

STATUS OF TEACHERS IN URBAN AND RURAL BASIC SCHOOLS  
OF KAFUE DISTRICT OF THE LUSAKA PROVINCE, ZAMBIA

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STATUS OF TEACHERS IN URBAN AND RURAL BASIC SCHOOLS  
OF KAFUE DISTRICT OF THE LUSAKA PROVINCE, ZAMBIA

0070807

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A dissertation submitted to the University of Zambia in partial fulfillment of  
the requirements for the award of the degree of the Master of Education in  
Sociology of Education

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2008



## DECLARATION

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

Signed: Hamaimbo

Date: 8/10/08

## DEDICATION

02/0087

To my late mother Esther Mweemba for her enthusiasm to ensure that I attended school even when I was not yet aware of the goodness of education and my sons Kwalombota and Michelo whose support and encouragement I will always appreciate.

## APPROVAL

This dissertation by Georgina Hamaimbo is approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education (Sociology of Education) of the University of Zambia.

Signed: *Georgina Hamaimbo*.....

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## TABLE OF CONTENTS

	<b>Page</b>
Declaration.....	i
Dedication.....	ii
Approval.....	iii
Copyright Declaration.....	iv
Acknowledgements.....	v
Table of contents.....	vi
List of Tables.....	ix
Acronyms.....	x
Abstract.....	xi
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
Background .....	1
Statement of the Problem.....	2
Purpose of the Study.....	2
Objectives of the study.....	3
Research Questions.....	3
Significance of the Study.....	3
Definition of Terms.....	4
Theoretical Frame Work.....	4
Organisation of the Study.....	5

<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>6</b>
Status of Teachers.....	6
Public’s perception of the Status of Teachers.....	9
Factors Contributing to Status of Teachers.....	12
Summary of Related Literature.....	20
<b>CHAPTER THREE: METHODOLOGY.....</b>	<b>23</b>
Introduction.....	23
Research Design.....	23
Study Population.....	23
Sample Size.....	24
Sample of Pupils.....	24
Sampling Procedure.....	27
Research Instruments.....	28
Data Collection Procedures.....	28
Data Analysis and Interpretation.....	29
Limitations of the Study.....	30
<b>CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS.....</b>	<b>31</b>
Findings from Pupils.....	31
Findings from Teachers.....	37

<b>CHAPTER FIVE: DISCUSSION OF FINDINGS.....</b>	<b>46</b>
Teacher's Status.....	46
Factors Affecting Teacher's Status.....	58
<b>CHAPTER SIX: SUMMARY, CONCLUSION AND</b>	
<b>RECOMMENDATIONS.....</b>	<b>66</b>
Teacher's Status.....	66
Factors Affecting Teachers' Status.....	68
Summary of Findings.....	69
Recommendations.....	70
Future Research.....	70
<b>BIBLIOGRAPHY.....</b>	<b>72</b>
<b>APPENDICES:</b>	
1. Pupil's Questionnaire.....	79
11. Teacher's Questionnaire.....	83
111. Focus Group Discussion Questions.....	88

## LIST OF TABLES

	Page
Table 1:	Distribution of Pupils by School by Location and by Sex.....25
Table 2:	Distribution of Pupils by Age.....25
Table 3:	Distribution of Teachers by Sex.....26
Table 4:	Distribution of Sample by Service.....27
Table 5:	Whether Teachers were Respected in Community.....32
Table 6:	Whether One would Like to be a Teacher..... 34
Table 7:	Type of Job that Pupils Would Advice a Relative to Take.....36
Table 8:	Whether one was Happy to be a Teacher.....37
Table 9:	Whether Teachers Felt that They Were Respected by Society ....39
Table 10:	Teacher Respect by Pupils and Teachers ..... 51

## ACRONYMS

DC	District Commissioner
FGD	Focus Group Discussion
DEBS	District Education Board Secretary
NISTCO	National In-service Training College
ILO	International Labour Organisation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific Commission
VSO	Voluntary Service Overseas

## ABSTRACT

This study gives empirical evidence on the status of teachers and factors that affect their status in urban and rural areas. It has been argued that teachers in different locations are accorded different degrees of status (Sidhu, 2005). The purpose of the study was to compare the status of urban and rural basic school teachers in the selected basic schools in Kafue District. The study also aimed at establishing factors that affected the status of teachers in urban and rural basic schools in Kafue District. Specifically the study aimed at analyzing and comparing the status of teachers and investigating factors that affected teachers' status in selected urban and rural basic schools in Kafue District.

The study was carried out in four basic schools-two urban and two rural-in Kafue District of Lusaka Province. The pupils and teachers that responded to the questionnaires were drawn from the sampled schools.

The sample in the study consisted of 39 teachers, 202 pupils and 40 community members from the communities around the sampled schools. Questionnaires were used to collect quantitative data from grade nine (9) pupils and teachers, while Focus Group Discussions were used to collect qualitative data from community members. Quantitative data were analysed using SPSS while qualitative data were analysed by use of themes and categorisation.

The findings were that:

1. The status of teachers both in urban and rural selected basic schools in Kafue District was, to a large degree similar. This was because the factors that affected the status of teachers were similar in both urban and rural schools. However, there was a minimal difference in the status, with those in rural areas enjoying slightly higher status than those in urban. The insignificant difference between the urban and rural teachers was because the factors that affected the status of teachers were similar in both urban and rural schools.
2. Among the major factors which the respondents indicated as affecting the status of teachers were low salaries, lack of housing or accommodation and lack opportunities for professional development and further studies.
3. Though it was found that teachers' salaries were generally low, coupled with lack of decent accommodation and lack of opportunities for professional development, teachers teaching in both areas enjoyed respect from the pupils and public. This was attributed to the fact that the profession was perceived as contributing to national development both at community and national levels.
4. The pupils who indicated that they would not want to take teaching as a career cited low salaries and lack of decent housing as some of the major reasons.

Based on the findings of the study, the following recommendations were made.

- The government should improve the general conditions of service for teachers.

Their conditions of service should compare favourably to those of other professions with similar or equivalent qualifications. Specifically,

1. Housing allowance should be increased to enable teachers who do not own houses to rent decent houses. Further teachers entitled to housing or any other allowances such as rural hardship should be paid on time.
2. For teachers in rural areas, community members should be sensitised so that they can take responsibility of housing the teachers. For example, communities can build decent houses for teachers using locally available materials.
3. Teachers should be availed opportunities for professional development. This may act as a motivating factor to teaching and also to staying in the profession.
4. The government should show appreciation, recognition and value to the contribution teachers are making to the nation. While some efforts have been made; for example, observing a Teachers' Day, this day could be made a public holiday. Another way would be, from time to time, making positive comments in the media about teachers and their work and how they contribute to national development.

## CHAPTER ONE

### INTRODUCTION

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

Since independence in 1964, Zambian teachers have been faced with a problem of declining status (Mwanakatwe, 1974; Timberondwa, 1975 and Chakulimba, 1986). Teachers are no longer held in high esteem. According to Timberondwa (1975), before independence the teaching profession was perhaps one of the highly respected and envied professions among the Africans. The teacher was second to the District Commissioner (DC) in the number of eggs and chickens he or she received from the people around in appreciation of his / her service. Unfortunately the “golden age” for teachers is gone and perhaps gone for ever. Nowadays all the teacher can receive for his or her services is constant ridicule from students, pupils and the public.

Members of the public look down upon teachers and the teaching profession in society. Regardless of whether the teacher is a university or college graduate, he / she is perceived as one who had nothing better to do and therefore ended up taking teaching as a career (VSO, 2002). But, Sidhu (2005) observes that the perception of the teacher by the public is relative because teachers are held in very high esteem in some areas and not in others. In rural areas teachers are held in high esteem, while in urban areas, where there are other professionals, they are not held in high esteem like those in rural areas where there are very few professions. Chakulimba (1996) also observes that teachers do not enjoy same status in different geographical areas.

There are a number of factors that have contributed to the general low status of teachers in Zambia and elsewhere. Chakulimba (1986), Data (1984) and Mwanakatwe (1974) indicate that there are political, educational, economic, social and cultural factors that have affected the status of teachers in Zambia. For example, salaries, material incentives, general working conditions, power or authority attached to teaching by society, qualifications and experiences needed to teach, teachers' lack of control over various aspects of their work and the use of untrained teachers in some rural schools have affected the status of teachers.

### **Statement of the Problem**

There has been a lot of studies on the status of teachers during the colonial rule and the independent period, and some of these studies have analysed the status of teachers in historical perspective. However, not much has been done to compare the status of teachers in rural and urban areas, and to determine the factors affecting the status of teachers teaching in rural and urban basic schools. This study therefore, compared the status of urban and rural basic school teachers in selected basic schools in Kafue District, and attempted to determine the factors that contributed to the status of teachers.

### **Purpose of study**

The purpose of the study was to compare the status of urban and rural basic school teachers in selected basic schools in Kafue District, and to establish the factors that affect their status.

## **Objectives**

The objectives of the study were:

1. To compare the status of teachers in urban and rural selected basic schools in Kafue District.
2. To determine factors that affect teachers' status in selected urban and rural basic schools in Kafue District.

## **Research Questions**

Based on the above objectives, the research questions were:

1. Are there similarities and difference in the status of teachers in urban and rural selected basic schools in Kafue District?
2. What are the factors that affect the status of teachers in urban and rural selected basic schools in Kafue District?

## **Significance of the Study**

At the time when Zambia is experiencing a brain drain in most professions, teaching inclusive, a study of this nature is very important and timely. The importance of status in determining teacher's attitudes, performance, supply and retention and consequently the effect on education system and the nation, at large, cannot be over emphasized.

Status may affect the morale of teachers and may discourage or encourage potential teachers and determine the retention of those already in the system (Moore, 1976 and Humphreys, 1968).

This information therefore may be useful to policy makers when formulating policies pertaining to professional aspects that pertain to teachers. These may be training policies, housing, salaries or general working conditions. The findings may also add to the existing knowledge on how society perceives teachers in relation to other professionals / occupations in urban and rural areas.

### **Definition of terms**

**Status** - referred to socially identified position or public image of teachers in urban schools in relation to the social positions of those teaching in rural schools.

**Basic Schools** - These are schools that provide education to learners from grades 1 to 9.

**Urban Schools** - are those schools within town and or situated within a radius of 15 kilometers or less as prescribed by the Ministry of Education.

**Rural Schools** - These are schools that are situated outside the radius of 15 kilometers from town / Post Office.

### **Theoretical Framework**

Since the study was on status of teachers and factors that affect the status, the theory applied to this study is Gerhard Lenski's Status Inconsistency Theory. The theory helps to understand and explain the status which teachers are accorded in different social settings. The status inconsistency theory shows that people can assume different social status in different social settings.

Inconsistency primarily arises when an individual is ranked high on one dimension, in one locality, for example on power or income, and ranked low in another locality. This means that if teachers have high salaries and enjoy high status in one locality, it does not necessarily mean that they will enjoy high social status in another locality. They may be accorded a lower social position in another locality regardless of their high income.

### **Organisation of the Study**

This study has six chapters. Chapter one gives the background to the study, statement of the problem, the purpose and objectives of the study. The chapter also outlines the research questions for the study and its significance, definition of terms and theoretical framework. Chapter two deals with literature review. It discusses literature based on other studies conducted in different countries on the status of teachers and the factors that affect them. It brings out the findings of other studies and how they relate to this study.

Chapter three discusses the methodology employed in the study. It outlines the research design of the study, the population, sample size, sampling procedures and the data collection instruments, as well as how data were collected, analysed and interpreted.

Chapter four presents the findings of the study according to different categories of the sample and the objectives of the study that were under investigation. Chapter five discusses the findings of the study while chapter six presents conclusions and recommendations of the study. It also suggests further research to provide more information on the status of teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter discusses status of teachers based on studies conducted in different countries. The perception of the public on the teaching profession is also discussed and the final part of this chapter outlines the factors that affect the status of teachers.

#### **Status of Teachers**

From the outset it should be noted that the term status is not easy to define and although some scholars have tried to define it, there is no commonly agreed definition. Sheikh and Iqbal (2003), state that status is ill-defined and relates to teacher's self image, the respect and perceived esteem in which they are held by others. Phillips (2002), in Sheikh and Iqbal (2003), defines status as "the perception of the value a profession has to society".

UNESCO (1966:3) recommendation concerning the status of teachers defined status as "a standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups".

Cameron (2003) revealed that status is relative and can only be assessed in relation to its environment and the dynamics of society.

It was also revealed that the status of the teaching profession cannot be considered in isolation from the status of the education system in general. Research conducted in Pakistan on the status of teachers revealed that assessing the status of teachers requires an understanding of the teacher's competences, autonomy, commitment, social position, remuneration and the degree of public recognition of the significance of education and the teaching profession.

Over recent years, the subject of teacher status has been a matter of concern. It has become a topic of considerable concern in both developed and developing countries. Spotlight Magazine (2003) revealed that teacher's status is not as high as it should be, while a survey conducted by the Teacher's Council and Ministry of Education in New Zealand revealed that the status of early childhood teachers is lower than that of other teachers. The respect accorded to teachers is perceived to be related to the age groups taught and decreases from secondary to early childhood. Those teaching children are accorded limited status and power and the younger the children are, the more limited the status and power their teachers receive.

Literature has shown that teaching is of lower status compared to other professions. Gullup Poll survey of 1997 on different occupations, ranked teaching fourth out of fifteen (15) occupations. It was found that status goes with power and one's economic standing. Due to the fact that children have no economic or political power, teachers enjoy low status in society.

Benefield and Edmonds (2002) in a survey involving nine occupations revealed that teaching was ranked second in perceived value to society but ranked fifth in terms of status. Mara (2003) in Sheikh and Iqbal (2003) revealed that teaching has declined in status in the United Kingdom and that the low status of teachers remains a barrier to recruitment, retention and motivation of the teaching staff.

A study by Voluntary Service Overseas (VSO) conducted in Lesotho in 2002, revealed that up until 1970s, teachers used to command considerable respect by the community they served. The study conducted by VSO (2002) in Malawi and Zambia, revealed that a teacher was seen as an intruder and that teachers were perceived as people of poor status by the employer. The employer did not understand their problems and paid no attention to them. It was also revealed that Doctors, Lawyers were ranked highly while teachers came third out of nine occupations. The VSO study also found that rural teachers were respected by children and that they were held in esteem by the public. A study conducted in U.K. by Porter (1990) in Sheikh and Iqbal (2003) indicated that there was crisis in the teaching profession, while Bagnall (1995) in Sheikh and Iqbal (2003) revealed that there was low morale and erosion of credibility among teachers and that the image of teachers seemed to vary according to the “eye” of the beholder.

The 22<sup>nd</sup> Gallup Poll by Elam and Gallup (1995) on public’s attitude in USA towards public schools revealed that the more first hand knowledge one had about the public schools that did not come from the media, the better one liked and respected them. Hargreaves (1994) revealed that the public did not fully understand the work of teachers.

## **Public's Perception of the Status of Teachers**

There are different perceptions of teachers at primary, secondary and tertiary levels and different status within levels. Teachers in secondary schools and faculties teaching English, Mathematics, Computer and Science versus those of creative Arts are accorded high status. It was revealed that teaching selective subjects had higher status than others.

In the USA French teachers indicated that they had less support than their colleagues teaching other subjects. They felt like second class citizens when compared to their colleagues teaching other subjects such as sciences.

It was also found that French was not very much valued by community members and therefore, French teachers had less self esteem. It was also revealed that teachers in specialist schools and senior high schools had high status because they were highly trained. The lack of uniformity in teaching has an effect on teacher's status. For example early childcare teachers were perceived to be higher than child minders and were paid little more.

Students, when asked whether teachers were looked up to in the community, indicated that while individual teachers could achieve high status because of the calibre of their work, generally their status was low in the community (Chapman1991) in Sheikh and Iqbal (2003). This was attributed to the following:

- a) Parents and government do not realise that teachers have to work hard and their job is important.
- b) They are criticised very much.

- c) Students do not look up to teachers but communities generally see teaching as a necessary profession that they would only fall back on if everything else failed.

Scott (1996) observed that one of the clearest indicators of the image of teachers is the changing status they have in the community. Students' disrespect towards teachers is one factor that reflects personal as well as societal attitudes towards teachers and the teaching profession. Dinham and Scott (1996) revealed that the status of teachers had been eroded to a point where teachers felt themselves devalued as professionals.

A study conducted in India by Sidhu (2005:143) revealed that "teacher's socio-economic status was very low". The teacher suffered from poverty, neglect, indifference and insecurity. The salaries and general conditions were far from satisfactory. He observed that teachers did not get any incentives such as free medical service and free education for their children.

Socially, a teacher did not enjoy any recognition and that in today's society which is materialistic; a teacher occupied the "back seat" in social status. It was also found that teachers in different communities and settings were accorded different degrees of status.

A survey conducted in the USA involving 22 professions and occupations revealed that 49% of the public perceived teaching as being among the prestigious occupations. It was also found that there was not much correlation between making money and having high status.

In this survey teachers scored very well on status though they were not well compensated and that status was strongly associated with respect. This is an example of status inconsistency as stated in the theory.

Teaching is a profession which school-age students perceive as having a disparity between its status in the community and its contribution to the community. Gallop Poll (1996) revealed that teachers were ranked fourth after medical professional nurses, pharmacists and doctors. This is due to their efficiency and outstanding performance. They have public trust because of the absence of power and money which are corrupting influence which other institutions have. Taylor (2003) revealed that the teaching profession was among the prestigious occupations and that there was not much correlation between making money and having high prestige.

Due to the declining status of teachers, the teaching profession in developing countries was said to be characterised by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment. VSO (2002) observed that despite the important role teachers played in society, they were rarely regarded as partners within educational planning and reform, and were frequently treated as passive implementers of decisions or as teaching inputs. It was also revealed that teachers' motivation was fragile and declining and had low self-esteem in their professional role and felt they were not well respected. The study revealed that the teaching profession had been subjected to too much scrutiny, debate and discussion. The debate, among others is based on finding ways to reward teachers.

The VSO (2002) revealed that in the 1940s, 50s and early 60s, the teaching profession enjoyed high status in many countries. Teachers were seen as bringers of progress, modernity and development and were rewarded and respected. The study also observed that teachers were the central actors in education, facilitators of learning, bringers of knowledge, brokers of relationships between pupils and the community in which they lived.

### **Factors contributing to status of teachers**

The section on teacher status discussed the social standing of teachers in society based on related literature on similar studies. This section therefore, is confined to the factors that affect the status of teachers.

The concept of status has its origin in certain basic observations about the nature of society and institutions (Chakulimba 2001). In every society and institutions there are criteria that society uses to accord people status. People are treated differently on the bases of who they are and what they have. For example, a chief may be treated more highly than the ordinary person because of the position he holds in the community, who he is, while another person may be granted more respect than the other because of what they may have. Society therefore, has some factors that it considers when according status to teachers. This section discusses factors that affect status of teachers- factors which society considers when according status to teachers.

Datta (1984) observed that the supposed poor social status of teachers in Nigeria could be attributed to the large number of teachers in the country. Unlike other workers, teachers are present in all rural areas of the country. They are the most common employees of the government and as the funds of the government are limited, it becomes difficult to meet some of their conditions of services such as different types of loan grants. Nigerian society tends to accord a profession or a job high status if it provides opportunities for people to derive some benefit from it, materially or otherwise. He revealed that in the past when it was difficult to secure a school place particularly at secondary level, teachers enjoyed prestige because people went to them to ask for school places for their children.

A study conducted by Adams (2001) revealed that amongst the various factors which affected the status of teachers was a salary. He observed that salaries should reflect the importance to society of the teaching function and that they should compare favourably with salaries paid in other occupations with similar or equivalent qualifications.

He also identified factors contributing to the high status of the teachers as follows; having the respect of clients and the public at large, being trusted to act in clients' best interests and experiencing appropriate investment in a professional preparation and the working environment. Barden (2002) revealed that one aspect of high status comes from having an all graduate profession. He indicated that qualification standards needed to be kept high and that if teaching was perceived as something difficult, then it would improve its status. The study also revealed that high entry level, training and development may enhance status. An independent body would also improve teacher's status.

Dinham and Scott (1996) revealed that the status of teachers in society had been declining. Bognall (1995) showed that the erosion and loss of credibility for teachers was because teaching is not a homogenous profession formed of uniform parts. It was also shown that private and Non- governmental schools had better working conditions and their teachers were accorded high status. A survey conducted in Pakistan on status of teachers revealed that teacher's status was measured and understood in relation to competence, autonomy, commitment, social position, remuneration and the degree of public recognition of the significance of education and the teaching profession.

Teresa (2002) revealed that a primary criterion in determining the teaching profession was that its members should have acquired a sound background in general education, subject matter and specialisation. This would accord teachers academic status- thus enjoying prestige by virtue of the education they had received and their professional competence.

Whline (1992) revealed that status of professionals was influenced partly by the specialised nature of knowledge base. Members of professions that required significant preparation tended to have greater respect accorded to them.

A survey conducted by Beare (1992) on professional status, identified the following factors as being determinants of status:

- a) Having a unique specialised body of knowledge and skills.
- b) Having the respect of the public at large.

- c) Registration and regulation by the profession itself.
- d) A professional code of conduct.
- e) Being looked up to for visions of the future.
- f) Remunerations and other material benefits accorded to them relative to other professional groups.

A study conducted by Taylor (2003) in the USA revealed that there was a relationship between the status of teachers and their working conditions, particularly their salaries and employment profiles.

Factors influencing the image of the teaching profession as outlined by Walker (1996) are as follows:

- a) Teachers' own self concepts and self esteem; individually and as members of the profession.
- b) The extent to which teachers accept responsibility to enter public debate to inform and listen to the community to promote understanding of teacher's work.
- c) The way teachers work with students.
- d) Collaboration of teachers with government senior education policy makers and administrators in planning future directions.
- e) Failure of schools in promoting of public interest and the personal development and quality of life for students. This is because teachers have a role in this promotion.

Magazine Journal, Volume 34; 2004 Article No. One (1) indicates that teaching is not a high status occupation due to lack of power, authority and money. It however, observed that fringe benefits and working conditions also determine teacher's status.

The Ministry of Education (2006) in New Zealand indicated that teaching enjoys average to high status depending in part on the amount of study required to prepare for employment. Since this ranges from relatively brief time to many years, the level of social and economic status spans a wide range.

According to VSO (2002), in many developing countries, the teaching force is demoralised and frustrated. Teachers especially in rural areas are frequently paid little and late, their education and training needs are neglected and their status is in a decline. Previously teachers benefited from considerable public respect and reasonable financial reward.

A study conducted in Malawi and Zambia by VSO in 2002, revealed that teachers salaries did not constitute a living wage for those at basic school level. In Papua New Guinea, it was found that teachers' salaries were not enough to meet the high cost of living in remote rural areas where transport costs were high. In all the three countries, the study showed that teachers experienced difficulties in getting their salaries and allowances paid on time. Newly qualified teachers were made to wait for nine months for their first salary. It also observed that teachers were poorly housed, for example, they occupied no accommodation and did not receive housing allowance.

Most teachers lived in unsavoury conditions, leaking roofs, bad sanitation and broken windows. Some teachers lived in houses without electricity and running water even when they lived in town. The study also showed that teachers in developing countries had experienced a marked decline in standards of living and purchasing power since mid 1970s. Their salaries had been supplemented by additional payments for extra duties or taking up hardship postings.

Housing stock available to teachers was inadequate in terms of both quality and quantity. VSO (2002) revealed that status was attributed to occupations on the basis of their ability to deliver fame, fortune and power. Ayyash Abdo (2007) revealed that lack of monetary and non-monetary incentives negatively impacted the status of teachers. The average monthly income of teachers was low compared to other professions.

Glewwe and Kremer (2005) in Sheikh and Iqbal (2003) discovered that teachers in many developed and developing countries faced weak incentives, with pay determined by education attainment, training and experience instead of performance.

Wilson et al. (2005) in their study on economic status of teachers revealed that the economic status of the American teacher is frequently blamed for much of the current turmoil among teacher groups in different areas of the country. The study demonstrated that teacher's economic status was one of the factors responsible for increased teacher unrest. It was also revealed that economic status of teachers was a significant factor for teacher turnover.

Tye and O'Brien (2002) in Sheikh and Iqbal (2003) indicated that teachers quit the teaching profession because of job dissatisfaction primarily due to poor salary, poor administrative support, and student discipline problems. MacDonald (1999), Ingersoll (2001) and Tye and O'Brien (2002); also observed that government policies, portrayal of teachers in mass media, and community attitudes also influenced teachers' esteem and status in society.

In this study conducted in California, Tye and O'Brien found that teachers who were leaving the profession ranked salary considerations as the most important factor driving their decision. Similarly, Griz and Theobald (1996) in Sheikh and Iqbal (2003) found that compensation had the most influence on the decision to remain in the profession for male teachers and experienced female teachers. Dalton and Klaaw (1995) in Sheikh and Iqbal (2003) showed that teacher attrition rate in the United Kingdom was also driven by poor salary relative to non-teaching jobs. Lack of resources in a school also contributed to teacher job dissatisfaction (Tapper, 1995), in Ayyash-Abdo (2007).

One of the UNESCO recommendations is that salaries should provide teachers with means to ensure a reasonable standard of living and to invest in further professional development. Salaries should reflect the importance of teaching and take account of the experience and qualification required by teachers. This, is hoped, would improve the status of teachers, since salaries seem to be of the major determinants of the status of teachers. Literature has also shown that professions with high status are those which are widely seen to do great work which benefits society and the people they serve.

A study conducted by Longton (2006) in U.S.A, in Ayyash-Abdo (2007), revealed that the public do not perceive teaching as a high status profession or occupation but accorded high status to lawyers and medical doctors. The study revealed that three primary drivers of status are power, money and fame. Status is contributed to occupations on the basis of their ability to deliver fame, fortune or power.

While the amount of training, skill or expertise and the extent to which the career has an influence on other people's lives do have secondary influence on status, it was also revealed that training and influence do not deliver status unless they result in a high level of power, money or fame.

Although teachers are recognised as having to be well trained and highly skilled, and are seen as being highly influential in society in the future these factors do not result in them being powerful, famous or rich. Longton (2006) in Ayyash-Abdo (2007) also found that according of status to teachers is also dependent on the grade level taught. It was found that secondary school teachers had higher status than primary ones, who in turn had higher status than early childhood teachers. This was attributed to beliefs that: higher level teachers get paid more, have more training and have a more difficult job. The study also revealed that teachers were admired, commended, valued, trusted, respected on individual basis if they were good, but not granted overall respect as a group. It was found that teaching was a profession that had limited career development opportunities, lacked power, paid low and worked with kids.

Edmonds, et al. (2002) revealed that salaries for teachers are relatively low on the list of reasons for becoming a teacher. This view was supported by the findings of Elitis (1997) in Sheikh and Iqbal (2003) who revealed that male teachers leave teaching for better remunerated careers.

### **Summary of Related Literature**

The concept of status does not really have a clear and concise definition but that it has a compound of elements. Some scholars have defined it as a standing, regard given to a profession or an occupation relative to other professions or occupations. The issue of status of teachers is still a matter of concern in many developing and developed countries. There is evidence to the fact that teachers' status continues to decline and this affects the quality of education.

Literature has also shown that there is a relationship between status of teachers and their competences, autonomy, commitment, remuneration and the degree of public recognition of the function of the profession. It has been found that there are a number of factors that are considered when according status to a profession. These include the following: salary, accommodation, power and community recognition. It was also revealed that since teachers did not enjoy these things, their status was low compared to other professions or occupations. Teaching ranked low in its status in comparison with other occupations.

Literature has indicated that in Mozambique, though housing is one of the factors required if teachers are to be respected in society; the Ministry of Education does not normally provide housing although the practice has been to put up a director's house at some school. It was observed that NGOs and local communities, constructed teachers houses in an attempt to make rural locations attractive. Literature reviewed has shown that the public does not perceive teaching as an occupation with high status and that it is not even portrayed positively by the media. Although the profession is perceived as one that requires high level of training, the profession remains that of low status because it is not attached to power, money and fame which are the drivers of status.

It is revealed that status is also dependent on the grade level being taught. This means that those teaching at high level have higher status than those teaching at lower levels. This perception is based on an assumption that those teaching at high levels are highly trained, and have more difficult work to do and consequently are well paid.

The status of teachers is generally low. But not all teachers are rated or regarded the same. Teachers teaching at various levels and teaching different subjects and teaching in different geographical areas are treated differently. There are various factors which are related to status or which determine status, especially those which have adversely affected the status of teachers, some of which are lack of money, power, accommodation or housing and fame.

If teachers have to be accorded status as other professions, their conditions of service will have to improve to give them money, power, decent accommodation or housing and fame, the factors considered by society when according status to a profession.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter discusses the methodology used in this study. It gives a description of the research design, target population, sample size, sampling procedure, research instruments, data collection procedure and methods of data analysis employed in the study.

#### **Research design**

The research design was a survey involving descriptions and explanations of status of teachers in urban and rural selected Upper Basic Schools in Kafue District. This design was found to be most suitable to ascertain views, attitudes, values and opinions on the status of teachers.

#### **Study Population**

The population of the study was all the 50 upper basic schools in Kafue District. All the grade nine pupils; 3, 314 girls and 3,526 boys in the upper basic schools constituted the population. Parents and guardians in communities where the sampled basic schools were located also constituted the population.

## **Sample Size**

The sample consisted of four upper basic schools, two of these were in urban and the other two were from the rural part of the District. The inclusion of schools in urban and rural parts of the district was done in order to establish whether there were any variations in status between teachers in urban and those in rural setting.

## **Sample of the pupils**

A total of two hundred and two (202) grade nine pupils from four basic schools, two from urban and two from rural area were sampled, 99 (49%) of whom were girls while 103 (51%) were boys. These are shown in Table 1 below. The table shows the location of the schools and the number of grade nine pupils from each school that constituted the sample. The reason for sampling grade nine pupils was that they had been in schools for a longer time than those in grade eight; as such they would have formed perceptions and opinions about status of teachers in their respective schools.

Table 1: Distribution of Pupils by School by Location and by Sex

School	Location	Frequency		Percentage		Total	Total %
		Girls	Boys	Girls	Boys	All	All
Chipapa	Rural	35	35	50	50	70	34.7
Hetty Denen	Rural	19	20	59	41	39	19.3
Mutendere	Urban	20	26	48	52	46	22.7
Kasenje	Urban	25	22	55	45	47	23.3
Total		99	103	49	51	202	100

### Distribution of Pupils by Age

The age range of pupils that responded to the questionnaire was from 13 to above 16 years, with the majority being above 16 years of age. Table 2 below indicates the age range of the pupils.

Table 2: Distribution of pupils by Age

Value	Frequency	Percentage
13-15 years	94	46.5
Above 16 years	108	53.5
Total	202	100

## Sample of Teachers

Ten teachers from each of the four schools constituted the sample. Two were located in the rural area, Chipapa and Hetty Denen and the other two, Mutendere and Kasenje located in the urban area in Kafue District. A total of 39 teachers were sampled and of these 69.2% were females and 30.8% were males as shown in table 3 below.

Table 3: Distribution of Teachers Sample by Sex

Value	Frequency	Percentage
Female	27	69.2
Male	12	30.8
Total	39	100.0

Concerning the age of teachers, out of 39 teachers that responded to the questionnaire, 41.0% were aged from 31 to 35 years, 17.9% were aged from 26 to 30 years and 28.2% were aged from 36 to 45 years. Other teachers (10.3%) were below the age of 25 years while 2.6% were above the age of 46 years.

## Academic and professional qualification of teachers

All the teachers in the sampled basic schools had attained grade 12 or form 5 academic qualifications. This means that they had obtained either Cambridge Certificate or General Examination Certificate. In terms of professional qualification, 53.8% of teachers had Teacher's Certificate while 30.8% had Secondary School Teacher's Diploma, and 15.4% indicated that they had Advanced Teacher's Diploma.

## **Length of Service**

The length of service of the teachers in the sample ranged from less than 5 years to more than 10 years. This is shown in Table 4.

Table 4: Length of Service in Teaching

Value	Frequency	Percentage
Less than 5 years	9	23.1
Between 6 and 10 years	11	28.2
More than 10 years	19	48.7
Total	39	100.0

## **Sample of Members of the Community**

In order to get an opinion from the community members on what they perceived were the factors affecting the status of teachers, 10 community members living around each sampled basic school formed part of the sample. A total of forty parents and guardians formed the sample at community level.

## **Sampling Procedure**

A cluster sampling method was employed to identify four basic schools – two in urban and two in rural communities. Purposive sampling was used to select pupils. This was because at the time of collecting data the number of pupils present was either exact or less the desired sample size.

Convenient sampling was used to select class teachers, parents and guardians. This means that all the parents, guardians and teachers that were available in the sampled schools at the time of data collection constituted the sample.

## **Research Instruments**

Data were collected using two instruments. A questionnaire was used to collect quantitative data from class teachers and grade nine pupils, while Focus Group Discussions, using guiding questions, were employed to collect qualitative data on factors affecting teachers' status in selected urban and rural basic schools from parents / guardians and teachers. Secondary data were obtained through content analysis using the available records and literature on similar studies. Therefore, the study employed both quantitative and qualitative methods of data collection. The instruments used to collect data are in Appendices 1, 2 and 3.

## **Data Collection Procedures**

During data collection, respondents were assured that the information they gave would be treated with confidentiality. This assurance made them feel safe and were able to fill in the questionnaire freely and effectively participate in the Focus Group Discussion.

Due to a large number of respondents from which data were to be collected, the researcher trained one research assistant to help in the data collection exercise. The first step was to hold a meeting with the District Education Board Secretary (DEBS) Kafue District to explain the study that was to be conducted in the District.

The DEBS's office authorized the researcher to go ahead with the study. The researcher was then availed with a list of schools in urban and rural areas from which the researcher sampled the schools.

After printing the instruments, the researcher packed the instruments according to schools and clearly marked the envelopes. In order to ensure that parents and guardians were available for Focus Group Discussions, an invitation was made by the respective head teachers to the nearby villages and requested them to come for a meeting in the school on a date communicated. The researcher then administered the questionnaire to the pupils and teachers and held the Focus Group Discussions with the parents and guardians and teachers in each school. All Focus Group Discussions (FGDs) were done in the mornings to allow the parents and guardians enough time to go home and continue with their day to day work.

### **Data Analysis and Interpretation**

Quantitative data collected from teachers and pupils through a questionnaire were analyzed using the Statistical Package for Social Science (SPSS) and frequencies and percentages were generated. Themes, categorization, conceptualization and narrations were used to analyse qualitative data collected from parents, guardians and teachers using Focus Group Discussions (FGD) Content analysis was also used to analyze qualitative data from available literature. Quantitative data were interpreted by use of tables, frequencies, and percentages. For qualitative data, categories and thematic areas were considered and interpreted.

## **Limitations of the Study**

Due to financial constraints and limited time, the study was limited to two urban and two rural basic schools in Kafue District. This means that the findings may not be generalized to the entire country but could apply to the sampled schools. The set up of Kafue may not necessarily be a representative of an urban area per se, though the rural part of it may be a representative of a rural area of Zambia to some degree.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

This chapter presents the findings of the study. The findings from the pupils are presented first, followed by those from the teachers. These findings are presented according to the objectives of the study. The findings from pupils and teachers are quantitative in nature and are therefore, presented in table form. The final part of this chapter presents findings from Focus Group Discussions with teachers and members of the community. Qualitative data are presented in narrative form.

#### **Findings from the pupils**

One of the objectives of the study was to compare the status of teachers in urban and rural selected basic schools in Kafue District. The study also aimed at finding out from the pupils, community members and teachers, factors that they felt were used to assign status to teachers.

This section presents the findings from the pupils on various aspects such as type of job they would like to do after school and reasons for the preference. One question also sought to determine whether there was a relationship between the respect accorded to teachers and the subjects they taught.

In terms of respect accorded to teachers in society, it was found that teachers in the four sampled basic schools received similar respect in society regardless of whether they were teaching in urban or rural areas. Table 5 below shows the responses of pupils with regard to respect teachers received in the community.

Table 5: Whether Teachers were respected in the Community

Value	Frequency	Percentage
Strongly agree	78	38.6
Agree	91	45.0
Disagree	27	13.4
Strongly Disagree	6	3.0
Total	202	100.0

From table 5 it can be seen that 83.6% of the respondents indicated that a teacher was a respected person in society. As to which teachers were respected, it was found that all the teachers, regardless of the location of the school, enjoyed respect from the public.

The study also revealed that both girls and boys felt that teachers were respected in the community thus, 50% of girls and 50% of boys from two urban basic schools strongly felt that teachers were accorded respect in society while 44.4% girls and 55.6% boys from the two rural basic schools were also of the opinion that teachers received respect from society.

## **Teachers most respected in the school and why**

While the pupils indicated that all teachers at least enjoyed respect in society, in terms of type of teachers that were most respected, 69.2 % felt that male teachers were more respected while 30.8% felt that it was the female teachers. Varied reasons were given as to why the said teachers were most respected by the pupils, 52.3% of the respondents indicated that male teachers were most respected because they taught well while 30.1% and 17.6% of pupils were of the view that male teachers were most respected because they were honest and rarely absent from school.

It was also found that teacher respect was accorded according to the kind of subject taught. Pupils had varied views on the kind of subjects perceived to be more important and respected. Majority of the respondents, (85.6%), felt that teachers of English were more respected, followed by those who taught mathematics with 79.7% indicating that they enjoyed respect. On the other hand, 66.8% and 59.4% of respondents felt that teachers of Geography and Science respectively did enjoy respect in schools while 57.9% indicated that History teachers were also respected. Some pupils (14.4%) indicated that the least respected teachers were those teaching *Zambian Languages*.

## **Distribution of Pupils by type of job to be taken after School**

A question was asked as to the kind of job pupils would like to do after school. In response, pupils indicated various professions with 30.8% of them indicating that they wanted to be teachers, 20.9% wanted to be nurses, and 16.4% wanted to be medical doctors, while 13.4% and 6.5% wanted to be lawyers and lecturers respectively.

A small percentage of 2.0% wanted to be accountants, 2.0% wanted to be journalists and another 2.0% opted to be engineers, while 1.5% wanted to be police officers, 1.0% wanted to be drivers, 1.0% wanted to be pilots and 1.0% indicated that they wanted to be soldiers. Only .5% of the respondents wanted to be solicitor general, .5% wanted to be pharmacists while another .5% of them wanted to be priests.

A question was asked to pupils to indicate whether they would like to take teaching as a career, and 34.3% of them indicated 'yes' as shown in table 6. Though it is a small percentage compared to those who opted for other occupations, it can be seen that some pupils admired teachers and would like to join the profession.

Table 6: Whether one would like to be a teacher

Value	Frequency	Percentage
Yes	69	34.3
No	132	65.7
Total	202	100

Of the pupils who indicated that they would not like to take teaching as a career, 34.1% felt that the profession was low paying and had poor conditions of service; 29.4% felt that they would not like to be teachers because they did not like working with children while 22.2% of them felt that teaching was a difficult job, 11.9% felt that the profession had poor conditions of service, 1.6% indicated teaching required little education and .8% felt that teachers were not respected in society.

There were varied reasons given for wanting to be teachers. It was revealed that some would want to be teachers because they felt that it was a well paying job and would make them rich; others wanted to contribute to national development by being teachers. Some pupils wanted to be helping their relatives with school places while others indicated that they liked interacting and working with children. It was also revealed that some respondents, wanted to be teachers because it was a respected job by the public. It can be seen that while pupils wanted to be teachers, they had varied reasons for joining teaching. However, 65.7% of the respondents who did not want to be teachers, opted for other occupations.

### **Type of teacher they would like to be**

Of the pupils who indicated that they wanted to be teachers, 2.6% wanted to be pre-school teachers, and 6.4% would like to teach at primary school level, while 16.4% wanted to be secondary school teachers, 2.0% would like to be college lecturers and 6.9% wanted to be university lecturers. It can be seen that only 34.3% of the pupils wanted to be teachers while 65.7% opted for other occupations. The findings show that the majority of pupils who wanted to be teachers would like to teach at secondary level.

### **Job Advice**

Pupils were asked to indicate the type of job they would advice a relative to do and 46.0% of them indicated that they could advise a relative to take a job which contributed to national development and 28.2% felt that it should be a job which had a high salary, 18.3% indicated that they would advice a relative to take up a job that was respected by

the public, while 4.0% felt that it should be a job with security and 3.5% felt that it did not matter the kind of job a relative would take. Table 7 below shows responses from the respondents on the type of job they would advise a relative to take.

**Table 7: Type of Job that Pupils would Advice a Relative to Take**

Value	Frequency	Percentage
Any kind of job	7	3.5
Job with high salary	57	28.2
Job with security	8	4.0
Job that contributes to National Development	93	46.0
Job respected by public	37	18.3
Total	202	100.0

In terms of job advice, it was found that 28.2% indicated that they would have a job which had a high salary. Of these 80% were from urban basic schools while 20% were from rural basic schools. Of the pupils that opted for a job that was well respected by society, 60% of them were from urban basic schools while 40% were from rural basic schools.

From the findings presented above, it appears that pupils would like to join different professions among them teaching. Those that opted to be teachers, they felt that it was a good profession because it was respected in the community and had other advantages.

However, a majority of pupils opted to join other professions because according to them they had more attractive conditions of service than those of teachers, among them high salaries.

### **Findings from Teachers**

Using the questionnaire, the researcher wanted to find out from teachers whether they liked their job, why they joined teaching profession and how they were perceived in the community.

### **Whether one was happy to be a Teacher**

A question was asked as to whether these teachers were happy to have joined the profession. The question aimed at determining the reasons for having taken teaching as a career. For example, was it because it was a respected profession in the community? The majority of teachers indicated that they were happy to be teachers as shown in Table 8 below.

Table 8: Whether one was happy to be a Teacher

Value	Frequency	Percentage
Yes	32	82.1
No	7	17.9
Total	39	100.0

Table 8 above shows that a great majority of teachers (82.1%), were happy to be teachers. Of the teachers that indicated that they were happy to have joined the teaching profession, 22.2% of them were females and 77.8% were males. It was also revealed that of the teachers that were happy to have joined the teaching profession, 73.7% were teaching in rural and 26.3% in urban sampled basic schools.

### **Reasons for being a teacher**

There were many reasons given for being a teacher. Some teachers felt that they were happy to be teachers because it compelled them to study or read most of the time. They felt that by reading, they were kept informed and increased their level of knowledge. *One of the reasons why others joined the teaching profession was that they received a salary and therefore were able to feed their families particularly that the conditions had been improved.* It was also found that some teachers joined teaching because they enjoyed interacting with children and that the profession would make it easier for them to access further studies and in return contribute to development of their communities and the nation. For others, they joined teaching because it enabled them to empower children with knowledge and that it was well respected by the public.

For those teachers who indicated that they did not like teaching, they felt that it was not well paying and that the conditions of service were poor as such they would not enjoy high status in the community.

## Whether teachers were well respected in society

An opinion was sort from teachers on whether they felt that they were respected in society. Table 9 below indicates that great majority of teachers felt that they received respect in society.

Table 9: Whether teachers felt that they were respected by society

Value	Frequency	Percentage
Strongly Agree	16	41.0
Agree	14	35.9
Disagree	7	17.9
Strongly Disagree	2	5.1
Total	39	100.0

From table 9 above, it can be seen that 76.9% of the respondents felt that teachers were respected in society. Of the respondents that indicated they were respected in society, 50% of them came from urban and 50% were from rural sampled basic schools. However, of the 23.1% of teachers who felt they were not respected, 44.4% were from urban basic schools and 55.6% were from rural basic schools. It was also found that of the teachers that indicated that they enjoyed respect in society, 76.7% of them were females and 23.3% were males. Of the teachers that felt that they were not respected in society, 44.4% were females and 55.6 were males.

### **Three things teachers desired to have**

One of the objectives of the study was to determine factors that affected the status of teachers. A question was therefore, asked to all the three groups of the sample as to which factors they thought affected the status of teachers. According to teachers, the three things that they desired to have which they thought affected their status were: money representing 74.4%, education representing 74.4% and accommodation representing 79.5%.

It can be seen that in terms of factors that affected the status of teachers, top on the list was a high salary. This was represented by 74.4% of the respondents indicating that a high salary was one of the factors considered when assigning status to a teacher. It was found that chances to further education and decent housing or accommodation were also among the factors considered when assigning status to a teacher. Though literature has revealed that power contributed to status of teachers, this study revealed that it was not a factor considered by the community when assigning status to teachers.

### **Three jobs that one can advise a relative to take and reasons**

Teachers were also asked to give three kinds of jobs in order of priority that they would advise a relative to take and also to give reasons for the preference. The question was relevant in order to determine the factors considered when selecting a job and these are indicators of the status and perception of community for the occupation. The study revealed that the first job one would advise a relative to take was teaching, the second being nursing and the third one was law.

There were varied reasons for the preferences. Those teachers who indicated teaching as a first choice felt that there was security in the profession and that it contributed to national development. Similarly, those who chose nursing also felt that the occupation contributed to national development through serving the people. The third job was law, and it was felt that the job was high paying and well respected in the community.

In terms of a job that they would not recommend to a relative, 64.9% of the respondents indicated that they would not recommend a relative to be a secretary. This was because they felt that secretaries were not respected in the community and that the public perceived them as people that were being abused by their supervisors.

### **Three reasons why *Zambian Teachers* resign**

An opinion was sort from the teachers on what they thought were the three main reasons why teachers resigned from the profession. This was to find out whether status of teachers contributed to resignation. It was found that 82.2% of the teachers felt that poor salary was the main reason for teacher resignations. *They said low salaries, frustrations and de-motivation were the main reasons why some teachers resigned and opted to look for greener pastures where they could receive high pay.* They also felt that teaching had a lot of red tape and did not have any chances for professional development which is a very important aspect of any career. Literature has also shown that in New Zealand, the declining interest of teachers in teaching as a lifelong career had become a matter of concern.

## **Presentation of Findings from the Community members**

Another group of respondents were community members living around the sampled basic schools. Focus Group Discussion was held with these people to find how they perceived teachers and also to determine factors they used when assigning status to professions in particular teaching. This section therefore, presents findings from the focus group discussions with the four communities visited.

### **Jobs that communities respect and why**

Pertaining to the kind of jobs that were most respected by society, it was found that communities assigned high status to the following jobs in order of priority: Law, Medicine and Teaching. *Community members said these occupations were respected because of their contribution to the community and the nation.* The study also showed that high salary, decent accommodation and the contribution a profession makes to the community were factors influencing the according of status to a profession. In addition to the above indicated factors that contribute to status of teachers, literature has shown that having specialised body of knowledge, commanding respect in society and professional code of conduct had also an influence on teachers' status.

Another question was asked to find out which people were respected in society. *Community members said lawyers, medical doctors, teachers, farmers, and police officers were people that enjoyed respect in communities.* This was attributed to the fact that lawyers and medical doctors were highly paid and lived in good residential areas and had a good life style.

Respondents felt that teachers were respected because their profession contributed to the development of skilled human resource such as politicians. The respondents observed that teachers were the ones who taught all those in positions of high responsibility, hence the respect accorded to them.

It was also found that farmers enjoyed respect because they produced food and consequently enhance food security in the country while police officers were respected in communities because they maintained law and order. It appears a number of professions are accorded respect in society because of their contribution to society.

### **Whether teachers enjoy high status in communities**

With regards to whether teachers were accorded high status in society compared to other professions, community members were of the opinion that some teachers were accorded respect while others were not.

For the teachers that enjoyed high status in communities, it was because they were educated and produced many people who assumed positions of responsibilities in society. Some teachers were respected because of their good behaviour and therefore acted as role models for the pupils.

Other teachers did not enjoy status in communities because of their bad behaviour, poor dressing and drinking excessively and therefore did not conduct themselves well.

Because of the low salaries teachers received, some of them opened accounts with marketeers to get food stuffs on credit which, according to the respondents, was not good. Among those who got credits, some failed to pay resulting in differing with community members. It was also found that some teachers stayed in shanty compounds or in villages together with villagers. There was no difference between them and villagers, and that they drank beer together with community members and shared other things in common, therefore such teachers did not command respect in communities.

### **What in your view should be done to raise the status of teachers in your community?**

Since community members indicated that some teachers were not accorded high status by communities due to various reasons such as too much drinking, bad dressing and bad behaviour, an opinion was sort on how the status of teachers could be improved to merit confidence and respect from the communities.

The study showed that if teachers had to enjoy high status in communities, their conditions of service should improve, for example should have good salaries and decent housing and that they should be highly educated. It was suggested that teachers should not be accommodated in shanty compounds and that those who had bad behaviour should change.

From the findings, it can be seen that teaching is a respected occupation by both the pupils and the community. Teachers felt that they were accorded the respect they deserved by pupils as well as the community. The findings also indicate that society uses some criteria when assigning status to teachers and these include: high salary, decent housing, opportunities to further education and the contribution the profession makes to the community as well as the respect accorded to it.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **Introduction**

This chapter discusses the findings of the study according to the objectives which were to compare the status of teachers in urban and rural selected basic schools in Kafue District and to identify the factors which affect the status of teachers in urban and rural basic schools in Kafue District. Following these objectives, the following questions were asked.

1. Are there similarities and differences in the status of teachers in urban and rural selected basic schools in Kafue District?
2. What are the factors that affect the status of teachers in urban and rural selected basic schools in Kafue District?

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

As stated above, the first objective of this study was to compare the status of teachers in urban and rural selected basic schools in Kafue District. The study showed that the status of teachers teaching in urban and rural basic schools in Kafue District were similar and that they were respected by pupils and community members.

In terms of whether teachers received respect from society, the study revealed that 83.6% of pupils felt that teachers were respected in society. It was also found that whether one was teaching in urban or rural schools, the respect accorded to teachers was generally the same. However, it was found that teachers in rural basic schools enjoyed slightly more respect from pupils than those teaching in urban basic schools.

Since the difference in terms of respect between teachers in rural and urban schools was minimal, it can be said that teachers teaching in the selected urban and rural basic schools in Kafue District generally enjoyed respect by pupils and were accorded similar status regardless of the location of their schools. The minimal difference in respect enjoyed by teachers between those teaching in urban and rural basic schools as indicated by the study could be attributed to the fact that there are very few professions in rural areas and as such teaching is one of the occupations that commands respect in rural communities.

The fact that teachers do a similar job regardless of the location of the school, could have contributed to the similar status accorded to them. It could also be attributed to the fact that the factors society considered when according status applied to the profession and not to individual teachers. The study therefore showed that though the teaching profession was a low paying job, pupils felt that teachers were respected in society as shown in table 5 on page 32.

However, it was learnt that while the majority of teachers received respect in society, a few of them did not due to their unacceptable behaviour such as heavy drinking and not conducting themselves as role models to pupils.

### **Teachers most respected**

Pupils were asked to give their opinion with regard to the kind of teachers that they respected most as well as indicating the reasons. While pupils indicated that generally all teachers received respect in schools there was some difference in their status when it came to gender and subjects taught. It was revealed that the respect accorded to teachers varied according to the subjects taught and how the pupils perceived those subjects. Some subjects were considered to be demanding more studying and preparations before the lesson as well as perceived to be more difficult to teach, while others were perceived to be less difficult to teach and did not require much time to prepare. Pupils also regarded certain subjects to be more important than others and consequently teachers that taught them were more respected. Such subjects included Mathematics, Science and English. The majority of pupils (85.6%) felt that teachers of English were more respected followed by those who taught mathematics (79.7%). Other pupils (66.8%) and 59.4%, felt that teachers of Geography and Science did also enjoy respect in their schools. Similarly, 57.9% indicated that History teachers were also respected by pupils.

The study found that the least respected teachers in the sampled basic schools were those *teaching Religious Education and Zambian Languages*. *Currently, these subjects are mostly taught by female teachers, hence the reason why pupils may have less respect for these teachers.* These subjects are also taught by teachers that are not even trained in the subject and this scenario contributes to down grading of the subjects. It is not common to find a teacher that is not trained in English, Mathematics or Science teaching these subjects.

From the findings, it may appear that pupils had favourite subjects and teachers. There is a general tendency among pupils to grade the teachers according to the way they perceive the subjects, a particular teacher teaches. Some subjects are regarded more important than others particularly those that contribute to qualifying to grade ten (10). The ascension goes for the teachers that teach the subjects. It could be the reason why teachers of English were said to be more respected than others. This could be because getting good grade in English was a requirement for one to qualify to grade ten (10). The order in which teachers were given respect was in line with the qualifying subjects to high school. Similarly, the teachers that teach the subjects that were perceived less important did not enjoy respect by the pupils.

Teachers of Religious Education and Zambian Languages may not be enjoying respect in schools because generally, these subjects were considered to be easy and therefore the teachers in these subjects were also considered to be less intelligent than those teaching English and Mathematics or Science.

A lot of teasing in schools is done to those pupils who take religious education and associate them to becoming pastors in future, a job which most people particularly the young do not regard to be challenging and well paying. *Zambian languages and Religious education* are optional subjects at high school level and not many pupils take them and are regarded less important because they do not directly contribute to career choices.

It is also very rare to hear or read an advertisement for a course in which they reflect having passed religious education and *Zambian languages* as a requirement. This could have contributed to the perception of these subjects as less important and the teachers of these subjects less respected.

Literature has revealed that teachers were perceived according to the levels being taught and the subjects they taught. It was also revealed that in USA, French teachers were accorded low status than those teaching English and Mathematics. Lenski's theory of status inconsistency can be applied to explain the according of high status to some teachers and low status to others based on the subjects taught. A teacher of *Zambian Language* is accorded low status by pupils compared to one that is teaching Mathematics or English. However, if he/she goes for training and comes back to teach a subject that is more respected by pupils, such a teacher will be accorded high status by pupils.

With regards to respect of teachers in society, 76.9% indicated that they were accorded respect in society. During the focus group with teachers in the sampled basic schools, teachers felt that they received respect from both the pupils and members of society.

*They said they were happy to have joined the teaching profession because it was a respectable job, and that it was a job that kept one updated with knowledge for it demanded reading most of the time.* This was true of all teachers because they were expected to prepare for lessons each day and as such they were always reading and researching.

Though Scott (1996) observed that the image of the teacher is declining in society and that student disrespect towards teachers was another factor that reflected personal as well as societal attitudes towards teachers and the teaching profession. This study has shown that teachers in urban and rural basic schools in Kafue District were accorded status by pupils and members of the community and that society had a positive perception of them. The respect accorded to teachers by members of the community was due to their contribution to society. Table 10 compares the responses of teachers and pupils on whether teachers were respected in society. It can be seen from the table that teachers are accorded respect by society and pupils.

Table 10: Teacher's Respect by Pupils and Teachers

	Percentages	
	Teachers	Pupils
Strongly agree	41.0	38.6
Agree	35.9	45.0
Disagree	17.9	13.4
Strongly Disagree	5.2	3.0
Total	100.0	100.0

From table 10 above, it can be seen that 83.6% of the pupils felt that teachers were respected in the community and 76.9% of teachers felt that they received respect from the community. This clearly indicates that teachers in urban and rural basic schools in Kafue District enjoyed respect in society.

### **Type of job to be taken after School**

Pupils were asked to indicate the type of job or occupation they would want to take after school and the reasons for the preference. This question was important because it was intended to indicate how pupils perceived teachers and how teachers were perceived in society in relation to other professionals. For example, did they perceive the teaching profession as attractive, well paying, well respected or one that had professional future or security? The study showed that 34.3% of the pupils indicated that they would like to join the teaching profession. Though the percentage of pupils wanting to join teaching appeared to be small, it was however found that it was a respected profession. Discussions with the members of society also showed that the teaching profession was accorded respect in society and had security since it was pensionable.

It was also observed that even teachers that had retired by age were still teaching at University and College levels as well as in private schools. An example was given of people who had retired and were teaching on contract in either government or private schools, a situation which may not be accepted by cooperate organisations, for example the banking sector.

*The study showed that for those that indicated that they wanted to take teaching as a career, there were variations as to the type of teacher they wanted to be. Others opted to be: pre-school, primary, secondary school teachers while others indicated that they wanted to be college and university lecturers. A majority of pupils (65.7%) indicated that they would not like to be teachers but opted to be nurses, medical doctors, lawyers, engineers, pilots, accountants, soldiers, solicitor generals, police officers, pharmacists, priests and journalists.*

The study also revealed that of these pupils who wanted to be medical doctors, 21.0% were from urban and 11.7% from rural schools. Some pupils (21.2%) from urban and 5.8% from rural basic schools indicated that they wanted to be lawyers while 4.0% of those that wanted to be journalists were all from urban basic schools. Those who wanted to be nurses(16.1%) were from urban and 20.2% were from rural schools. The choice of professions particularly for those in rural schools may have been based on the type of professions that were available in their localities.

For those who were located in urban areas, they were exposed to a variety of occupations. They could have known about these professions through the media since they had access to various types of media. It can also be seen that medicine was a profession that the majority of pupils regardless of the location of their schools knew and wanted to do. This could be attributed to the fact that it was commonly found in most of the communities.

The fact that very few pupils from rural areas wanted to be lawyers and medical doctors may be attributed to the fact that they had limited knowledge of other professions available.

### **Reasons for wanting to be a teacher**

Pupils, who indicated that they would like to be teachers, had many reasons for wanting to join the profession. It was revealed that teaching was a well paying job and that it contributed to national development, therefore they could serve the nation. Spear, Gould and Lee (2000) in a study on teacher motivation conducted in Australia, found that for undergraduates considering teaching, the most attractive aspect of the occupation was a chance to benefit society.

Some pupils felt that teaching was a job that could put them in a position to help their relatives get school places. The aspect of contribution of the profession to society was also observed by the community members and pupils who indicated that teaching was a respected profession because it contributed to communities and national development.

With regards to the reasons for preferring certain occupations, it was found that 2.5% and 2.0% of the respondents wanted to take up teaching because they enjoyed working with children and that the profession was respected in society. This is in line with the findings of a study conducted by Spear, Gould and Lee (2000) in New Zealand, England and the USA which revealed that the most attractive aspect of the teaching profession was a chance to benefit society and that teachers enjoyed working with children and assisting

them, and that a feeling of professional efficacy was enjoyed when teaching enabled them to make a difference in the children's lives. Similarly, Lewis and Butcher (2002) in their study on whether high school pupils had considered teaching as a career, and what factors made teaching attractive, revealed that two of the three top reasons given were working with young people and being able to help others, a view that had also been revealed by this study.

### **Reasons for not wanting to be a teacher**

With regard to why pupils would not want to be teachers, it was revealed that the 65.7% of respondents who did not want to be teachers cited *low salaries, lack of and poor housing* as some of the reasons. They felt that generally teachers had poor conditions of service. Edmonds, et al; (2000) revealed that in United Kingdom, salaries of teachers were relatively low and were on the list of reasons for not becoming a teacher. Scott (1996) also revealed that the status of the teaching profession had been eroded and that this was one of the reasons why the young people did not want to join the teaching profession.

However, teaching being one of the professions that contributes to national development as revealed in this study, there is need to address the conditions of service for teachers particularly salaries and housing so as to make it more attractive. A study conducted in U.S.A. revealed that salary seemed to be a prominent point of contention for existing teachers and that a salary appeared to be a retention issue rather than recruitment.

During the focus group discussion with teachers, it was revealed that low salaries made it difficult for them to meet some of their basic needs. *They said because of the low salaries they were forced to get food stuffs from the marketers on credit.*

## **Job Advice**

With regard to giving advice to a relative on the type of an occupation that one can take, it was found that the majority would advise a relative to take a job that contributed to national development, one that was highly paying, one that was respected by society and one that had security. A job that is well paying may enable one to invest the money with a view to preparing for life after work. It has become common to hear people discussing plans for life after formal employment in Zambia. Government workers, including teachers have a social security system in the form of pension scheme which they look forward to when they reach the retirement age.

## **Whether happy to be a teacher**

Teachers were asked to indicate whether they were happy to be teachers, the study revealed that 82.1% of them indicated that they were happy to be teachers. However, reasons varied for their interest in teaching. Some indicated that they were happy because they earned a living to feed their families. Others felt that the conditions of service for teachers had since been improved and as such they were motivated to be teachers.

It was also revealed that 60.6% of the respondents felt that teaching was a profession that improved one's financial status since the salaries had been going up on a yearly basis. The study also revealed that the teaching profession was a job that contributed to national development through imparting knowledge to the children and therefore, felt that they were contributing to the development of the country.

It was also found that some teachers were happy to be teachers because they loved the job and enjoyed interacting with learners as well as the members of the communities. They felt that by being teachers, they were offering a service to the communities. While some teachers enjoyed working with children, others joined the profession because they had nothing else to do and therefore did not have the passion for teaching. Such teachers may not be enjoying the job and were also likely to be absent from work most often and probably even resign when ever they would find a better job.

While the study revealed that 82.1% of teachers indicated that they were happy to be teachers for various reasons stated above, others indicated that they were unhappy to be teachers and cited poor conditions of service, particularly low salaries, poor and lack of decent accommodation as being the main factors.

While it was true that the conditions of service for teachers were poor, they were better than those of some professions such as secretarial. This does not mean that they should not be improved especially for those in rural and remote areas.

For example in Mozambique, there is a system of financial bonuses for teachers who locate in rural areas. Schools are categorised ranging from urban to the most isolated and teachers are paid a salary bonus depending on the location of the school. In Zambia though rural hardship allowance is given to teachers in rural schools, even those in isolated or remote schools get the same amount. It would be better to apportion it according to the location of the school so as to attract teachers to work even in remotest areas.

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

One of the objectives of the study as stated above was to determine factors that affected the status of teachers. This section therefore, discusses such factors. It was found that the factors that contribute to status of teachers in society in relation to other professions were; good conditions of service, particularly high salaries, good education and decent accommodation and opportunities for further studies. It is true that a number of teachers do not have decent accommodation. Due to low salaries teachers receive, most of them are not able to rent decent accommodation in good residential areas and as such the majority of them live in shanty compounds. This situation should be addressed if teachers have to gain high status like other professionals that have attractive conditions of service.

### **Three things teachers desired to have**

A question on things that teachers desired to have was asked to determine the factors which they thought contributed to their status. It was found that teachers desired to have money, representing 74.4%, education, representing 74.4% and accommodation representing 79.5%.

It was also found that these three aspects determined the status teachers enjoyed in society. It would appear that high salary, high level of education and decent accommodation were some of the factors that contributed to status of teachers. The aspect of professional development is very important, the environment in the education system demands continuous professional development. In order to cater for those that would like to further their studies, the Ministry of Education has introduced in-service training by distance learning which is taken during the school holidays. The training is being offered at pre-service teacher training colleges and National In-Service Training College (NISTCO). The three things teachers desired to have therefore are symbols of status as well as factors that society uses to accord status to teachers.

The introduction of distance education has made it possible for a number of teachers to obtain higher qualifications which in turn enables them to earn a higher salary and consequently enjoy high status in society and improve their quality of life. Low salaries and poor accommodation were also cited as problems among teachers by community members during the focus group discussions.

It was noted that some teachers lived in shanty compounds among common people who had no formal employment which should not have been the case since teachers were people of high standing in society. Community members also observed that some teachers lived on credit in terms of food stuffs from members of the communities who were marketeers and that others failed to pay what they owed on time, a picture which did not portray them positively.

A study conducted in Lesotho by VSO (2002) on incentives for teachers indicated that teacher's ratings of their pay were generally low while those of their general working conditions were moderate. The study revealed that pupils, respected teachers according to the subjects they taught whether they were considered important or not. This diversity in the perception of the profession has been attributed to the fact that teaching was not a homogenous profession formed of uniform parts.

An opinion was sort from the teachers on the three jobs in order of priority that they would advise a relative to take. This was to find out the kind of jobs they felt were important or respected, the study revealed that the first job one would advise a relative to take was teaching, the second being nursing and the third accountancy.

The reasons were that there was security in teaching because even after retirement one would still be getting a salary and that it was a well respected profession. Nursing was said to be contributing to national development by serving people's lives and that accountants were well paid and respected in society.

This means security of a job and its contribution to the country and the remuneration in form of a salary, were important factors when advising a relative with regards to the kind of job to take. It can therefore be seen that, salary, contribution of the job to the economy of the country, security of the job and respect the job has, were determining factors to the kind of job one can take. These factors were also cited by pupils and indicated that they would advise a relative to take a job that was well paying and contributed to national development.

In terms of a job that one would not recommend to a relative, 64.9% of the respondents indicated that they would not recommend a relative to be a secretary because it was felt that secretaries were abused by their bosses. It should be noted that the job description of secretary demands doing some household chores such as preparing tea, coffee for the boss, answering telephone calls and also making appointments for the boss and appear to be protective of their bosses.

### **Whether high salary was a factor for determining teacher status**

A question was asked on whether a high salary was a factor that members of the community considered when assigning status to teachers, and it was found that 72.9% of the teachers indicated that a high salary was one of the factors that members of the community considered when assigning status to teachers. This factor was also observed during focus group discussion with the community members in which it was said that *teachers did not get high salaries and as such lived in shanty compounds and got food stuffs from marketeers on credit.*

Literature has also shown that a high salary was one of the factors considered when according status to an occupation. A study conducted by VSO (2002) in Lesotho and Malawi, observed that salary seemed to have been a prominent point of contention for existing teachers and that it appeared to have also a retention factor than being the reason for joining the profession. The study also revealed that 97.5% and 79.5% of the respondents felt that accommodation and chances for promotion were also factors determining teacher status in Zambia.

It was also found that teachers enjoyed respect in the community because of their contribution to society. For example members of the community said that *teachers produced lawyers, medical doctors and other high ranking members of society like the politicians.*

Though power was found not be a determinant factor of teachers' status, in most cases people with money are also believed to have power and influence. It suffices, therefore to think that teachers do not command power and influence in the communities since they have low salaries and that their clientele are children who also do not possess power. In addition to a high salary, accommodation and high educational level were among the three things that teachers desired to have and felt that these factors determined the status of teachers in society.

In New Zealand, Gould and Lee (2000) found that for undergraduates considering teaching, the most attractive aspect of the occupation was a chance to benefit society. This view was shared by pupils and teachers who felt that they contributed to the development of society. While some respondents felt that they did not like to work with children, Gould Lee (2000) observed that teachers enjoyed working with children and assisting them and that a feeling of professional efficacy was enjoyed when teaching enabled them to 'make a difference'. Lewis and Butcher (2002) in the survey conducted in the UK, asked the students about whether they had considered teaching as a career, and what factors made teaching attractive. They found that two of the top three reasons given were working with young people and being able to help others. Therefore, being able to help others and making a contribution to one's life or community was found to be one of the factors attracting people to the teaching profession.

### **Three reasons why Zambian Teachers resign**

One of the questions asked was to find out reasons why teachers resign from the profession. It was revealed that 82.2% of the teachers felt that poor salaries were the main reason why Zambian teachers resigned from the teaching profession. In Zambia a number of teachers resign each year and go for greener pastures.

It should be noted that while others leave the teaching profession, in Zambia, some continue with the teaching career in the neighbouring countries such as Botswana and South Africa, while others join other organisations such as banks and Non Governmental Organisations where the conditions of service are attractive.

Spear et al. (2000) conducted a study in the UK and found that poor pay for teachers was cited as a primary reason for those who left the profession, and an increase in pay was a way to improve their morale. Literature has also shown that in UK low or poor salaries for teachers were one of the reasons for resigning from the profession. It was also found that low salaries and general poor conditions of service for teachers caused frustrations, de-motivation and consequent resignation from the profession. (Smithers and Robinson 2001), in Sheikh Iqbal 2003), revealed that another factor that made teachers resign was the workload, the time spent on tasks imposed on teachers, recording everything that was planned and done in great detail, much of which was not read by anyone, rather than teaching.

It was observed that teacher's decision whether to stay or leave the teaching profession was related to the age of the teacher. Those teachers that had served for more than ten years may want to stay in the profession so that they can get their pension and those that are below ten years of service may want to leave because they have not much to lose. This means younger teachers have a high rate of resignations than older teachers.

In Zambia, some teachers particularly the young, leave government schools and opt to teach in private schools. This has been attributed to the fact that conditions of service are better in private schools than those in government. Teachers who teach in private schools get higher salaries than those teaching in government schools and some of them are accommodated while those without accommodation are given enough housing allowance to rent a decent house.

This scenario clearly indicates that teachers resign from teaching in government schools due to poor conditions of service and opt to join private schools or other organisations where the conditions of service are more attractive.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

This chapter presents conclusions and recommendations drawn from the findings of the study. The conclusion concentrates on the core findings based on the objectives of the study.

#### **Teachers' Status**

There has been much debate surrounding the professional status of teachers in most of the developing countries to which Zambia belongs. Elements identified as key in high status professions in general include, resources, autonomy, trust and respect. Though scholars have not agreed on a common definition of the concept of status, in this study status referred to a regard that was accorded to the profession and or members of the profession. This study was aimed at finding out the status of teachers in four selected basic schools in urban and rural areas in Kafue District in Lusaka province.

The findings showed that teachers in both urban and rural schools generally enjoyed high status, though those in rural basic schools enjoyed slightly higher respect than those in urban schools. It was also found that teachers were accorded respect both by pupils and community members. The difference in respect between teachers teaching in the two rural basic schools with those teaching in the two urban basic schools may be attributed to the fact that teaching was one of the highly recognised professions in rural areas while in urban setting there were more professions that were highly recognised by society as compared to teaching.

To a little degree, it was also found that the status of teachers was not consistent or uniform. This was because society used many factors to determine the status of teachers in society. While salary could be used as a factor for high status, it could not be the major determining factor in some cases. Even if teachers did not have high salary they would still enjoy high status because of other factors, such as importance of the job to the community.

However, since teachers did not get high salaries, had no decent housing and had limited chances for promotion, they were accorded low status in society in comparison to other occupations. When assessed according to the three factors indicated above, compared to other professions such as law, teachers were said to be of low status but in terms of their positive image in society they were accorded high status by society.

During the Focus Group Discussions with members of the community, it was revealed that some teachers did not have good morals in communities and as such they did not act as role models to pupils. It was found that some drank beer with local members to the extent that they became too drunk and did not exhibit behaviour of a good teacher. It was also observed that some teachers got credits from members of the community to buy food stuff for their families and failed to pay back on time. Due to the low salaries teachers receive, some were not able to rent decent accommodation and therefore lived in shanty compounds and others dressed poorly. The bad behaviour of teachers, poor dressing and lack of decent housing was attributed to the general poor working conditions of service and low salaries.

While some teachers were said to be of bad behaviour, community members acknowledged that their services were very important in society. They observed that all the high standing people in society were once pupils and taught by teachers. While all teachers generally enjoyed respect in society, respect at school level was according to the subjects taught. It was found that those teaching English and Mathematics were more respected than those teaching other subjects. Those teaching religious education and Zambian Languages were the least respected by pupils.

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

The study revealed that there were factors that society used to accord respect to teachers. These included high salary, decent accommodation and opportunities for professional development and the contribution the teaching profession makes to the community and national development in general. These factors apply to teachers both in urban and rural basic schools. Due to the fact that the factors that society used to assign status to teachers were the same, the status of teachers, be they in urban or rural schools, was generally the same.

The study also revealed that because of the conditions of service for teachers which were not attractive, the majority of pupils indicated that they would not want to join the teaching profession. Other reasons were that they did not enjoy working with children.

## **Summary of the findings**

The findings have shown that teachers in the four basic schools in Kafue District enjoyed respect both in schools as well as in society. The respect accorded to teachers was because of the contribution they make to the development of the nation in general and to their communities in particular. Therefore, teaching profession is an occupation that is recognised, valued, appreciated and respected by society.

But there was minimal difference in the status with those teachers in rural areas enjoying slightly higher status than those in urban areas. This could be attributed to the fact that there were fewer professions found in rural areas compared to urban areas. The factors affecting the status of teachers in urban and rural sampled basic schools in Kafue District were found to be similar. These were lack of high salaries, decent accommodation and opportunities for further studies. It was however found that teachers in comparison with other workers had low status due to low salaries, lack of descent accommodation and opportunities for further studies.

Though Lenski's theory argues that different locations and different factors may determine the status of teachers, in this study this proposition is not strongly supported because the study found minimal difference in the degree of status accorded to teachers. This situation could also be attributed to the nature of the location in which the study was undertaken. There could not be very much difference between Kafue urban and Kafue rural, and more especially in terms of distance between the urban and rural schools.

## **Recommendations**

Based on the findings of the study, the following recommendations are suggested.

The government should improve the conditions of service for teachers. The conditions should compare favourably to conditions of service for other professions with similar or equivalent qualifications. Specifically,

1. Housing allowance should be increased to enable teachers that are not in institutional houses to rent decent accommodation.
2. Teachers should be availed opportunities for further training/studies in institutions of higher learning.
3. The government, Ministry of Education should show appreciation, recognise and value the contribution teachers are making to the nation. This can be done by either writing an acknowledgement letter to the union or by acknowledging their contribution to the nation through the media.
4. The government through the Ministry of Education should provide incentives to motivate teachers for example good salaries. It would be better to apportion rural hardship allowance according to the location of the school so as to attract teachers to work even in remotest areas.

## **Future Research**

If we need to have a clear picture of the status of teachers in urban and rural areas and the factors that affect their status, there is need to take typical urban and rural areas as well as increasing the sample size.

Therefore a similar study can be conducted in other Provinces and Districts with a larger sample to assess the status of teachers as well as determining the factors that affect their status. It would also be good to replicate the study using grade 12 pupils. Maybe grade 9 pupils are too young to appreciate issues of status pertaining to teaching as compared to other professions.

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## Appendix 1: Pupil's Questionnaire

This questionnaire is aimed at getting your opinion on the status of teachers in urban and rural selected basic schools in Kafue District. You are therefore requested to be as objective as possible in view of what you know about the status of teachers.

Instructions: Please answer all questions by writing your responses in the spaces provided. Where the alternative answers are given, please TICK in the space provided against the number that represents your response. (Remember there is no wrong answer).

1. Name of the school \_\_\_\_\_
  
2. Sex of the pupil
  1. Female ( )
  2. Male ( )
  
3. Age of the pupil
  1. Below 12 ( )
  2. 13-25 ( )
  3. Above 16years ( )
  
4. What type of work would like to do after school?
  1. Medicine ( )
  2. Nursing ( )
  3. Teaching ( )
  4. Law ( )
  5. Lecturing ( )
  6. Any other specify \_\_\_\_\_
  
5. Would you like to be a teacher?
  1. Yes ( )
  2. No ( )
  
6. If your answer to question (5) is yes, what type of a teacher would you want to be?
  1. Pre-school teacher ( )
  2. Primary school teacher ( )
  3. Secondary school teacher ( )

7. Why would you want to be the kind of teacher you chosen in question 6?

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8. If you would like to be a teacher, give 1 reason from the list below why you would like to be a teacher

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

9. If you would not like to be a teacher, give 1 reason from the list below why you would not like to be a teacher.

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

10. Below is a list of jobs, choose 1 job you would advice a relative to have.

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

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

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

12. Do you think that teachers are respected by members of the public in Zambia?

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

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

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

14. Why do you think that the teachers you have chosen in question 13 are more respected in your school?

- 1. Because they are honest ( )
- 2. Because they teach well ( )
- 3. Because most of them are rarely absent from school ( )
- 4. Any other specify \_\_\_\_\_ ( )

15. What kind of teachers do you respect in terms of subjects they teach?

- 1. Teachers of English ( )
- 2. Teachers of Mathematics ( )
- 3. Teachers of Integrated science ( )
- 4. Teachers of Religious Education ( )
- 5. Teachers of History ( )
- 6. Teachers of Geography ( )
- 7. Teachers of Physical Education ( )
- 8. Teachers of Zambian Language ( )
- 9. Any other specify \_\_\_\_\_ ( )

16. Why do you think that the teachers you have chosen in question 15 are more respected in your school?

- 1. Because they are honest ( )
- 2. Because they teach well ( )
- 3. Because the teacher is rarely absent from school ( )
- 4. Because the subject is very useful to one's life ( )
- 5. Because the subject contributes to national development ( )
- 6. Because it is a difficult subject ( )
- 7. Because the teacher is intelligent ( )
- 8. Because the subject demands long training for the teacher ( )
- 9. Because the subject is core ( )
- 10. Any other specify \_\_\_\_\_ ( )

17. What factors do members of the public consider when giving status to a teacher?

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

18. What factors do you consider when giving status to a teacher?

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

19. Give any comments you have on the status of teachers in Zambia.

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**THANK YOU FOR YOUR PARTICIPATION**

## Appendix 2: Teacher's Questionnaire

This questionnaire is aimed at getting your opinion on the status of teachers in urban and rural selected basic schools in Kafue District. You are therefore requested to be as objective as possible in view of what you know about the status of teachers.

Instructions: Please answer all questions by writing your responses in the spaces provided. Where the alternative answers are given, please TICK in the space provided against the number that represents your response. (Remember there is no wrong answer).

3. Name of the school \_\_\_\_\_

4. Sex of the respondent

- 3. Female ( )
- 4. Male ( )

3. Age of the respondent

- 4. Below 25 years ( )
- 5. 26-30 years ( )
- 6. 31-35 years ( )
- 7. 36-40 years ( )
- 8. 41-45 years ( )
- 9. Above 46 years ( )

4. Academic qualification

- 1. Form 2 ( )
- 2. Form 3 ( )
- 3. Grade 9 ( )
- 4. Form 5 ( )
- 5. Grade 12 ( )
- 6. University degree ( )

5. Professional qualification

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

6. Length of service as a teacher

- 4. Less than 5 years ( )
- 5. Between 6 and 10 years ( )
- 6. More than 10 years ( )

7. Length of service as a teacher in this school

- 1. Less than 5 years ( )
- 2. Between 6 and 10 years ( )
- 3. More than 10 years ( )

8. Are you happy to be a teacher?

- 10. Yes ( )
- 11. No ( )

9. Would you please give reasons for your answer in question (8).

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

- 7. Strongly agree ( )
- 8. Agree ( )
- 9. Disagree ( )
- 10. Strongly disagree ( )

11. Please state the reasons for your answer in question (10).

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12. What three things do you desire to have as a teacher?

- 3. Power ( )
- 4. Good job ( )
- 5. Money ( )
- 6. Education ( )
- 7. House ( )
- 8. Prestige ( )

13. List three things you think contribute to high status of teachers in Zambia.

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

17. Which people do you think have high status in Zambia? Choose only **(ONE)** statement

That represents your opinion / feelings.

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

18. For one to have high status in community one should have:

- 1. A high salary
  - 1. Strongly agree ( )
  - 2. Agree ( )
  - 3. Disagree ( )
  - 4. Strongly disagree ( )
- 2. Power over many people
  - 1. Strongly agree ( )
  - 2. Agree ( )
  - 3. Disagree ( )
  - 4. Strongly disagree ( )
- 3. Chances for promotion
  - 1. Strongly agree ( )
  - 2. Agree ( )
  - 3. Disagree ( )
  - 4. Strongly disagree ( )
- 4. Accommodation
  - 1. Strongly agree ( )
  - 2. Agree ( )
  - 3. Disagree ( )
  - 4. Strongly disagree ( )

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

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**THANK YOU FOR YOUR PARTICIPATION**

### **Appendix 3: Focus Group Discussion Questions**

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

1. Some jobs are said to be of high status or respect by the public, what are some of the jobs that the community perceives to have status?
2. What three things would you say give these jobs respect?
3. Which people do you think have high status in your community and why?
4. Do teachers have high status in your community? Give reasons for your answer.
5. What, in your view, should be done to raise the status of teachers in your community?
6. Any suggestions pertaining to the teaching profession in general and teachers in particular.

**THANK YOU FOR YOUR PARTICIPATION**

