2: Gender of respondents

4.1.3 Marital Status

Fifty four percent of the respondents were married, 27% were single, 13% were separated and 6% were widowed.

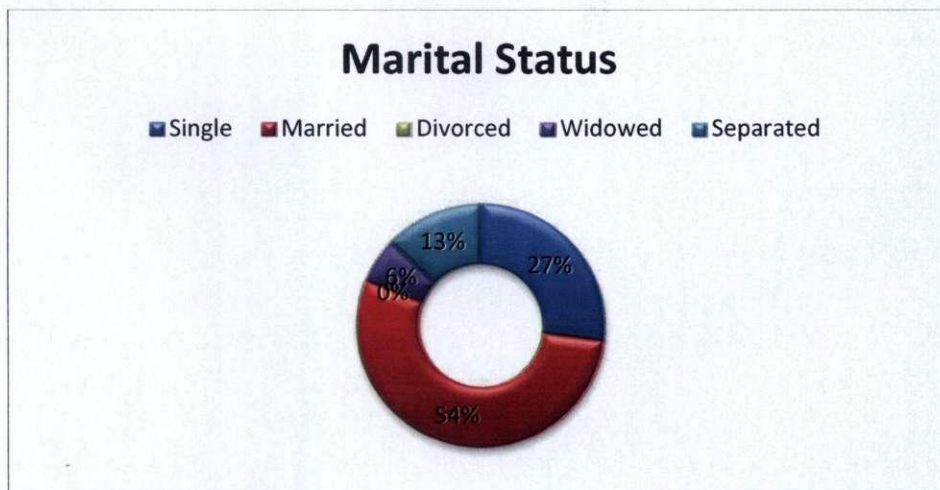


Figure 3: Marital Status

4.1.4 Position of Respondents

The study established that 46% of the respondents were teachers, 27% were head teachers and 27% indicated other which included senior teachers.

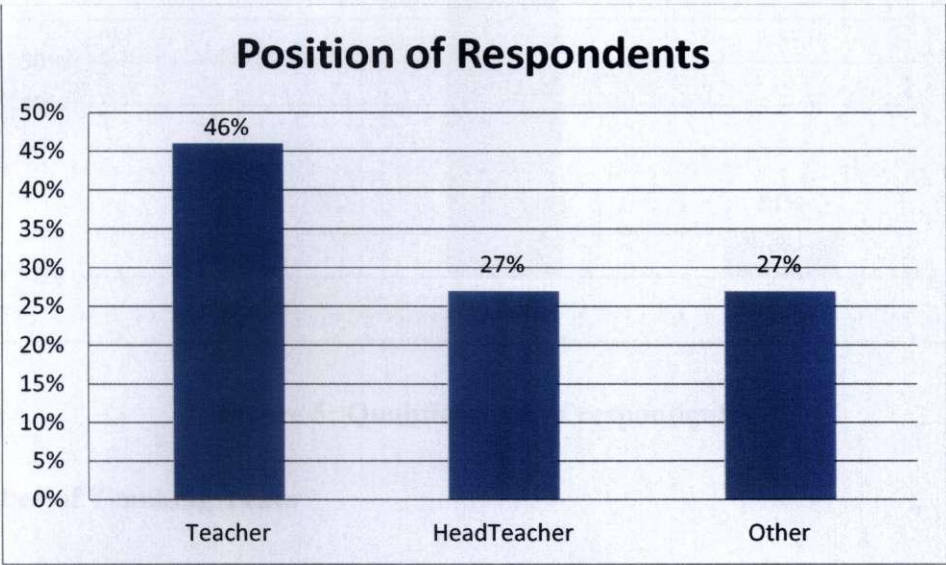


Figure 4: Position of Respondents

4.1.5 Qualifications of Respondents

Most of the respondents (80%) were diploma holders, 11% had degrees and 9% were certificate holders.

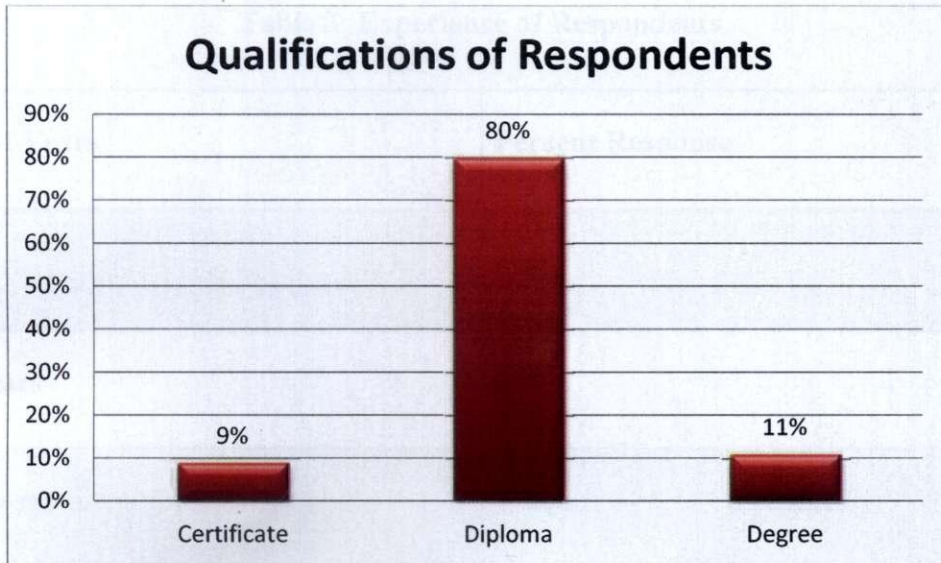


Figure 5: Qualifications of respondents

4.1.6 Number of Teaching Years

In trying to find out on the experience, respondents were asked to indicate on experience. The study found that the majority (48%) of the respondents were in the experience range of 0 – 10 years, 23% were in the experience range of 11 – 20 years, 17% were in the range of 21 – 30 years and 12% were above 30 years.

Motivation Used on Employees



Figure 6: Motivation of employees

Table 3: Experience of Respondents

Number of Years	Percent Response
0 – 10 years	48%
11 – 20 years	23%
21 – 30 years	17%
Above 30 years	12%

4.2 Motivation Used on Employees

Fifty four percent of the respondents said training programs, 18% incentives, 15% bonuses and 13% promotion.

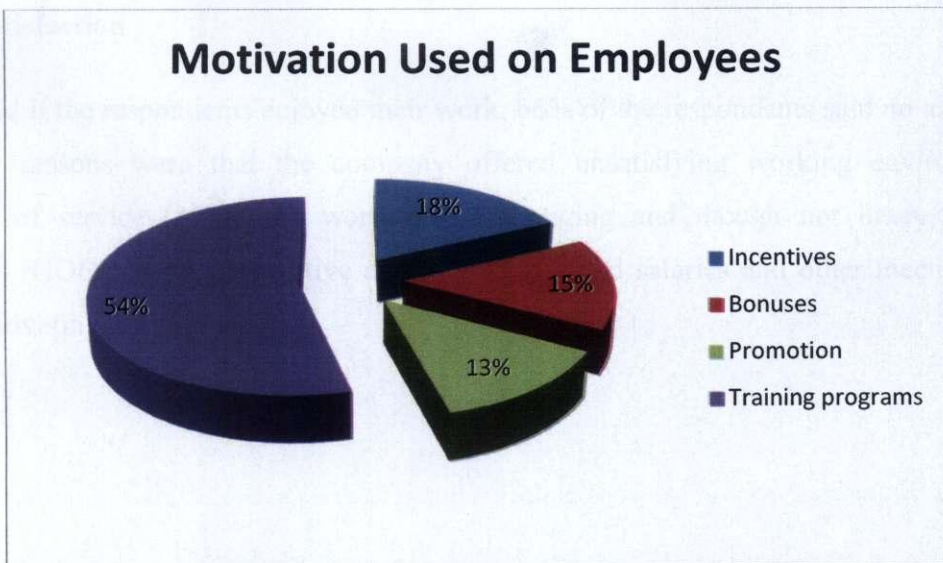


Figure 6: Motivation of employees

4.3 Impact of Motivation on Retention

When asked if the motivational methods used by the organisation had an impact on teacher retention, the majority of the respondents said yes (72%) and 28% said no.

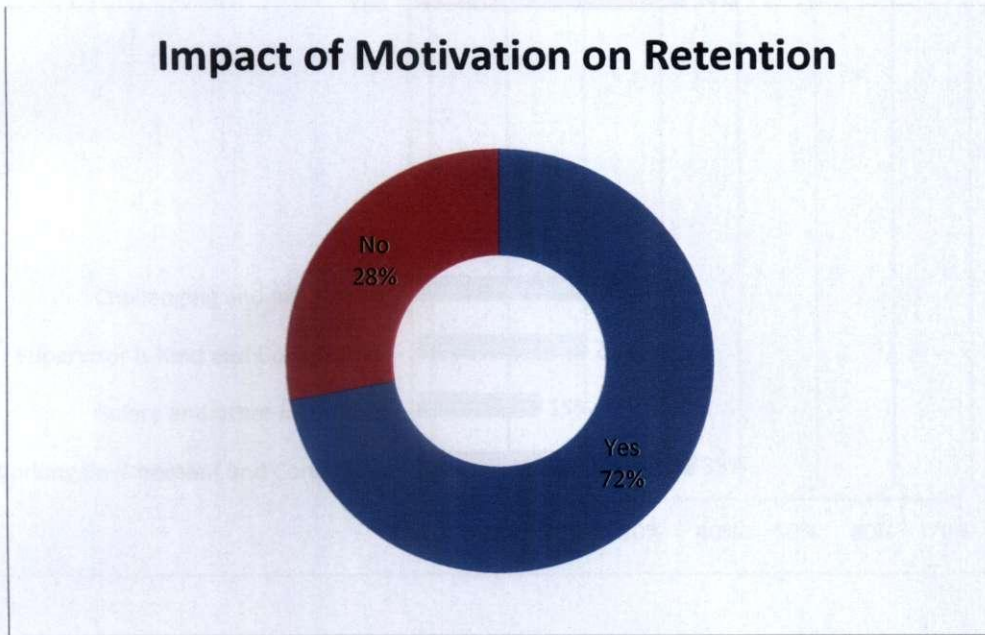


Figure 7: Impact of motivation on retention

4.4 Job Satisfaction

When asked if the respondents enjoyed their work, 66% of the respondents said no and 34% said yes. Their reasons were that the company offered unsatisfying working environment and conditions of service (35%), the work was challenging and though not interesting (29%), supervisors (HODs) were cooperative and kind (21%) and salaries and other incentives (15%) were demotivating.

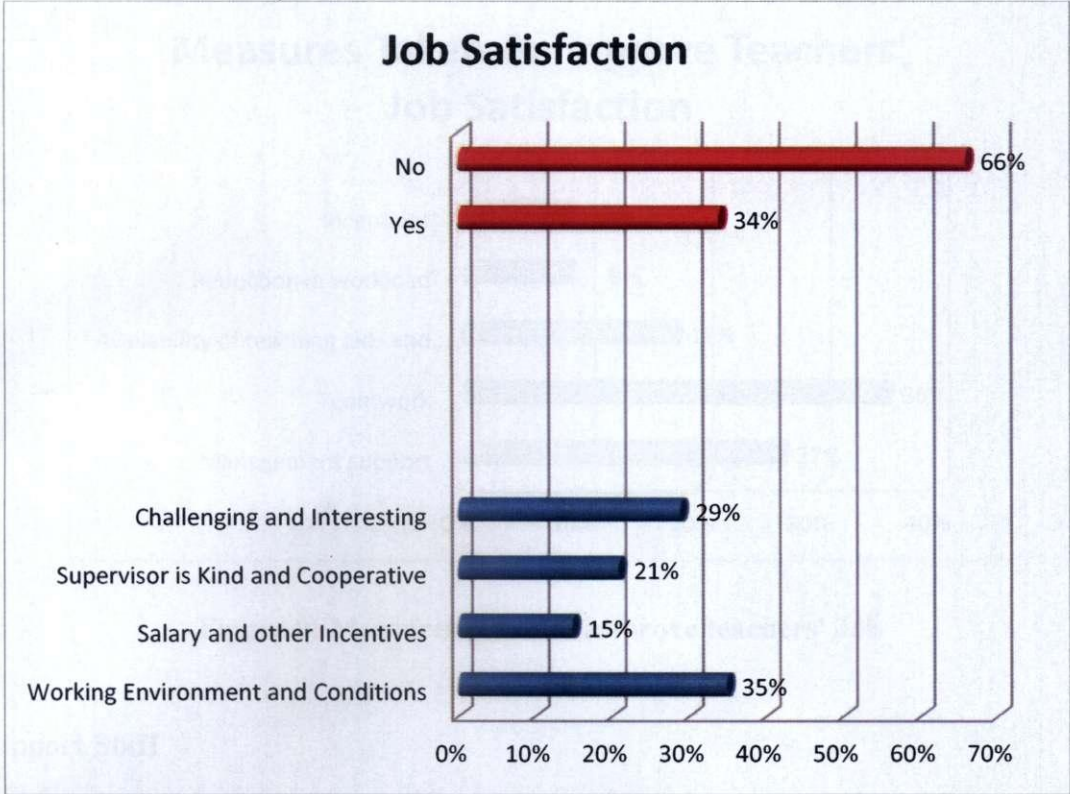


Figure 8: Job Satisfaction

4.5 Measures Taken To Improve Teachers’ Job

The majority of the respondents (36%) said teamwork, 27% said management support, 18% said availability of teaching aids and materials, 9% said incentives and another 9% indicated reduction in workload as teachers in the private sector were overloaded with too many classes and overall work in trying to compete with other private schools and uphold their school reputation.

Measures Taken To Improve Teachers' Job Satisfaction

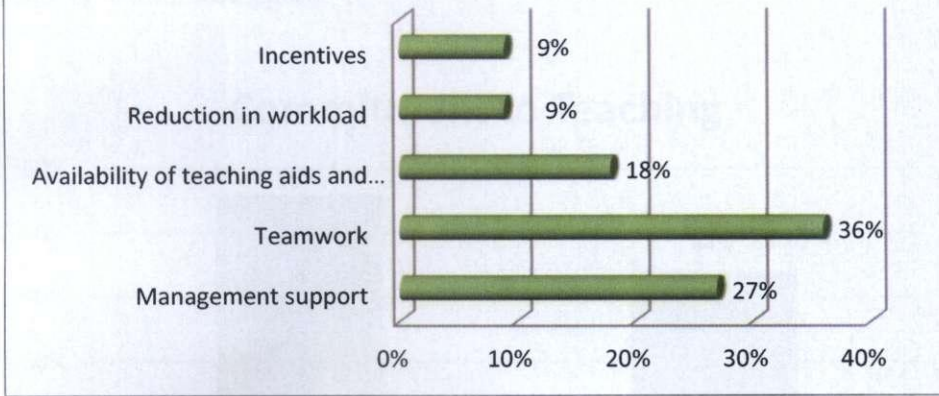


Figure 9: Measures taken to Improve teachers' Job

4.6 Support Staff

The majority of the respondents (43%) indicated disagree, 39% indicated agree and 18% were neutral.

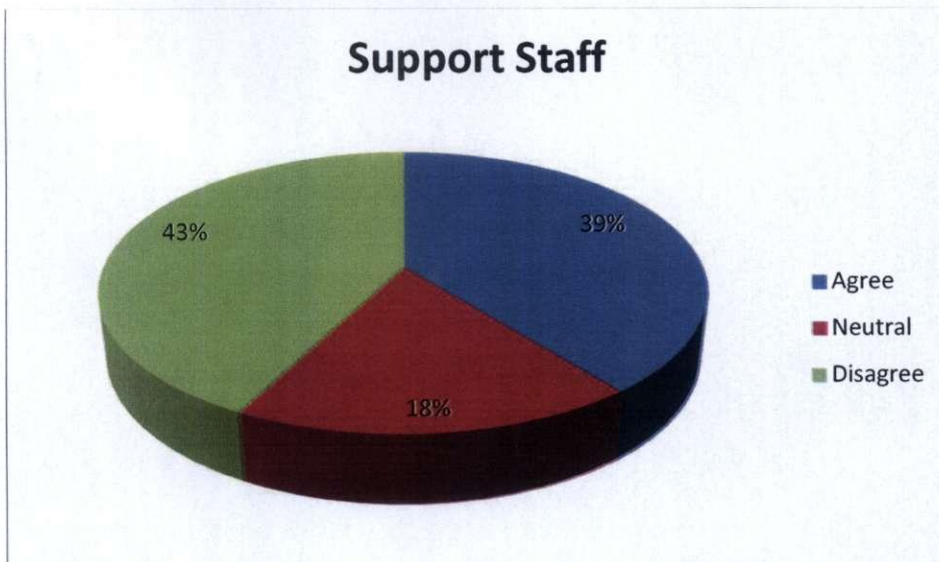


Figure 10: Influence of support staff

4.7 Commitment to Teaching

The study found that most respondents (56%) strongly agreed on the statement on commitment to teaching and 44% indicated agree.

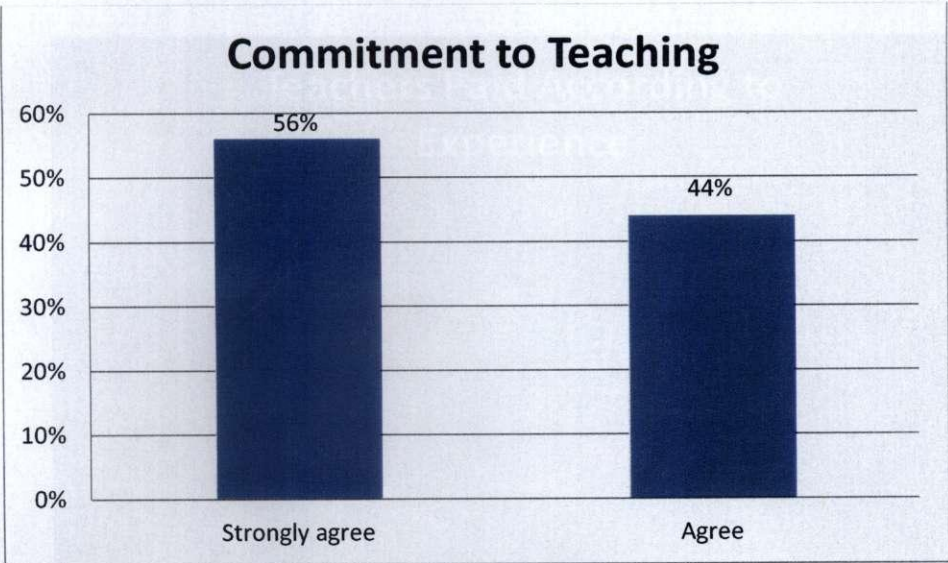


Figure 11: Commitment to teaching

4.8 Teachers Paid According to Experience

On the perception on whether teachers should be paid on merit, 47% disagreed whereas 31% strongly agreed and 22% agreed.

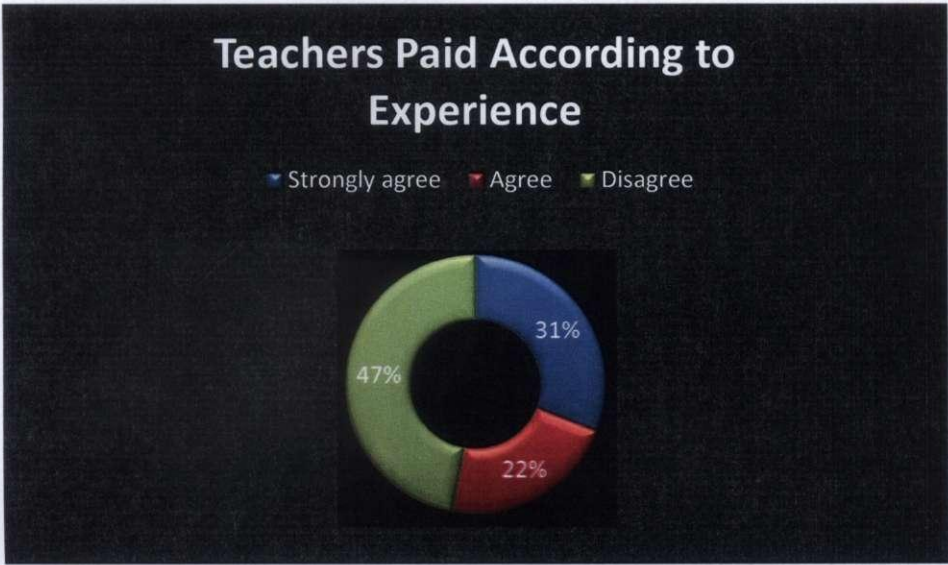


Figure 12: Teachers Paid on Experience

Jacobsen (as cited in Tomlinson, 1992) noted that the central premise of retention-related pay is that rewards can effectively motivate teachers to improve their stay.

4.9 Responses on Salaries

When respondents were asked whether their salaries were reasonable for the amount of work they do, majority of respondents agreed (51%), 24% were neutral, 15% disagreed and 10% strongly disagree.

CHAPTER FIVE

Table 4: Reasonable Salary

	Percentage Response
Agree	51%
Neutral	24%
Disagree	15%
Strongly disagree	10%

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 INTRODUCTION

This chapter presents the discussion on the findings of the study based on the data interpretation and analysis.

5.1 Discussion of Findings

The study established that the Ministry is using different motivation means in order to attract, retain and consequently improve the retention of teachers through incentives, bonuses, promotion and training programs. Teachers in government schools are given opportunities and where necessary leave for their training and development. This is in line with Griffeth and Hom (2001) who found that organizations recognize employee potential and invest into its employees through training and development and other means in order to maintain and retain them within the organizations.

Job satisfaction refers to a predominantly positive attitude towards one's job (Bergh and Theron, 2006). Factors that contribute to job satisfaction include a meaningful job, remuneration, working conditions and relationships with superiors and colleagues. These findings support the research findings as the research found the factors that motivated the teachers at the schools were; good working environment and conditions of service, challenging and interesting work, cooperativeness and kindness of those in leadership as well as salaries and other incentives such job security and bonuses.

It is also interesting to note Nel et al, (2004) also asserted that the content of the work itself is a major source of job satisfaction. Feedback from the job itself and autonomy are two important job related motivational factors. Some of the most important ingredients of a satisfying job, uncovered by surveys, include interesting and challenging work, work that is not boring and a job that provides status. Furthermore, Majority of the respondents expressed mixed feelings of

job satisfaction and dissatisfaction, which Bauman (2009) referred as *ambivalence*: when the subject debates amid contradictory impulses and emotions toward the same object. Usually many tend to think that ambivalence is a small thing but in the realm of life it is huge, to the point that some expressed they felt they had lost the reason for being in the private schools.

The study observed that like base pay plans, the major objective for most organizational fringe compensation programs is to attract, retain and motivate qualified competent employees. This in turn impacts positively on job retention. In addition, Gillingham (2008) also found that organizations both public and private rely on expertise of their employees in order to compete favourably and indeed gain competitive advantage in the international market. However recent studies have shown that retention of highly skilled employees has become a difficult task for managers as these category of employees are being attracted by more than one organization at a time with various kinds of incentives (Gillingham, 2008).

A number of factors have been articulated in order to explain the reason employees leave one organisation for another, or in some cases, leave the country. Abassi and Hollman (2000); Hewitts Associates (2006); Sherman et al. (2006) highlights some of these reasons as hiring practices, management style, lack of recognition, lack of competitive compensation system, toxic workplace environment. Others include lack of interesting work, lack of job security, lack of promotion and inadequate training and development opportunities.

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005).

The study found that the majority of teachers were comfortable with the salary they received. This was also cited as a factor that was motivating teachers to enjoy their profession hence impacting positively on their job. However, it should be noted that most respondents in private schools strongly disagreed to the assertion. In this line of thought, other researchers also found that wages have a significant impact on job satisfaction. Money not only helps people attain their

basic needs but is also instrumental in satisfying upper level needs such as esteem and self-actualization. People perceive their remuneration as an indication of what they are worth to the organization (Nel et al, 2004). Fringe benefits are also important but they are not as influential because employees normally do not know how much they are receiving in benefits (Luthans, 2000).

It was observable from the research findings that staff retention pulls out two major bearings for staff motivation, namely intrinsic or soft factors and extrinsic or hard factors that must be combined in adequate promotions to generate the much needed motivation amongst staff. Several research outputs provide proof to this assertion. As observed by Fincham and Rhodes (2005) argue that retention of employees needs to be managed and remuneration, development, career opportunity, work environment, performance management and work, family and flex time were identified as areas that impact on staff. Though this list does not exhaust some other major elements such as recognition, equitably practices, research it provides a good starting point. For instance (Yew, 2008) further established job satisfaction and affective commitment, as further attributes that positive played on the ability to garner staff commitment to the organisation. This study observed that previous studies have found that employee intentions to remain with an organization are influenced by three major groups of variable which are: employee personal characteristics such as gender, age, position level; the nature of an employee's current job; and adequate working arrangements including such aspects as the quality of current supervision, opportunities for promotion, available training, and quality of communication within the organization.

In addition, factors that contribute to job satisfaction include a meaningful job, remuneration, working conditions and relationships with superiors and colleagues. These findings support the research findings as the research found the factors that motivated the employees at the organization were; good working environment and conditions of service, challenging and interesting work, cooperativeness and kindness of supervisors as well as salaries and other incentives.

It is also interesting to note Dransfield (2000) also asserted that the content of the work itself is a major source of job satisfaction. Feedback from the job itself and autonomy are two important

job related motivational factors. Some of the most important ingredients of a satisfying job, uncovered by surveys, include interesting and challenging work, work that is not boring and a job that provides status. In addition, the study found that professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This section of the research presents the conclusion and recommendations of the study. It also suggests future research.

6.1 Conclusion

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system in Zambia. Findings in this study as well as in the literature suggest that effective teaching is difficult to measure. Administrators can have a great impact on motivational factors of teachers through strong leadership. Research presented in this study suggests that administrators who have a combination of great leadership with a shared vision will gain the better outcomes from teachers. The study established that as practitioners continue to search for what motivates teachers, there is a consensus that motivated teachers are essential in ensuring that students learn, schools improve, and education continues to progress. As teachers are the lifeline of education, administrators are assigned the role of creating a motivating atmosphere that is conducive by perceiving the needs of teachers.

The study revealed that the transition and/or retention of teachers is affected by factors that contribute to job satisfaction such as a meaningful job, remuneration, working conditions and relationships with superiors and colleagues. It was established that teachers are highly motivated by their salaries as well as the flexibility of the work schedule as they can be given time for training to further their development. The study highlighted that the roles and contexts of educators' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems.

The study found that the factors that made teachers to move from the private to the public sector at the schools were; good working environment and conditions of service, salaries, advancement of studies and other incentives such as job security and bonuses. Furthermore, training and

development of any organizational human resource is one of the key motivating strategies among employees. Over and above, monetary incentives and the work environment have proved to be the most pulling effect for teacher motivation in public schools as teachers are more interested in the allowance they receive. As such it can be concluded that situation factors motivate people the most.

In conclusion, job satisfaction and motivation affects the desire to leave an organization. The size of the organization can influence one's desire to leave due to the potential for advancement within the organization. Despite of both individual and situation factors affecting one's motivation, situation factors appear to be more reasons why teachers are leaving the private sector to join the public sector. This may be as a result of economic conditions which have a great impact on one's stance in decision making.

6.2 Recommendations

- In the area of teacher effectiveness, both career and non-career teachers reported that an effective measure was needed to assess teacher effectiveness. An effective teacher evaluation instrument is needed to assess teacher effectiveness. Moreover, the teachers cited a need to reward good teaching in the classroom rather than extracurricular activities, which do not reflect classroom instruction.
- Incentive, merit pay, and pay-for-performance pay literature indicated that building level incentive pay also is important. School divisions should explore methods of rewarding entire staffs for improved student achievement.
- Teacher performance standards as they relate to effective teaching practices should also be considered in establishing criteria for incentive pay. Fincham and Rhodes (2005) identified direct instructional variables that consistently related to student achievement. Lazear (1999) identified the characteristics of a good teacher. Teacher effectiveness research should be a part of identifying the criteria by which incentive pay is administered.

6.3 Future Research

Future studies should perhaps focus on a comparison of leadership style and motivational factors. Furthermore, research should be conducted to gain insight on whether motivating factors will change for elementary, middle and secondary teachers. Using a smaller sample, a qualitative study could probe more deeply into understanding how teachers are motivated.

Additionally, it would be interesting to focus on demographics and teacher motivation. Factors such socioeconomic status of teachers, race of teacher or student could offer more insight as to motivational factors for teachers. Lastly it would be interesting to see if the results of this study were consistent with another sample in other towns using the same design, research questions and instruments.

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APPENDIX

THE UNIVERSITY OF ZAMBIA

QUESTIONNAIRE

Dear Participant,

My name is Beauty, I am a Post graduate student at the University of Zambia. I invite you to participate in a research study entitled **Assessing the Impact of Job Satisfaction and Motivation on the Transition of Teachers from Private to Government Schools**. A case study of Kitwe District. Your participation in this research is completely voluntary. There are no known risks to participation beyond those encountered in everyday life. I am assuring you that your responses will be purely for academic purposes and will remain highly confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your answers to this questionnaire.

Thank you for your assistance in this important endeavour.

INSTRUCTIONS

Please answer all questions

SECTION A: PERSONAL DETAILS

1. Age

- 20 – 30
- 31 – 40
- 41 – 50
- Above 50

2. Gender

- Male Female

3. Marital Status

- Single Divorced Widowed
- Married Separated

4. Position of Respondent

- Teacher Head Teacher
- Other (please describe)

5. Qualifications

- Certificate Diploma Degree Masters

6. Experience:

- 0-10yrs 11-20yrs 21-30yrs Above 30yrs

SECTION B:

7. What are some of the motivation do you know your school is currently using to motivate its teachers?

- Incentives Promotion Training programs
- Bonuses Other (please describe)

8. Do these motivational methods been used by the school have an impact on your retention?

-

Yes No Not sure

9. If you are not fulfilling the purpose of your job, what do you think is the biggest stumbling block?

Organization leadership Human resource office Your colleagues Yourself

Other (specify)

10. Do you feel you have enough support from the school to enable you perform well?

Yes No Not sure

11. Do you feel you have enough support from the people both above and below you?

Yes No Not sure

12. What do you think can be done to enable you be satisfied on your job?

Management support

Teamwork

Availability of teaching aids and materials

District support

Reduction in workload

Incentives

Other (specify)

13. Do you feel satisfied with you job?

Yes No Not sure

14. What do you feel should be done in order to make your job more satisfying?

Good pay

Good working conditions

Good physical environment

Adequate job security

Good working relations

SECTION C:

INSTRUCTIONS

Listed below are a number of items that describe how a teacher might feel about or react to various aspects of his/her job. Please use the scale of each item to indicate the extent to which you agree or disagree with each item. Tick one response for each item that best describes your reactions.

15. The principals for whom I have taught appreciated the effort I invested in teaching.

Strongly agree Agree Neutral Disagree Strongly disagree

16. I can reasonably expect to be dismissed if my performance is not adequate

Strongly agree Agree Neutral Disagree Strongly disagree

17. I set goals for myself and achieve them

Strongly agree Agree Neutral Disagree Strongly disagree

18. I like my principal to recognize my accomplishments.

Strongly agree Agree Neutral Disagree Strongly disagree

19. I spend some of my free time on a regular basis for self-improvement for teaching by reading professional articles, attending workshops and meetings, etc.

Strongly agree Agree Neutral Disagree Strongly disagree

20. I have the support of the entire staff in doing my work.

Strongly agree Agree Neutral Disagree Strongly disagree

21. I invest more hours per day in my job than do other people whose jobs are not related to education.

Strongly agree Agree Neutral Disagree Strongly disagree

22. I can stay in teaching as long as I want

Strongly agree Agree Neutral Disagree Strongly disagree

23. My student load is reasonable

Strongly agree Agree Neutral Disagree Strongly disagree

24. I think teachers should be paid on experience.

Strongly agree Agree Neutral Disagree Strongly disagree

25. One of the best things about teaching is seeing the students learn.

Strongly agree Agree Neutral Disagree Strongly disagree

26. I like my head teachers to ask me to do special jobs to help my school.

Strongly agree Agree Neutral Disagree Strongly disagree

27. My salary is reasonable for the amount of work I do.

Strongly agree Agree Neutral Disagree Strongly disagree

28. I set tougher standards for myself than my HOD sets for me.

Strongly agree Agree Neutral Disagree Strongly disagree

29. My co-workers think I am a good teacher

Strongly agree Agree Neutral Disagree Strongly disagree

30. Participating in opportunities for professional growth are important to me.

Strongly agree Agree Neutral Disagree Strongly disagree

31. My peers cooperate in sharing materials.

Strongly agree Agree Neutral Disagree Strongly disagree

32. My job as a teacher requires too much of my time after the close of the regular school day.

Strongly agree Agree Neutral Disagree Strongly disagree

33. Teaching is a secure profession.

Strongly agree Agree Neutral Disagree Strongly disagree

34. Supervising extracurricular activities is a reasonable expectation of teachers.

Strongly agree Agree Neutral Disagree Strongly disagree

35. My attitude toward work is to work only as hard as I have to.

Strongly agree Agree Neutral Disagree Strongly disagree

36. Teaching is usually challenging.

Strongly agree Agree Neutral Disagree Strongly disagree

Strongly agree Agree Neutral Disagree Strongly disagree

46. I like to supervise extracurricular activities.

Strongly agree Agree Neutral Disagree Strongly disagree

47. I plan to stay in teaching.

Strongly agree Agree Neutral Disagree Strongly disagree

48. My students' parents think I am a good teacher.

Strongly agree Agree Neutral Disagree Strongly disagree

49. A career teacher schedule is the best way to provide career advancement opportunities for teachers.

Strongly agree Agree Neutral Disagree Strongly disagree

50. My peers and I have open channels of communication.

Strongly agree Agree Neutral Disagree Strongly disagree

51. I want my HOD to tell me when I need to improve my performance.

Strongly agree Agree Neutral Disagree Strongly disagree

52. I like to spend a lot of energy to make my classes interesting.

Strongly agree Agree Neutral Disagree Strongly disagree

53. My principal and I have open channels of communication.

Strongly agree Agree Neutral Disagree Strongly disagree

54. Teaching is an important job.

Strongly agree Agree Neutral Disagree Strongly disagree

55. It is important to me to have others recognize the good job I do.

Strongly agree Agree Neutral Disagree Strongly disagree

56. I am personally responsible for part of the education of every student I teach.

Strongly agree Agree Neutral Disagree Strongly disagree

The principals I have worked for dealt fairly with teachers.

Strongly agree Agree Neutral Disagree Strongly disagree

Positive aspects about teaching outweigh the negative aspects.

Strongly agree Agree Neutral Disagree Strongly disagree

My HOD/Head Teacher values my educational opinion.

Strongly agree Agree Neutral Disagree Strongly disagree

THE END

THANK YOU!!!