

**CONTEXT, EXTENT AND CHALLENGES OF MARRIED  
COMMUTER TEACHERS FROM SELECTED SECONDARY  
SCHOOLS IN KITWE ON THE COPPERBELT PROVINCE OF  
ZAMBIA**

**BY**

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I, Sharon Chondoka, do hereby declare that this work is my own and all works done by other people referred to in this research paper have been duly acknowledged, and that this work has not been previously printed at The University of Zambia.

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## **DEDICATIONS**

I dedicate this dissertation to my mother, Anes C. Chondoka and my late father Shaddy L. Chondoka who taught me to work hard and encouraged me to add to my learning. The work is also dedicated to those who seek to acquire knowledge, and to the participants for sharing their experiences.

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## ACRONYMS/ABBREVIATIONS

<b>SDGs:</b>	Sustainable Development Goals
<b>NTS:</b>	National Transport Survey
<b>MoGE:</b>	Ministry of General Education
<b>DEBS:</b>	District Education Board Secretary
<b>PMEC:</b>	Payroll Management and Establishment Control System
<b>PS:</b>	Permanent Secretary
<b>PEO:</b>	Provincial Education Office
<b>NRCM:</b>	Northern Rhodesia Chamber of Mines
<b>PTRs:</b>	Pupil Teacher Ratios
<b>NUEPA:</b>	National University of Educational Planning and Administration
<b>EFA:</b>	Education for All
<b>ESP:</b>	Education Sector Plan
<b>UNESCO:</b>	United Nations Educational Scientific and Cultural Organization
<b>HODs:</b>	Heads of Departments
<b>MoE:</b>	Ministry of Education

## **ABSTRACT**

The purpose of this study was to explore the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe on the Copperbelt Province of Zambia. It sought to ascertain if there were policies facilitating the commuting of married teachers, and to explore the socio-economic challenges faced by married commuter teachers. It also sought to determine the effects of commuting on married teachers' role performance. The type of commuting which was considered is one where teachers live apart from their families and/or spouses for some time and have to travel on a regular basis.

The study was conducted using a qualitative method of research. A phenomenological qualitative design was employed. Data was collected through interviews using an interview guide. Purposive sampling was used, specifically homogeneous sampling. The study sample consisted of 10 married commuting teachers comprising 3 men and 7 women from secondary schools. The sample included deputy head teachers, heads of departments and subject teachers. Data was collected using an audio recorder. The audio recordings were transcribed and data from transcriptions was analyzed according to the qualitative approach of thematic analysis.

Study findings established challenge and concern about the policy guidelines on the deployment and transfer of teachers, the long period which teachers had to serve before being transferred, the need for transfers to be given so that spouses and families live together and the need for certain policies to be revisited. The major themes that emerged as challenges included: anxiety, cost of commuting, multiple role performance, mistrust/ suspicion of spouse, infidelity/HIV&AIDS, getting permission from work, infrequent social life, fatigue and child care when commuting. Low frequency themes included time for travel, lack of good schools for children staying long

distance from spouse, long distance for travel and frequent transfer of spouse. Further, the study established that commuting affects the role performance of married teachers in such ways as married commuting teachers failing to: adequately prepare for lessons; provide discipline in homes as parents because they are often separated from their children and fail to attend to their spouses and children when needed.

The study concluded that married commuter teachers are negatively affected by some aspects of the deployment and transfer policy. In addition, married commuter teachers are faced with various challenges because of having to commute. Furthermore, married commuting teachers fail to execute their roles well either as parents, teachers or spouses or as members of the wider community due to their commuting lifestyle. Therefore, it was recommended that consideration be made for married commuting teachers to ensure their wellbeing on the job and to guarantee efficacious teaching of pupils by having: administrators in schools being considerate toward commuting teachers when they have genuine challenges affecting their work; MoGE evaluating the policy on the transfer and deployment of teachers and schools deliberately initiating schedules for teachers who commute to perform such responsibilities as marking end of term test papers and performing school holiday duties.

## **1.0 CHAPTER ONE: INTRODUCTION**

### **1.1 Overview**

This chapter will provide the background to the study on the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe. It will then present the statement of the problem, purpose of the study and the study area. Further, the significance of the study, research objectives, research questions and theoretical framework will be dealt with. The chapter will also unveil the limitations of the study, the conceptual framework, the conceptual framework diagram and the philosophical dimensions. Lastly, the operational dimensions will be presented.

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

Commuting is a global development and commuting in Zambia is not an exception. According to Landesman and Seward (2013), disparity of earnings including over population in developing countries as well as low costs in communication and transport has increased mobility. Kerr (2015) noted that in South Africa, travel to work is expensive in terms of time and money because some employees live far from their work places. High everyday expenditure of the commuting way of life may contribute to high levels of poverty and lead to a reduction in time spent with one's family. It was discovered that on average, in 2003, white South Africans spent 54 minutes a day commuting (NTS 2003). This meant that there were 34 minutes a day lesser than the standard for black South Africans, but the average for white people was still higher than the average in the US and all 23 European Union countries

Every child deserves a caring, competent and qualified teacher. Research evidence has shown that the quality of teaching in the classroom is the most important school-related factor in ensuring students' achievement. This is why policy makers at all levels are focusing on teacher quality, with emphasis on the issues of teacher recruitment, preparation, licensing, and certification standards as well as professional development (Adedeji and Olaniyan, 2011). Commuting negatively affects the individual workers, their work and family environments (Emre, 2015; Stutzer & Frey, 2008; Reynolds, 2005). When a teacher is negatively affected by commuting, it will negatively impact their lesson planning, the lesson delivery and, consequently, the pupils' achievement.

Teachers are crucial to the achievement of Sustainable Development Goals (SDGs). In Zambia teachers are more than 93,000 and make up most of the civil servants. Zambia has continuously experienced lack of qualified teachers due to low capacity of teacher training institutions, high attrition rates and HIV/AIDS among other reasons. Zambia's present development agenda as articulated by the national vision 2030 focuses on achieving the nation's long-term vision of becoming a successful middle-income country by 2030. As such, the education sector plan (ESP) 2016-2020 gives the outline of how the education sector can contribute to accomplish the aim of the country and to worldwide decided education goals such as education for all (EFA) and the sustainable development goals (UNESCO, 2015). The need for a supportive and conducive teaching and learning environment and its importance is observed in the SDGs. There is, therefore, a need to consider the welfare of teachers by considering the challenges they face as a result of commuting. According to the Education Policy in Zambia, the Ministry is responsible for the recruitment and deployment of teachers. According to the Ministry of Education deployment policy regulations the aspects to be considered in recruitment, deployment and

transfer of candidates are: choice of station, where candidates should be sent to areas of their preference; married teachers must be sent to specific schools where vacancies exist. However, where a married teacher accepts a position in a school far from their conjugal home they are expected to serve in such a school for at least four (4) years before they can be considered for a transfer (MoE, 2014). In Zambia, the government introduced rural hardship allowance for teachers as a way of keeping them from moving to urban areas. Recruitment of teachers is meant to increase the number of teaching staff. Rural areas are more affected by inadequate number of teachers since teachers shun living there because of the hardships that they may face (UNESCO, 2015).

A good quality secondary education is critical for developing a population's skills, mind-set to maintain health, awareness and well-being as well as sustainable livelihoods and economic growth that is all-encompassing. The development of high order cognitive and affective skills is furthermore vital as a lot of low-income countries desire to become knowledge economies (Bainton, Barrett & Tikly, 2016). According to Stromquist (2017), global policies for education are made with a connection to education. Documents such as the Incheon Declaration (2015) express support for equity and inclusiveness in education and promote lifelong learning chances for all. Further it is observed that a balanced representation of men and women teachers in the classroom creates a healthy atmosphere, where children and youth have access to the wisdom and leadership of adults with variable experiences, attitudes and skills. The number four goal of the Sustainable Development Goal for education is to have girls and boys who complete free, equitable and quality secondary education which should result in appropriate and effective learning outcomes.

The 2013 National Transport Survey (NTS) revealed that the typical travelling times had increased by another 14 minutes for both black and white South Africans. This caused higher frustration levels, wasted time and lower productivity of workers. In the case of South Africa, according to figures from the 2003 NTS, black South Africans spent an average of 88 minutes a day travelling to and from work. This was just less than double the average commute time in the United States in 2002 which is known for its long commuting times. According to Lerner (1994), individuals desire to do meaningful work. They have a need to use their abilities and are helpless to the extent that they are not permitted to do so. Commuting is a tactic for having meaningful work when such opportunities are not near to a person's family residence. A change in a demographic characteristic, like getting married, may change such things as the choice of residential and workplace location, the mode of travel and the commuting time and distance. In their study, Lee and McDonald (2013) showed that married women have shorter commuting time than other workers. Those with less rigid work schedules such as the self-employed, unpaid family workers and part-time workers have shorter commutes both in time and distance. Most couples live apart for periods of time because of employment. Some commute after they find jobs in distant places. Other workers are obligated by their boss to move to a new place or to accept more travel in their work. Some jobs just need employees to commute for extended periods of time over long distances. Some people wish to move to a new environment for reasons other than economic even when these places do not have comparable jobs (Landesman & Seward, 2013) living apart of married couples is on the increase and it is called commuter marriage. More than 3.5 million couples in the United States alone are living in commuter marriages. That number has more than doubled since the year 1990 when the U.S. Census

Bureau projected that 1.7 million married couples were living apart for reasons other than legal separation (Brambila, 2012).

Mathis and Jackson (2005) observed that the decline of the conventional family unit and a growing number of dual career couples has placed more stress on workers to balance work and family life. Staff may be reluctant to accept relocations and transfers if it means giving up time for their families or their leisure time. Commuting affects the commuting individuals to a large extent in that they may often be tired and can incur high costs due to regular movement and having two residences (Emre, 2015; Stuzer and Frey, 2008). The challenge of commuting is that it has consequences such as strain on marriages because spouses are often separated (Kapatamoyo, 2017; Reynolds, 2005). Considering the challenges and magnitude of commuting, it was plausible that a research be carried out to determine the case of married teachers who commute. Therefore, the purpose of this study was to explore the context, extent, and challenges of married commuter teachers. The type of commuting which was considered is one where teachers live apart from their families and spouses for some time and have to travel on a regular basis. No clear documented study has been done on the context, extent and challenges of married commuter teachers in Zambia. A study on married commuter teachers will, firstly, benefit commuting teachers because their supervisors will gain insight into what affects them due to commuting, and this will make supervisors to be more considerate. In addition, administrators in the education sector will determine the challenges commuting teachers face and will have information that can be used to design interventions to ensure that they work efficiently.

### **1.3 Statement of the Problem**

This study focused on investigating the context, extent and challenges of married commuting teachers. Studies done on commuting have revealed that commuting spouses are affected by stress and worry related with family care. Additionally, performance on one's job, stress and emotional drain are issues that matter. Commuting brings challenges to a person's life and physical condition (Glotzer and Fendelein, 2007). In their study, Stuzer and Frey (2008) also affirmed that commuting in families gives rise to money expenses and emotional problems like stress, anxiety and lack of motivation which in the end will have an effect on the healthiness and lifestyle of the family as a whole. Burnout, stress and conflict can result because of demands made on a married commuting teacher. The teacher has individual needs such as excellence in their profession and to be esteemed by the family and the community. Supervisors also expect excellent performance from the teacher. Due to this, teachers do not perform according to what is expected of them. They go late to class and sometimes do not do their assignments on time. As a result, the delivery and coverage of the syllabus is affected and this in turn leads to high failure rates amongst pupils. Further, conflict arises between the commuting teacher and their supervisors who do not understand and cannot give the teachers an opportunity to explain their situation of commuting. These issues raise concerns about the challenges of married teachers who commute. If consideration is not made of teachers who commute, their challenges will not be known and it may lead to low pass rates, low morale amongst commuting teachers and conflicts between teachers and their supervisors who may not be aware of the challenges they encounter because of commuting. The study will contribute to the achievement of MDGs objective of having a supportive and conducive working environment for the teachers who commute.

## **1.4 Purpose of the Study**

The purpose of the study was to determine the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe on the Copperbelt province of Zambia.

## **1.5 Objectives**

### **1.5.1 General Objective**

To explore the context, extent and challenges of the married teachers who commute on the Copperbelt province of Zambia.

### **1.5.2 Specific Objectives**

- i. To ascertain if there are policies facilitating the commuting of married teachers.
- ii. To explore the socio-economic challenges faced by married commuting teachers.
- iii. To determine the effects of commuting on married teachers' role performance.

## **1.6 Research Questions**

- i. Are there policies that facilitate married teachers' commute?
- ii. What are the socio-economic challenges faced by married commuting teachers?
- iii. What are the effects of commuting on married commuting teachers' role performance?

## **1.7 Significance of the Study**

The study is important because it highlighted the challenges that married commuter teachers have which may affect their job performance that supervisors in the education sector should be aware of. The study was aimed at informing families and administrators not to take commuting for granted as it may impact negatively on the physical, social and emotional dimensions of an

individual. It also focused on enabling the Ministry of General Education (MoGE) and school managers to design interventions that could help commuting teachers better cope with the commuting lifestyle.

## **1.8 Theoretical Framework**

The study was based on Symbolic Interaction Theory and Role Theory. Symbolic Interaction is a sociological theory that can help bring out the truth of a situation. It helps to bring about the truth of a situation through the perspective of an individual. The central philosopher of symbolic thought is George Herbert Mead. Mead said that mind and ego are products of the public. Symbols develop the mind and they are used as a way of thinking and communication. Mead concentrated on how people relate in their lives by means of symbolic interaction and how they create order and meaning. Blumer, a student of Mead, was the first one to use the term symbolic interaction and on that basis, he is also named as founder of symbolic interaction. According to Blumer humans form meaning in two ways: meaning is something attributed to things such as objects, events and phenomenon and meaning is a “physical attachment” that is forced on events and objects by people. Blumer believed that meaning is a condition that comes out as a result of the interaction of group members and is not an intrinsic feature of the object. Meaning is created as a result of the interaction between people, and it allows people to form some of the facts constituting the senses. These facts are linked to how individuals form meaning and they are made up of the interpretation of various definitions (Aksan et al., 2009). According to the International Encyclopedia of Marriage and Family (2003), the Symbolic Interaction theory posits that self-conceptions and self-feelings are as a consequence of how individuals imagine others perceive and evaluate them. Married teachers who commute may be perceived differently

by those around them, and if these perceptions are off-putting, they may negatively impact on the teachers' self-feelings and consequently their work, family and social life. Based on this theory, the researcher was able to get the viewpoints of teachers on the condition of commuting that they were in and how the situation impacted on the various spheres of their lives.

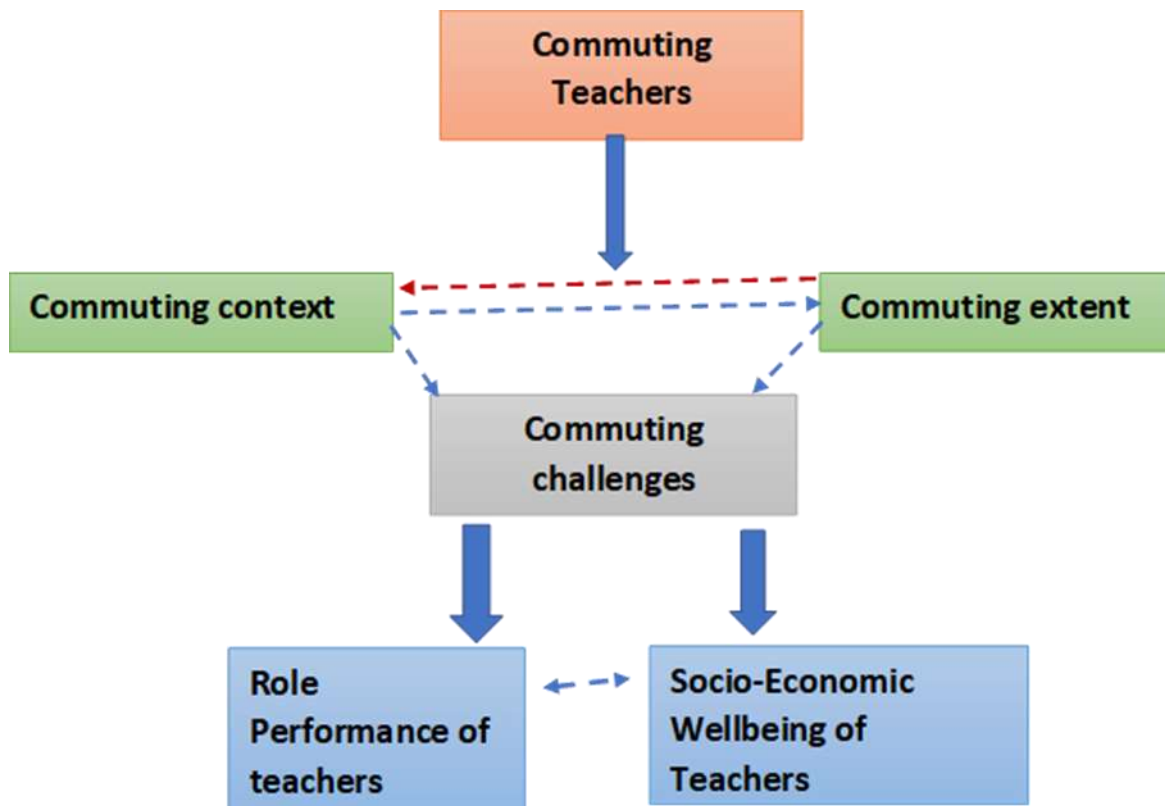
The basic idea of the role theory is that individuals have various roles in life and that these roles come with instructions on how individuals should behave. A role can be defined as a social position, a particular conduct linked with a social position, or a characteristic behavior. Some theorists have proposed that roles are important expectations about how a person should behave in a particular situation. Others say it refers to how individuals actually behave in a certain social position. Other theorists have proposed that a role is a characteristic behavior or expected behavior and that it is a script for social conduct. People have different social roles and sometimes they have to perform dissimilar roles at the same time in different situations. Many theorists consider role theory as one of the most convincing theories that link social structure and individual behaviour. Roles guide the behaviour of the individual and dictated by both social structure and social interactions. The functionalist approach posits that a role comprises expectations that society has about a person. Certain behaviours are considered appropriate and others unsuitable by unspoken consensus. According to interactionist definition, role is not fixed or prescribed but something that is frequently agreed between people (Sesen, 2015). The Symbolic Interaction and Role theories resonate well with the thrust of this paper which sought to explore the context, extent and challenges of married commuting teachers because the respondents in the research had various demands on them from the family, society and supervisors which they were expected to fulfill and they also had specific roles.

## 1.9 Limitations

The data that has been generated by this study cannot be generalized. Therefore, this study cannot be generalized.

## 1.10 Conceptualization and Conceptual Framework Diagram

Figure 1



In their particular settings, married commuting teachers are to some degree faced with challenges that bear upon their role performance as well as their social and economic welfare. Workers who

commute are reported to face various challenges due to the demands placed on them by work and the family (Stutzer and Frey, 2008). Challenges may include high costs of living due to having to be in two residences; stress, worry about their families when they are away and being demonized at the work place. The challenges that commuting teachers tend to experience are of different levels. Their effect ranges from one's person, the family, and the work output (Glutzer and Fendelein, 2007). Commuting may affect the teachers' ability to perform their roles effectively and it can also affect their socio-economic wellbeing.

### **1.11 Operational Definitions**

**Teacher** – a person who helps others to acquire knowledge, competences or values

**Commuter** – someone who regularly travels between work and home

**Magnitude** – the degree or extent of something

**Context** – the setting or situation

**Marriage** – the legally or formally accepted joining together of two people as partners in the personal relationship, that is, historically and in some jurisdictions and specifically a union between a man and a woman. Marriage is a demographic happening that connects two families to form a social network. It is a legal agreement between the couple and the state (Olson and De Frain, 2003) and a place where sexual encounters happen and procreation occurs. Marriage is said to resemble a pair of shears which are joined so that they cannot be divided, frequently moving in contrary directions, yet always punishing anyone who comes between members (Wright and Roberts, 1997).

**Commute** – to commute is to make the same journeys on a regular basis from home going to and from work. A commuter is an individual who commutes, especially between home and work. A commuter marriage is a deliberate arrangement where dual-career couples keep two residences in different locations and are separated for minimum of three nights per week for at least three months (Gerstel and Gross, 1982).

## **1.12 Organization of the Dissertation**

The dissertation is divided into six chapters. The following is a brief summary:

**Chapter one** provides the background to the study, and it presents the statement of the problem and the purpose of the study. It further gives the significance of the study, objectives and research questions. The theoretical framework, limitations, conceptualization and the conceptual framework diagram is given before giving the operational definitions.

**Chapter two** reviews related literature on commuting. The literature review is presented in four sections, that is, (1) commuter marriages, (2) commuting, (3) work - family conflict, (4) women/men's roles (5) some policy approaches relating to teacher deployment, transfer and retention.

**Chapter three** outlines the research methodology. It gives the research design, the study area, the philosophical dimension and the population of the research. The sample and sampling procedure employed, data collection and research instruments and data used are then explained. Trustworthiness of the study and ethical considerations are then outlined.

**Chapter four** presents the findings of this study on the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe on the Copperbelt province of Zambia. The findings are organized according to the objectives of the study as follows: (i) To

ascertain if there are policies facilitating the commuting of married teachers (ii) To explore the socio-economic challenges faced by married commuting teachers (iii) To determine the effects of commuting on married teachers' role performance.

**Chapter five** is a discussion of the research findings and **Chapter six** contains the summary, conclusion and recommendation.

## **2.0 CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Overview**

The earlier chapter made an introduction to the study by providing the background to the study, and it presented the statement of the problem, purpose of the study and the study area. It further gave the significance of the study, objectives and research questions. An explanation of the theoretical framework, limitations and the conceptual framework and diagram was made. The philosophical dimension and the operational definitions were finally given.

This chapter will review related literature on commuting. The literature review is presented in five sections, that is, (1) commuting (2) commuter marriages (3) work - family conflict, (4) women/men's roles (5) policy approaches relating to teacher deployment, transfer and retention. The reviewed literature will give insight of information that would answer the research questions and highlight useful information for stakeholders.

### **2.2 Commuting**

Lindemann (2017), in a study in which a married couple live apart in service to dual professional careers found that commuter couples admit to dependence and inter-dependence which are in tension. The study got information from in depth interviews with 97 people (56 of the respondents were married to other people in the sample) who were married but were living apart from their spouses because of pursuing their personal careers. The study found that for a minority of respondents, non-cohabitation did increase their interdependence. One half of the respondents saw themselves as connected even though there was a distance between them. Lindemann noted that the tension between marital interdependence and the shift to individualization in marriages in America has been mainly caused by the decline of the male

breadwinner/ female homemaker model coupled with a decrease in duty specialty of the genders, increased freedom in decision-making by couples and the increasing ability of spouses to financially provide for themselves. Among her findings were that the majority of respondents revealed they were highly interdependent even if they were in individualized structures of the of the commuter marriages. Also, many respondents said sharing of tasks showed how integrated their partners were in their everyday activities despite their geographic separation and 66% of respondents said that they had felt judged by family members. It can be assumed that in the American society, similarly to the Zambian Scenario, living apart of married people is not generally acceptable. The idea that living apart aids interconnectedness was more common, though not exclusive, among respondents who lived geographically further apart and saw each other less often. The implication is that spouses would seek to stay in touch with each other and both of them would make effort to do so.

In a study, Bunker et al., (1992) examined the quality of life of women in two types of dual career families. They observed that commuters were more satisfied with their work life and with the time they had for themselves. The commuters were more dissatisfied with family life, their relationships with their partners, and with life as a whole. Commuters did not experience a more stressful lifestyle than single-residence dual career respondents, and commuters reported significantly less overload. It was concluded that the commuting lifestyle has both rewards and costs and that in some ways single-residence dual-career lifestyle maybe more stressful and dissatisfying. Olsson et al., (2013) conducted a survey in a survey of work commuters in the three largest urban areas of Sweden. The survey had 713 work commuters living in three largest urban areas of Sweden. The participants answered a mail questionnaire consisting of questions about the work commute, overall happiness and social demographics. In order to lessen memory

distortions, the normal commutes who were most recent were targeted in the questionnaire. Some key findings of the survey were that satisfaction with the work commute had a significant effect on overall happiness, particularly on the balance between positive and negative effects. Negative feelings during the work commute increases with the length of the commute the experiences of the work commute and other mundane routine activities have measurable effects on overall happiness. Feelings during commutes were largely positive or neutral. Factors that can explain this include desirable physical exercise from walking and biking, as well as the fact that short commutes provide a buffer between the work and private spheres. For longer work commutes, social and entertainment activities either increased positive effects like or counteracted stress and boredom. The findings are similar in some aspects to the findings of Bunker et al., (1992) who posited that commuting makes the commuting person have time to themselves, a condition they enjoy, and that commuting has both negative and positive aspects.

In contrast to the fore outlined positive aspects of commuting, in a study on commuting related to commuting problems in the workplace, Emre (2015) stated that the commuter position is forced by the environmental factors and lessens someone's personal time, particularly the time dedicated to sleep. The study also stated that commuting distances still have a propensity to increase in developing countries as cities are becoming overcrowded and spreading across to larger areas in recent years. According to Emre's study, commuting takes time and money and is considered to be one of the worst things to do in a day. Commuters are all imprisoned with their commuting positions. The main target of the study was to create awareness about the problem of commuting and to provide an understanding about the commuting experiences of workers. The study suggested that with the elimination of commuting related withdrawal behavior, organizations could conduct more stable relationships with their existing employees and costs

associated with commuting can be avoided. The researcher observed that while skilled workforce is scarce and their commute is inevitably unpleasant, it is often tolerated by the workers themselves with all the consequences. This could possibly be because workers are in need of a source of livelihood. The financial cost of transportation outstands as one of the most important factors upon deciding the job search location, intention to change jobs and quit, and evaluating the wage offered for job candidates. Emre stated that long commuters experience problems related to quality of daily life and health. They report physiological symptoms such as nervousness, anger, tension, negative mood and difficulties in focusing attention. For members of public transportation, these problems mainly arise from unreliability of services and delays. For car users, these problems generally arise from traffic volume and driving behavior of other road users. According to traditional trade-off between work and leisure, long commute leads to reduction in work effort because it makes people have less free time. Recent study in the United States showed that 48% of working adults reported their job dissatisfaction as an impact of commuting, 32% took commuting into consideration when deciding their current job, 27% of the respondents stated that they could perform their duties from home and 15% of the respondents reported they would change their jobs for a shorter commute.

Kapatamoyo (2017) in an article “Zambian couples trading marriage for work” observed that with very little employment prospects existing especially in urban areas, some couples are opting to work far from their matrimonial homes rather than staying without a job at all. Though, as several couples come to find out, living apart brings terrible consequences to a marriage. In an article showing experiences shared by Rachel Nakweti, a teacher working in a rural area in Zambia, it was discovered that because of staying apart, the teacher and her husband experienced a strain in their marriage. Nakweti said she would not be able to get a transfer to another

province because of the conditions given by her job. She could not file for a transfer request because of the government regulation that required her to work for some years.

### **2.3 Commuter Marriages**

Commuter marriages are an arrangement where one spouse lives in the family residence, often with work and child-care responsibilities, while the other spouse works and stays away from home for long periods of time (Glutzer and Federlein, 2007). In relation to this, Landesman and Seward (2013) noted that mobility is a normal part of social life and may involve one individual or many, can happen once or several times, can be between short or long distances and can be on a temporary or permanent basis. Labor mobility is less likely to involve relocation for employment and more likely to involve commuting long distances for a long time. In the labor market, paid job-related travel and commuting are common expectations. Commutes often entail working away from home for up to a week or even longer. For many couples, this means frequently being apart for extended periods of time. Landesman and Seward (2013) conducted an exploratory study on long distance commuting and couple satisfaction in Israel and United States. The central aim of their study was to assess the impact of commutes on couples' satisfaction with their relationship and to provide details on patterns of voluntary long distance, time extended mobility that does not involve a permanent change of residence or separate residences. They observed that commuting had a small negative impact on couples' satisfaction with their relationships. Especially in the United States, women who held traditional gender specific roles opinions within couple relationships were more likely than men to talk of more satisfaction with their relationships in marriage. Commuting relationships challenge the social norm that being a couple means sharing the same dwelling continuously. They collected data from a large and diverse non-probability convenience sample of respondents. Quantitative data

were analyzed and complemented by qualitative data from respondents' comments at the end of the questionnaire or from interviews.

The British dictionary defines a commuter marriage as a marriage in which spouses live some distance apart from each other most of the time and this is generally because of separate jobs. It is a marriage between spouses who live apart, usually because of the locations of their employment. It is individuals in this type of commuter marriage that the research considered. The teachers are termed "commuter teachers". Further, it has been suggested that it is tighter job markets that compel people to change places. Equality within marriages that considers the careers of women and increasing emphasis on individualism in society has also contributed to an increase in commuter marriages (Landesman and Seward, 2013). According to the government of Canada, individuals who are married but also live apart could be reckoned to be in a commuter marriage. In Canada, between 2001 and 2011, the number of people in commuter marriages increased from 131, 000 in 2001 (0.6% of the population aged 20 and over) to 240, 000 in 2011 (0.9% of the population aged 20 and over). Other research has shown that the rise in this type of couples was largely due to the increase in dual-working couples (ibid).

Gross (1980) noted that some jobs and circumstances have been associated with brief separation of spouses. Examples include involuntary separation due to war or imprisonment, economic enhancement as in the case of migrant employees or the career of a spouse that causes a spouse to be away from the matrimonial residence. Similarly, researchers Kirschner and Walum (1978) observed that living apart for some types of jobs is not odd. Kirschner and Walum (1978) acknowledged that living apart is not unusual for some occupations such as politicians or certain circumstances such as imprisonment and that in the past men are the ones who have for some

time left their families. Commuter marriages come about because individual spouses have career goals that cannot be achieved in the same geographic locality. For this reason, there is an increase in the mobility of women from the family for occupation related motives. A commuter marriage is a work solution compromise allowing both spouses to pursue their careers, while maintaining their marriage relationship.

According to Landesman and Seward (2013) conventionally, commuters like migrants were often men who were doing their work as partners and/fathers. However, women partners and /mothers have also become more mobile. Additionally, they observe that living apart has become more tolerable due to relaxing social norms about marriage. The expectation that couples should always share the same abode has been increasingly tested not only by economic reality but it has also increased individualism in societies. Parpart (1986) observes that from their foundation, the Northern Rhodesian copper mines were required to employ some married black workers in order to compete for human resources. Union miniere du haut Katanga and Broken Hill Mining Company allowed miners to keep dependents at the mine. This policy's popularity mandated the Copperbelt companies to also initiate it because in the early days, it was difficult to find labor. Consequently, when a native offered himself for work the companies were happy to take them in together on with their wives and families. Originally, the copper companies were not willing to accept married workers because they did not like the idea of the cost of housing and feeding women and children. Anglo American with its South African custom of having migrant labor tried to minimize married workers by concentrating on unskilled workers. By 1943, even William Scrivner an Anglo American compound manager, admitted that the married employee was more satisfied than a single employee. He was more likely to be better fed, clothed and cared for. By 1944, all Copperbelt compound managers agreed that the greater stability and

productivity of married workers more than compensated for additional expenses. In the same year, a Northern Rhodesia Chamber of Mines (NRCM) memo stated that “everything points on the desirability of setting and maintaining married strengths at the highest figure.” Starting to realize that it was profitable to keep a more skillful and stable black workforce, mining companies became more committed to employing workers that were married. Due to this, both the percentage of married workers and the average duration of employment throughout the colonial period went up gradually (Parpart, 1986).

## **2.4 Work-Family Conflict**

Work-family conflict or interference is a type of role conflict in which the demands from work and family roles cannot be reconciled to some degree such that meeting demands in one area makes it difficult to meet demands in the other. Work-family conflict is said to be a role stressor with injurious consequences to health. Self-evaluations are important and relevant to the process of balancing work and family demands. Individuals with more positive outlooks experience less work-family conflict. They also experience less job burnout as a result (Haines III et al., 2013). In their study, Haines III et al., (2013) investigated how core self-evaluations, the combination of self-esteem, locus of control and emotional stability, relate to work-family (and family-work) conflict and burnout. Their sample consisted of police officers and civilian staff who were either married or living in a union as common-law partners. Multiple linear regressions were used for analysis. The findings of the study were that even though there can be some limitations, self-evaluations are important to the process of balancing work and family demands. Individuals with more positive outlooks experience less work-family (and family-work) conflict. They also experience less job burnout as a result. When they do experience work-family conflict, it results in less burnout. They suggested that for organizations who were trying to find ways to reduce the

occurrence of burnout, one way would be to determine how much work-family conflicts are connected with the display of psychological strain. Further, they added that policies and practices could be formulated or redesigned to respond to the problems and some professionals could also target core self-evaluations and their role in the stress process. These views are validated by Reynolds (2005) who established that work-life conflict arises when work activities get in the way of personal or family activities. The conflict can originate in the home or in the work environment. Sometimes, personal or family life may interfere with work. Staying at home to care for a sick relative, for example, may prevent someone from meeting a deadline at work. Work schedules tend to be less flexible than personal schedules and it is more common for work to interfere with family life. Muasya (2016) observed that traditionally in Sub-Saharan Africa, women relied on other women in the extended family unit and close neighbors for child care and support for housework. As families follow formal employment in the urban areas, they lose or cannot afford work-family support and they adopt the nuclear model of family. Employees especially women have a challenge to achieve a balance between work and family roles. Muasya's study examined the work-family balance options of women working in Kenyan Universities within the context of changing national domestic workers' legislation. Data were collected through the use of surveys in two universities. Inductive analysis methods were used to analyze responses to open-ended questions where the researcher read the participant responses many times and conducted open coding of the data. Common themes were identified among the responses in relation to the study objectives to create initial categories. Constant comparison was the applied to refine initial categories. The study's recommendations included, among others, the need for the governments to have comprehensive analysis of the effects of some policies and for institutions to re-think national work-family policies including community-based care practices.

Van der Klis and Karsten (2009) studied on the commuter family as a geographical adaptive strategy for the work –family balance. Their evidence was derived from a small-scale data set of 30 in-depth interviews with both parents in 15 commuter families in the Netherlands. The researchers used purposive sampling for the selection of respondents and a questionnaire by telephone to determine whether a family would fit in the framework of their study. For the purpose of comparability of the respondents’ stories, they ruled out families for whom the time spent away from the communal residence was natural in the type of profession such as truck drivers, travelling sales representatives and naval officers. The selected families all took part in semi-structured in-depth interviews. The individual interviews allowed for both parents to reflect on their experiences from a personal angle. In the analysis, they combined an etic approach that is, taking relevant themes from the literature with an emic approach -working out the analysis in detail from the issues that the respondents brought up. Coding, classifying and summarizing were used to uncover structures in the interview material. Quotations were used in their paper as noteworthy examples of the findings. To protect the privacy of the respondents, they applied pseudonyms. The researcher observed that home and work cannot be treated as separate spheres. They compete for the same scarce time of individuals and families. Work orientations have consequences for caring options and vice versa. The frequently experienced tensions between work and family also relate to different interpretations of the ethics of work and care. The researchers noted that largely, the families felt that their exceptional household arrangement brings some work-family conflict, but also substantial enrichments in their work-family balance.

## **2.5 Women/Men's Roles**

Traditionally in Thailand once a woman married and had children, it was expected that she stays at home and take care of the children. Women have entered and continue to enter the workplace in Thailand and are entering professional occupations in education and government. Some women are involved in professional occupations and choose to marry, have children and maintain a career. Schvaneveldt et al., (2001) conducted a study in Thailand whose purpose was to understand the perceived attitudes, consequences and motivations for dual resident family arrangements among women. Dual residence marriage is a situation where a married couple resides in two different residences, often many miles from each other. Data were collected through semi-structured interviews. Two cultural groups of women were interviewed. The first cultural group consisted of professional women who worked as civil servants in university or government employee positions and the second cultural group comprised of women who resided in peasant villages. Schvaneveldt et al., (2001) concluded that the broad social and economic factors which were present in the Thai culture had differing effects on the motivations and consequences of women involved in dual-resident marriages. The transition from an agrarian to an industrial and urban society has far reaching impacts on the residency pattern of families. The advent of women involved in professional occupations and the historical significance of governmental and university careers combine to create a situation where some women choose to establish two residences rather than give up a beneficial career for marriage. Women in agrarian settings probably choose to remain in the village setting to receive support from extended family, while their husbands work elsewhere in order to provide economic support.

In Korea, the social norm tends to lead married women to view work/career as their secondary role and household responsibility as their primary role. Women are socialized to view the

work/career role as less important than the household/family role. Married women need to reconcile the demands of work with those of family life (Lee & McDonald, 2013). In some places, women are considered equal with men but their roles are different. Women traditionally look after the home while men find jobs outside the home. Women frequently have a high amount of work, such as gathering firewood or tending family fields. Household chores can be a huge burden, limiting a woman's ability to take on paid employment. The care of children, the sick or the elderly is generally viewed as the responsibility of women. With poor access to childcare facilities or health and support services in many regions, caring for family members can take up a lot of woman's time (Our Africa, 2017). In Sudan, there are clearly defined roles. Men make the decisions, but also bear the responsibility of providing financially for their mothers, sisters and aunts. Women take care of children, the sick and elderly, as well as running the household.

Based on the reviewed literature, not all the objectives of the present study have been addressed because studies and writings are based on studies in other countries whose scenarios are different from the Zambian context and they cannot be generalised to the local setting. Unlike the studies reviewed, this study considered the context, extent and challenges of, specifically, married commuting teachers. Landesman and Seward (2013) largely considered the impact of commuting on couple relationships. However, commuting workers have attachment to other relationships, for instance, with children, co-workers and their supervisors. Commuting also affects other relationships and that is the why this study sought to explore the social challenges faced by married commuter teachers. In a study, Parpart (1986) noted that it was desirable for married workers to stay with their spouses for them to be more stable and profitable in the labour force.

The researcher concurred with this observation and, therefore, this study intended to determine the effects of commuting on role performance not just at the work place but at home as well.

The researcher found the use of purposive sampling and the use of interviews to obtain views on personal reflection of respondents on a specific subject matter by Van der Klis and Karsten (2009) in their research noteworthy and a strength for the research data collected and the results obtained. However, the researchers used a questionnaire but the current research used an interview guide and recorded the interviews for further analysis and a more personal influence of respondents on responses while using purposive sampling and interviews to get personal views on commuting from respondents. Considering the kind of research that was conducted by Muasya (2016), the methodology involving coding of data and identifying common themes from participant responses in relation to study objectives was notable. Nevertheless, a survey was used in Muasya's work.

A consideration of commuting literature reveals a lack of research that specifically addresses the challenges faced by married commuting teachers. It has, however, been well documented that commuting has both negative and positive effects on individuals (Landesman & Seward 2013 ; Bunker et al.; 1992) as well as losses (Emre 2015; Van der Klis & Karsten, 2009) . Commuting has also been well documented as giving rise to conflict (Reynolds, 2005; Haines III et al., 2013; Muasya, 2016; Lindemann, 2017).

## **2.6 Policy Approaches Relating to Teacher Deployment Transfer and Retention**

Luschei and Chudgar (2015) note that attempts to ensure that the demand of teachers is addressed efficiently have been reflected in various policy decisions related to teacher deployment, redeployment, and transfers. In some cases, these policies –especially those related

to redeployment are guided at least in part by equity concerns. For example, South Africa's 1995 action to decrease inequalities in pupil-teacher ratios (PTRs) across provinces and racial groups combined voluntary severance packages for teachers and compulsory transfers of teachers from low to high PTR schools. Governments may prevent teachers from transferring from challenging locations or allow transfers only once a suitable replacement has been found. To attract local, tribal and indigenous youth to teach in their own communities, governments such as India and Mexico have set reservations or quotas. Evidence suggests that teachers' own preferences and behaviors may be crucial for the ultimate success of such policies. For example, teachers' desire to be close to urban conveniences presents major challenges for the recruitment of teachers to remote locations. Transparency in teacher deployment and transfers is critical and toward this end, some developing countries have employed technology based systems to disseminate information about vacant posts and hiring, transfer and deployment decisions.

According to the National University of Educational Planning and Administration (NUEPA) (2013), in India, the national government decides the broad policy and legal framework for the teacher workforce and then states execute and implement these policies. States vary greatly in how they deploy and transfer teachers. In several states, formal or informal rules require novice and low performing teachers to take assignments in less desirable locations. Some states have employed the use of technology to ensure an equitable and transparent process. Transfers out of some remote hard-to-staff areas are made especially difficult. For example, in the state of Rajasthan the government has declared certain regions of the state "Dark zones". Once teachers are posted to the dark zones, they are often required to stay in the position for a decade or more due to the fear that these positions would be hard to fill. However, this difficulty itself can act as

a deterrent in attracting teachers to these posts and even in retaining these teachers once they get hired in such locations (Luschei and Chudgar, 2015).

In Tanzania, teachers are allocated to their post centrally. These decisions are made based on teacher demand indicated by district education officers. Once in their position, teacher transfers are allowed for special life-events such as marriage, illness or during promotions. But in general, teacher-initiated transfers appear hard to obtain. Such transfers require the teacher to write a letter to their district head explaining the reason to move, forgo certain financial compensation in some cases, and in some other cases identify another teacher who is willing to trade positions with them (Luschei and Chudgar,2015).

The reviewed literature on policies facilitating the commuting of teachers reveals a similar situation in the Zambian context. In Zambia the education ministry has regulations for conducting recruitment, deployment and transfer of teachers and there are stipulated factors to be considered for each case.

## **2.7 Chapter Summary**

The prior chapter reviewed literature related to commuting. From the literature presented, it is evident that commuting has both negative and positive influence on an individual's socio-economic situation and on performance of roles. However, most of the literature points to the negative aspects of commuting on workers.

While studies have explored various aspects of commuting such as, work-family conflict, roles of men and women and commuter marriages, their direction has not been focused on the challenges of married commuting teachers from secondary schools in particular. The present study sought to extend the previous studies by exploring the challenges faced, specifically, by

married commuting teachers.

## **3.0 CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Overview**

The previous chapter considered a review of related literature on the phenomenon of commuting. Chapter three outlines the research methodology. It gives the research design, study area, philosophical dimension, the population of the research, the sample and sampling procedure employed, instruments used, data analysis techniques used, reliability and validity, and lastly, the ethical consideration of the study.

### **3.2 Philosophical Dimension**

The research was ontological because it considered the nature of the reality of commuting as it appeared from the perspective of married teachers who were commuting. The ontological idea related also to the nature of the reality of commuting and its characteristics. Researchers hold to the idea of multiple forms of evidence from different people's perspectives and experiences (Cresswell, 2013). The ideology or tradition of ontology is interpretivism. For an interpretivist researcher, it is important to understand subjective experiences which are time and context bound. Interpretivists also adapt research structures which are receptive to capturing meaning in human interaction (Carson, et al., 2001).

### **3.3 Research Design**

The intention of this research was to collect information on the views of respondents on their experiences of the phenomenon of commuting. A qualitative research design was proposed and chosen because the study was intended to collect data from respondents on their personal views on the commuting experience. The design captured the lived experiences of respondents. Consequently, a phenomenological qualitative design was chosen. A phenomenological qualitative design looks at defining and exploring lived experiences. According to Leung (2015), qualitative research deals with non-numerical data and their phenomenological understanding which tie in with human senses and bias. While human feelings and viewpoints from both subjects and researchers are considered undesirable biases that confuse results in qualitative research, the same elements were considered important and unavoidable as they added extra dimensions and colors to enrich the body of findings. This study focused on exploring experiences of the challenges of commuting among the teachers who are married. Phenomenology was the guiding influence of the research. According to Van Manen (1990), phenomenology refers to an individual's awareness of the meaning of an incident, as contrasted to the incident as it is present externally to (outside of) that person. Small samples (no more than 10 participants) were most appropriate for this type of research. Phenomenological investigations emphasized on the experience of people with respect to some phenomenon and how they explain those experiences.

The name phenomenology originated from the Greek word 'Phenomenon' meaning appearance. Phenomenology is a wide discipline and method of investigation developed mostly by the German philosophers Edmund Husserl and Martin Heidegger. Phenomenology is based on the premise that reality consists of objects and events (phenomena) as they are perceived or

understood in the human consciousness, and not of anything independent of human consciousness. What makes an experience conscious is a sure awareness one has of the experience while living through or performing it. Phenomenology is the study of experience and how we experience. Husserl argued that people can be sure about how things appear in, or present themselves to their consciousness. Realities are treated as pure phenomenon and the only absolute data from where to begin from. A student of Husserl, Heidegger, introduced the concept of 'Dasein' or 'being there' and the dialogue between a person and her world. Husserl and Heidegger explored the 'lived world' in terms of an average existence in an ordinary world (Groenewald, 2004). A researcher using phenomenology is concerned with the lived experiences of people. Phenomenology was appropriate for this study because it assisted to shed more light on the challenges and magnitude of commuting and also highlighted issues in the lives of married commuting teachers. Experiences of people from the first persons' point of view was acquired; something that was achieved by the phenomenological study. The research design was guided by principles of phenomenology in order that the experiences lived by the respondents were brought out in a clear way. This study considered the phenomenological qualitative design. The study considered was Schuemann (2014) in which the researcher looked into how students experience and understand the university presidency. Schuemann utilized phenomenological methodology to form descriptive themes after interviewing 10 students. The findings of the research revealed three themes relating to how students experienced and understood the university presidency. Schuemann used Creswell's outline for the procedure in understanding how students experience and understand the university presidency which appears as follows: a phenomenon of interest to study was identified; the researcher recognized and specified the broad philosophical assumptions of phenomenology; data collected from the individuals who had

experienced the phenomenon; the participants were asked two broad general questions, that is, what have you experienced in terms of the phenomenon? And, what context or situations have typically influenced or affected your experiences of the phenomenon? Data analysis, according to Schuemann (2014), occurs through organized ‘clusters of meaning’ and from these evolve both the textual and structural descriptions of the experience which leads to a composite description that presents the essence of the phenomenon. The phenomenological design was chosen for this study because a phenomenological research seeks to get views of individuals on their experiences and feelings to describe a phenomenon. This study sought to explore the context, extent and challenges of married teachers from selected secondary schools in Kitwe who had experienced the phenomenon of commuting. To gain insight into the thoughts and feelings of respondents, qualitative data was collected from 10 commuting teachers. The respondents, through interviews, gave their own views about their personal involvement on the phenomenon of commuting. Data from the interviews was then analyzed, using themes, to show the collective account of respondents regarding the commuting experience. Primary data was obtained through interviews using the interview guide and secondary data was obtained from the internet, journals and books.

### **3.4 Study Area**

Kitwe, a town located on the Copperbelt province of Zambia, approximately 350km North of Lusaka, was the main area of research. Kitwe is sixty-four kilometers west of Ndola. The city is located in the central part of the Copperbelt province. It is the second largest city in terms of size and population in Zambia and is one of the most developed commercial and industrial areas alongside Ndola and Lusaka. According to the Central Statistics Office Preliminary Report of the

2010 census, the population of Kitwe stands at 522, 092. Commuting teachers were drawn from selected secondary and primary schools. The type of commuting which was considered is one where teachers live apart from their families for some time and have to travel on a regular basis. Purposive sampling was used to select Kitwe as the study location because it has a large number of schools, thirty-three, which made it possible to find married teachers who commute.

**Figure 2: Map of Kitwe**



### **3.5 Population**

Population refers to a collection of people or objects of items from which samples are taken for measurement. Population means a whole group of persons or elements that have at least one thing in common. It can also refer to a bigger group from which a sample is taken (Kombo and Tromp, 2011). For this study, population referred to secondary school teachers, male and female, in Kitwe who were married and were commuting.

### **3.6 Sample and Sampling Procedure**

The participants approached for the research were married commuter teachers. Purposive sampling was used in order to have respondents that were able to supply more information because they had personally experienced commuting first hand. The research participants were selected based on the criteria of being a teacher, married and having a second residence. Therefore, the sample consisted of ten teachers; 3 males and 7 females, who were married and were commuting to work. Purposive sampling was used, specifically homogeneous sampling because it is a non-probability sample of choice for most qualitative studies and because the most knowledgeable individuals on the phenomenon under investigation were chosen. Samples for qualitative inquiry are generally assumed to be selected properly to yield causes that are rich in information (Patton, 2002). Homogeneous sampling brings together people of similar backgrounds and experiences. Purposive sampling techniques are primarily used in qualitative studies and may be defined as selecting units (for example, Individuals, groups of individuals or institutions); based on specific purposes associated with answering a research study's questions (Teddlie and Yu, 2007). The researcher used purposive sampling as a way of generating a sample that would answer the research questions and would give more information. The sample size was 10 teachers, 3 males and 7 females. The sample size was chosen as described by Creswell (2013). Creswell has provided observations and recommendations of sample sizes for different approaches. The case study was not more than 20-30 cases. Narrative inquiry, one or two cases observed unless developing a collective story. Phenomenology looked at three to ten cases, with observed sample size from 1-325. The selection of the sample was based on the purpose of the research that is, getting information from married teachers who had had the experience of commuting because they were in possession of rich information concerning the

subject under study. Participation in this study was voluntary. The researcher visited some secondary schools and asked for teachers who live apart from their spouses/families because of commuting. Some teachers talked to were able to suggest names of individuals in other schools who were commuting. I picked ten participants, male and female, who were married and were commuting. Some of the participants were contacted by phone and in person and a request for an interview was made

### **3.7 Data Collection and Research Instruments**

Data was collected through interviews by the use of a semi-structured interview guide and an audio recorder. Each interview was audio taped and later transcribed for data analysis. The audio recordings made it possible for verbal information taken from the research participants to be stored in its entirety for use in analysis. Semi-structured interviews helped the participants to speak freely. The interviews were meant to explore the lived experiences of people who have been involved in a commuting lifestyle. The interview guide approach also helped to have uniformity as all the respondents were subjected to the same questions. Participants were informed that they would be audio recorded and that the recordings will be held confidential and that their names and the schools they were teaching at would not be mentioned. The interviews took place in different locations as the respondents desired.

### **3.8 Data Analysis**

The data analysis method that was used was thematic analysis. Thematic analysis comprised of classifying, analyzing and reporting patterns or themes within a set of data (Braun and Clarke, 2006). A theme captures something significant about the data in relation to the research question and is a depiction of some level of patterned response or meaning in the data. Braun and Clarke

(2006) named six phases of doing thematic analysis as follows: data-reading and re-reading to be familiar with what it contains; making initial codes – coming up with codes or labels that identify important structures of the data that may fit to answer the research question, searching for themes – examining the codes and organized data to identify larger patterns of possible themes. Relevant data is then organized to each particular theme, revising themes – the candidate themes are checked against the data set to determine whether they answer the research question. Themes are refined and may be split, combined or rejected, defining and naming themes – analysis, and naming of each theme and producing the report – putting together the narrative and data excerpts.

### **3.9 Trustworthiness of the Study**

Trustworthiness of the study was achieved in terms of confirmability, transferability, dependability and credibility as described by Trochim (2000). According to Trochim (2000), confirmability is the level to which research results can be said to be true by others. A number of methods can be used to guarantee confirm-ability such as; recording actions for checking and re-checking data, observations and conducting a data check that looks at the data collection and the type of analysis that was used and considering that there is potential for bias or misrepresentation. Transferability refers to the degree to which results of a qualitative research can be generalized to different settings. Dependability is the researchers need to explain that the setting in which the research takes place will not always be the same. Credibility involves establishing that the results of the research are convincing or credible from the viewpoint of the participants in the research. To achieve trustworthiness of the study, a number of strategies were used. Triangulation was applied by probing some of the respondents' answers during the

interviews. The data collection instrument was checked by a qualified lecturer. The respondents' views were also audio recorded and were referred to during data analysis. Audio recordings of each interview contributed greatly to the truthfulness of the research. Respondents were also subjected to interviews using an interview guide. Using a number of strategies helps in the credibility of the study. Using more than one strategy allows for validity of the study. To achieve reliability, the researcher tried by all means to conduct the interviews in an objective and professional manner.

### **3.10 Ethical Considerations**

Ethical considerations were ensured by following the principles of ethics which are; respect for autonomy, non-maleficence, beneficence and justice as stated by Trochim (2000). The terms are further explained. Autonomy or the principle of human dignity implies a responsibility to respect the independence of other people by respecting their plan concerning their own lives. It gives a negative duty not to get in the way of the decision of adults who are able to reason and a positive duty to empower others for whom we are responsible. Non-maleficence entails the requirement not to harm others. Where harm cannot be avoided, the obligation is to minimize it. Risk to others must not be increased and resources that can be used for the good of others must not be wasted. Beneficence implies a responsibility to bring about good in all actions. Beneficence is exercised in judging and taking account of the risks of harm and the potential benefits of research to the participants and to the wider community and in sensitivity to the welfare and interests of people involved in research. The principle of justice entails an obligation to provide others with whatever they are owed or deserve. In public life, there is an obligation to treat all people equally, fairly and impartially.

The researcher sought to adhere to the ethical principles by respecting the views of the respondents, and treated all of them equally and fairly by subjecting them to the same interview guide. The researcher asked for permission from the respondents to have the interviews audio recorded. The researcher sought clearance from the University's Ethical Committee before data collection was done. In order to access entry into the field of study, the researcher sought permission, first and foremost, from the District Education Board Secretary (DEBS) in Kitwe as well as school head-teachers. The identities of the respondents remain concealed.

### **3.11 Chapter Summary**

The preceding chapter gave a detail of the research methodology. It showed the research design, the population of the research, the sample and sampling procedure, instruments. Additionally, data analysis techniques, reliability and validity were presented. Lastly, the ethical considerations of the study were given.

## **4 CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS**

### **4.1 Overview**

Chapter three outlined the research methodology. It showed the research design, the population of the research, the sample and sampling procedure, instruments, data analysis techniques, reliability and validity and lastly the ethical considerations of the study.

Chapter four presents the findings of this study on the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe on the Copperbelt province of Zambia. The findings are organized according to the objectives of the study as follows: (i) To ascertain if there are policies facilitating the commuting of married teachers (ii) To explore the socio-economic challenges faced by married commuter teachers (iii) To determine the effects of commuting on married teachers' role performance.

### **4.2 Findings on the Policies Facilitating the Commuting of Married Teachers**

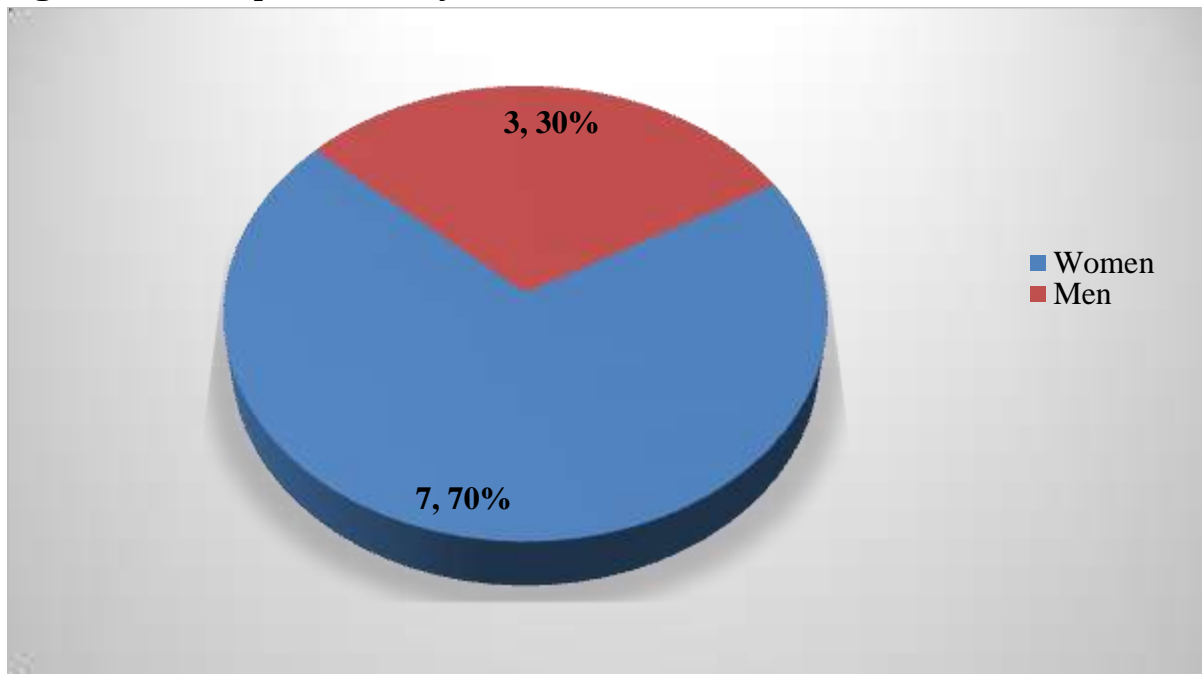
The MoGE has policy regulations on the recruitment, deployment and transfer of teachers. The considerations are the choice of station, the distribution of married teachers and the type of teacher transfers. The regulation stipulates that candidates should be taken to areas that they prefer and that a province with excess applicants can export candidates to provinces that have exhausted their applicants. Married teachers are only to be distributed in schools that have existing vacancies. In the case where a married teacher takes up a position in a school far from their matrimonial home, they have to work for four years before getting a transfer. For a transfer to be given, there must be a payroll vacancy under PMEC at the school where a teacher is transferring to. The three types of transfers available are: transfers within the district which are

managed by the DEBS; transfers within the province managed by the Provincial Education Office (PEO) and transfers from one region to another managed by the Permanent Secretary (PS), (MoE, 2014).

Respondents' views on policies facilitating commuting revealed concern over inability to obtain transfers to join spouses, length of stipulated years to gain eligibility for a transfer and lack of flexibility of the policy on transfers. A male teacher mournfully said:

*“I don't think it should take four years as a minimum number of years for you to qualify for a transfer. What if you were married before you were employed, you have to wait for four years while thinking what is my wife doing or what is my husband doing? That ruins family life and ruins the children. I think certain policies have to be revisited to allow for flexibility”.*

**Figure 3: Respondents' by Gender**



The gender of the respondents in the research is displayed in figure 4.1. The respondents for the research consisted of three men (30%) and seven women (70%).

**Table 1: Teachers' Age Range**

Age range (years)	Number of respondents
31-35	1
36-40	3
41-45	2
46-50	3
51-55	1

Source: Field Data (2017)

The findings on the age range profile of teachers indicate that the youngest respondent was between 31-35 years while the oldest respondent was between 51-55 years. Three teachers were within the age range 36-40, while two teachers were aged between 41-45 years. Three teachers were aged between 46-50 years.

**Table 2: Teachers' Demographics**

<b>Teacher</b>	<b>Age range( years)</b>	<b>Time Period of commuting</b>	<b>Gender</b>
1	51-55	11 years	Female
2	46-50	1 year	Male
3	41-45	7 years	Female
4	36-40	3 years	Female
5	31-35	2 years	Male
6	36-40	5 years	Male
7	46-50	1 year 5months	Female
8	41-45	5 years	Female
9	36-40	10 years	Female
10	46-50	4 months	Female

Source: Field Data (2017)

Findings on the number of years that teachers had commuted revealed that a female teacher between 51-55 years had been commuting for the highest number of years (11). The least time of commuting was by a female of age range 46-50 who had commuted for four months. Four teachers had commuted for 1-3 years while another four teachers had been commuting between 5-10 years.

### **4.3 Findings on the Socio-economic Challenges of Commuting**

The purpose of this study was to research on the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe. The study was to further explore the socio-economic challenges faced by married commuter teachers.

This section presents findings on the themes which were identified from the participants' interviews in relation to the research objective set at the commencement of the study, that is, to explore the socio-economic challenges faced by married commuter teachers. Not every participant spoke about every category. The variety of excerpts is intended to allow as many participants' voices to be represented and to represent the diversity of issues that were raised.

Nine themes on the socio-economic challenges of commuting teachers that emerged from the data analysis have been labeled as follows (1) anxiety, (2) cost of commuting, (3) multiple role performance, (4) mistrust/suspicion of spouse, (5) infidelity/HIV & AIDS (6) getting permission from work, (7) infrequent social life, (8) fatigue and (9) childcare when away. The section presents each theme with selections from the participants' interviews that illustrate the themes.

#### **4.3.1 Anxiety**

The theme of anxiety because of commuting was referred to by 5 respondents. Teachers brought out their views on challenges from commuting from different perspectives. They expressed anxiety over the safety of children while they were away because of having to commute. The teachers also expressed worry over the welfare of their children by having to check on them through means such as phone calls. The children were sometimes left in someone else's care. Some respondents were concerned about ensuring that all the roles they had to play were

fulfilled and if their spouses were being faithful. A male teacher speaking about his children sighed saying:

*“When you here at work also the mind should be out there if they are at school to see if the driver has picked them. They call you maybe they are not feeling well, you need to lie. Also when you are here, the mind is out there, so it is a very big challenge”*

### **4.3.2 Cost of Commuting**

Constant travel and having two residences took a toll on participants as they had to spend on transport costs, rent, buying necessities for two homes and paying bills. A total of 5 respondents talked of having to spend on airtime so that they could keep in touch with their spouses. The excerpt below reveals what one female respondent said when she talked of the costs that were incurred due to commuting:

*“running two homes, you have to look at the home where you are coming from and where you are going-taking care maybe, buying the necessities, paying the bills and the rentals at home”*

### **4.3.3 Multiple role performance**

Multiple roles referred to by 7 respondents meant that teachers had a number of responsibilities and some seemed to be overwhelmed sometimes. For example, a male respondent spoke of having to do chores, taking care of the garden, ensuring the children are taken to school by the driver and doing his work at school where he was employed. This illustrates the importance of having the support of a spouse in the home. A female respondent bemoaned her situation of looking after, particularly a male child, saying:

*“You have to play the role of the father and mother at the same time, since the father is very far or else the kid can be spoiled”*

#### **4.3.4 Suspicion/Mistrust of Spouse**

Aspects of mistrust/suspicion of a spouse emerged in the themes. Expressions from 4 respondents revealed that staying away from spouses reduces trust. Spouses sometimes constantly check on the other because they are suspicious of the lifestyle of their partners. Questions about the whereabouts of a spouse, or why they did not pick calls leads to quarrels and strain between marriage partners. A male respondent complained:

*“Maybe she calls you, you haven’t picked the call those are some of the challenges when you are at home. When you are apart there are things which are in our minds- maybe my partner is doing something”*

#### **4.3.5 Infidelity/HIV & AIDS**

Infidelity/HIV & AIDS concerns emerged from 4 respondents. Respondents mentioned such things as cheating of spouses on each other, and engagement in promiscuous behavior as things that would occur as a result of spouses staying apart. Both the male and female teachers were worried about the disruption of families and marriages due to infidelity/HIV & AIDS. A male respondent bewailed the situations which teachers who live apart for a long period of time from their spouses are faced with saying:

*“For male teachers both pupils and female teachers become a form of attraction. You are rarely with your wife... I know everyone will say there is need for self-control but sometimes it can only*

*be so much. When you have a situation of many single teachers within the school or even married teachers who are not with their wives they start admiring their pupils and fellow teachers and at the end of the day the working environment starts becoming unprofessional, it starts becoming a risk for the children.”*

#### **4.3.6 Getting permission**

A total of 7 teachers attested that getting permission from work in order to travel was a big challenge. One would need to go and see, for instance, a sick child or spouse but permission would not be granted. This caused anxiety and sometimes lack of concentration at work. Additionally, respondents expressed concern that by asking for permission often made them appear to have a lack of seriousness on their job. A female respondent, referring to the need to see her husband, complained saying:

*“Sometimes I fail to get permission to go and see him, especially when I hear that he is not well. But the challenge is that giving permission is a problem. It is not all the time that I will request for permission and it will be positive.”*

#### **4.3.7 Infrequent Social Life**

Commuting teachers expressed the fact that commuting affected their social life. This entailed that respondents, 4 of them, did not come together with others as often as they would have liked to. A respondent explained that they would not mingle with friends outside the home setup because, according to their spouse, they were needed to be at home with the children. There was a suggestion from the views given by the respondents that they could not sometimes engage in social activities because they had to commute. For instance, they would only talk over the phone.

Spouses would also be uneasy about their husbands/wives being away from home at night and this made them stay away from interacting with friends. The excerpt below reveals one respondents view:

*“Sometimes you go out with your friends she calls you around 19/20 hours, what are you doing? Where are you? You have to go home”*

#### **4.3.8 Fatigue**

Fatigue was articulated as a challenge by 4 respondents. The teachers attested to the fact that they were tired from commuting and would report for work late and tired. Respondents were stressed from having to do a lot as a single parent when the spouse was away and this would, for some, affect their time of reporting for work. Commuting meant that respondents travelled often and this contributed to their being fatigued. Being fatigued also affected conjugal relationships among spouses. A female respondent, speaking on frequent travel, groaned saying:

*“You are stressed and tired, your mind is just stressed”*

#### **4.3.9 Child care when away**

Research respondents numbering 4 expressed the reality that they always had to think of someone to care for their children when they had to travel. The idea of leaving the girl child in the care of some else was specially a concern. The safety of children when a parent had to commute was an additional concern. The concern can be seen from the excerpt below:

*“At home the challenge is with the children, you have to arrange who to leave them with before you go”*

In any type of research, there are common themes between the participants and some themes are mentioned individually. The individual themes are also important. Low frequency themes included time for travel, lack of good schools for children, staying long distance from spouse, long distance for travel, frequent transfer of spouse, a male respondent experienced his views on the challenge in visiting the spouse because of the long distance he had to cover. Another female respondent mentioned that their spouse also had a likelihood of being transferred on their job often.

The researcher concluded that the challenges faced by married commuting teachers were varied but there was consistency in the themes. The themes applied to the respondents irrespective of their ages, positions in the schools or the time period that they had been commuting.

#### **4.4 Findings on the Effects of Commuting on Teachers' Role Performance**

Research findings on the effects of commuting on role performance are presented below. All the 10 teachers in the study expressed views of how commuting affected their ability to perform various responsibilities. The respondents revealed that their roles of teacher, mother, father and other roles were affected. A male teacher bemoaned having to report late for work because he had to perform house chores. A female teacher also complained of being called back to work from seeing her family even after she had done all her duties. This means that she would not be able to fulfill her role of a mother and wife sufficiently. Speaking about having to travel to see her husband and performing her duties as a teacher, a female teacher unhappily said:

*“Sometimes you just ask kids to just write notes or give them work that they will do”*

## **4.5 Summary of Chapter four**

Chapter four presented the research findings on the context, extent and challenges of married commuting teachers from secondary schools in Kitwe, Copperbelt Province-Zambia. Findings were presented under each research question. Chapter five discusses the major findings of the study.

## **5.0 CHAPTER FIVE: DISCUSSION OF FINDINGS**

### **5.1 Overview**

The preceding chapter was a presentation of the findings of this research. The purpose of the research was to determine the context, extent and challenges of married commuter teachers in Kitwe on the Copperbelt province of Zambia. Chapter five will proceed with discussion of the findings presented in chapter four. The chapter is divided in the following sections: discussion of policies facilitating teachers' commuting; discussion on respondents by gender; discussion on teachers' age range; discussion of teachers' demographics; discussion on the socio-economic challenges of commuting and discussion on the effects of commuting on role performance.

### **5.2 Discussion on the Demographics of Teachers**

A total of 10 respondents were interviewed. The respondents were married and were commuting. Three (3) of them were male and seven (7) were female. The respondents were aged between 31 and 55. A higher number of them were aged between 40 and 50. The respondents' positions in schools included deputy head teachers, heads of departments and subject teachers. The respondents had been commuting for the period of between 4 months and 11 years. Three (4) of the respondents had commuted for 2 years and below. Four (4) respondents had been commuting for between 3 and 7 years while 2 respondents had commuted for 10 and 11 years respectively. The two teachers who had been commuting for the longest period (10 and 11 years correspondingly) were female. The longest that a male teacher had been commuting was 5 years. These findings are in agreement with Landesman and Seward (2013) who recognized that workers who commute work from home for up to a week or even longer. For many couples, this

means frequently being apart for long periods of time and that labor mobility is more likely to involve commuting long distances over extended periods of time. For instance, one of the teachers had just stayed on the job for a year at the time of the interview because he had recently been transferred and, therefore, had to move to Kitwe because he needed to work.

The teachers' demographics had a representation of both males and females and varying ages. This shows that secondary schools have male as well as female teachers of varying ages who perform various roles in their work places and commute. It follows that gender and age have no bearing on one's ability to perform the role of a teacher. Whatever the age, teachers who commute are faced with challenges. The teacher's age does not vary the effect that commuting has on them. The respondents' time period of commuting ranged from a few months to 11 years. Regardless of the time period of commuting, commuters are affected both socially and economically in various ways. When a teacher, for example, incurs high costs due to commuting their welfare will be compromised. The teacher may not have enough financial resources to meet their transport or feeding costs at work or at home. As a result, a teacher may not be at work on time, may not deliver their lesson well and may not interact well with the pupils and colleagues.

### **5.3 Unfavorable Policies for Commuter Teachers**

The first objective of this study was to establish policies that facilitate the commuting of teachers. The study established challenge and concern about the policy guidelines on the deployment and transfer of teachers. The concern was elaborated by respondents who felt that the period which teachers had to serve before being transferred was long and led to separation of spouses for a considerable time. The teachers expressed the need for transfers to be given so that

spouses and families live together, because separation of spouses ruins family life. Furthermore, a male respondent expressed the view that certain policies had to be revisited.

Symbolic interaction and role theories were appropriate for the study because they relate to the findings of this research. The use of interviews in order to understand the symbolic world in which participants lived brought out the personal views of respondents on how they perceived the education ministry policy on deployment and transfer. According to the interaction theory, meanings of things are interpreted by a person which when dealing with others in specific circumstances (Aksan et al., 2009). The symbolic interaction theory also applied as data analysis was emic (from the perspective of the respondent) rather than etic (from the perspective of the observer) as meaning of themes was generated through presenting the respondents' subjective accounts. The respondents gave their individual views on the challenges that they experienced because of commuting which was as a result of the existing policies on deployment and transfer of teachers. Application of the symbolic interaction theory helps to bring about the truth of a situation through the perspective of particular individuals. It is therefore, incumbent upon educators, education administrators and stakeholders to take into consideration the teachers' concerns and sentiments because they are a reflection of the teachers' feelings concerning the transfer and deployment policy. The researcher concurs with Hedges (2014) who is of the view that organizations should be mindful of policies that don't in fact benefit them. Employees' moods, emotions and dispositions have an impact on performance of roles on the job that they hold. The role theory applies because teachers have the part to play in offering education to pupils and in doing so, they are also supposed to adhere to prescribed regulations set forth by the education ministry.

#### **5.4 Both Gender Segmentation Commute**

The findings on the gender of respondents revealed that both male and female teachers do commute. More women are now working outside the home. Women have not conventionally had to work outside the home according to (Our Africa, 2017) & (Schvaneveldt et al., 2001). However, more and more women are also moving a lot (Landesman and Seward, 2013) and are pursuing careers as observed by Kirschner and Walum (1978).

#### **5.5 All Age Ranges of Teachers Commute**

The diverse age ranges of the respondents indicate that married teachers of all ages do commute. This also suggests that teachers who have been long in the teaching service as well as those who have not worked for many years are commuting. For example, the oldest male respondent was a head teacher at government secondary school who may have probably worked for many years as a teacher to reach that position in the MoGE.

#### **5.6 Economic Cost, Marriage Breakdown among others are Major Socio-economic Challenges of Commuting Teachers**

According to Connell (2003), phenomenology helps to understand the meaning of experience. Further, in qualitative research, emphasis on human experiences does not mean that everything will be accurate but the researcher seeks to know the uniqueness of a phenomenon and how it varies. All interpretive phenomenological investigation takes into consideration the fact that explanation of occurrences is never complete, explanation of meaning is never final, and that insight got cannot be challenged. The researcher chose phenomenology as a method of research in order to obtain teachers personal views on challenges from their experience with commuting

as married people. Themes from the analysis of transcripts provided the basis for describing the challenges of married teachers from their experience of commuting

The present findings add to previous findings by other researchers and are consistent with some past research findings but are also inconsistent with others. Anxiety occurred in the form of worry about whether assigned responsibilities would be fulfilled, children would be safe in the absence of parents, spouses would be faithful, instability mentally because of wondering if things are done and absentmindedness. The findings are consistent with (Stutzer and Frey, 2008) who established that commuting causes emotional problems such as anxiety and stress and (Emre, 2015) who stated that commuting brought about nervousness and difficult in concentration.

The challenge of the cost of commuting was attributed to the fact that commuting teachers had to travel frequently and had two homes to consider in terms of making provisions, paying rent and bills. In addition, money had to be spared for communication over the phone. In line with this Kerr (2015) acknowledged that commuting costs are high.

Multiple role performance by respondents involved spouses performing roles as mother and father and vice versa in the home. This included care and discipline of children while the spouse was away. Additionally, house chores and responsibilities at home had to be performed as well. The findings are consistent with Glotzer and Federlein (2007) who said that in commuter marriages, one spouse who is resident in the family home has a number of responsibilities to take care of including child rearing while the partner is away. The responsibility to be a single parent for prolonged periods of time is a challenge to the spouse who is left with responsibility for the children. However, this is contrary to what Bunker et al., (1992) who discovered that commuting

may lead to satisfaction from a spouse having time to be alone without the partner. As observed by Schvaneveldt et al., (2001) concerning the scenario in Thailand, women in Zambia are also pursuing careers while married and bearing children. The suggestion in participants' responses is in line with (Our Africa, 2017) & (Lee & McDonald, 2013) who concluded that married women are perceived to be the ones to bear the responsibility of running the household an aspect that is common to countries such as Korea and Sudan. Too many responsibilities overwhelmed respondents as can be seen from the illustration under the findings on the challenges faced by commuting teachers. According to Muasya (2016), employees especially women have a challenge to achieve a balance between work and family roles. Muasya's study examined the work-family balance options of women working in Kenyan Universities within the context of changing national domestic workers' legislation. Self-esteem and confidence to do tasks well will be affected because the teacher may fail to work to their own and supervisor's satisfaction. Kucukoglu (2014) stated that low self-confidence, professional self-efficiency and self-esteem contribute to burnout. Burnout also makes teachers to develop negative attitude towards learners and less apt to prepare for class. When teachers suffer from emotional exhaustion their productivity reduces. Such teachers experience lack of enthusiasm to prepare lessons and difficulty in motivating themselves to come to work.

The challenge of suspicion/mistrust of spouse was expressed as individuals constantly checking on their spouse, not knowing how the other behaves in their absence, getting upset when one's spouse inquires about their whereabouts, their associations and why they did not or took long to answer the phone. The findings are supported by Emre (2015) who stated that long commuters experience anger, tension and negative mood. However, inconsistent with this finding, Lindemann (2017), in a study in which a married couple live apart in service to dual professional

careers found that for a minority of respondents, non-cohabitation, in fact, enhanced their interdependence. One half of the respondents saw themselves as connected, despite the distance between them and their spouses and Bunker et al., (1992) who observed that commuters were more satisfied with their work life and with the time they had for themselves, and were more dissatisfied with family life, their relationships with their partners, and with life as a whole

Related to the abovementioned challenge is infidelity/HIV & AIDS. The respondents articulated that being apart from one's spouse and exposure to members of the opposite sex and to tempting environments could cause infidelity and contracting HIV & AIDS. Staying away from a spouse for a long period was also a source of concern. A male respondent stated that there could be attraction towards female teachers as well as female pupils. The findings are supported by Vissers et al., (2008) whose study concluded that the separation of spouses due to travel and living apart raised HIV risk in Tanzanian couples. They observed that unsafe sexual behavior increases the risk of getting HIV infected. In couples, absence of one of the spouses may lead to more risky sexual behavior in both partners. They further observed that in a study looking at separation of married partners focusing on occupational migration or travel, in Bangladesh, persons who had lived apart reported two to three times more often that they had extra-marital sex than those who had not lived apart.

The challenge of getting permission to visit the family and/or spouse is illustrated the response from a male participant age range 31-35 who said, *"You have to get permission and monotony and the idea of getting permission every time makes you think you are not that serious with work. Getting permission is difficult, even your own managers find it difficult to hand you that permission because it's too much."* Permission is not always given and this causes teachers to

sometimes lie about their circumstances just to be able to visit their spouse or family. Also, teachers do not concentrate on their work because of thinking about the welfare of a spouse or children when they are unable to travel due to lack of permission from their supervisors. This can cause dissatisfaction in the employees and lead to low productivity. The researcher has observed that when schools are about to close, usually teachers are supposed to mark end-of-term examination scripts for pupils. Due to the excitement and sheer fact that they have to travel to see a spouse/family, they rush to finish their work. If there is work to be done during the holiday in school, it is usually a challenge for commuting teachers to be available because they also want to meet their obligation to the family/spouse. Emre (2015) also has similar observation where a recent study in the United States reported that 48% of working adults reported their job dissatisfaction as an impact of commuting and 15% of the respondents reported they would change their jobs for a shorter commute. These views are similar to the findings of Reynolds (2005) who established that work-life conflict exists when work activities interfere with personal or family activities and that sometimes, personal or family life may interfere with work.

The study further established the challenge of infrequent social life by the spouses due to commuting. Respondents said they could not socialize often because, either, they had the responsibility of child care or because they had other household responsibilities as a single parent at home. Sometimes socializing with friends made participants' spouses think they were not taking care of children at home well. For one female respondent, attending some church programmes with others was not possible when she had to commute. According to Landesman and Seward (2013), the expectation that couples should always share the same abode has been increasingly tested not only by economic reality but also enhanced individualism. In line with the findings, Olsson et al., (2013) observed that negative feelings during the work commute

increases with the length of the commute and that the experiences of the work commute and other mundane routine activities have measurable effects on overall happiness.

The study revealed that fatigue was a challenge faced by married commuting teachers. Respondents mentioned that fatigue was as a result of travel and having to perform other duties at home and at work, sometimes, immediately after travelling. Owing to being fatigued some teachers do report a bit late for work and may ask to leave work a bit early. It is the view of the researcher that if this is continual, it will lead to low productivity which will later affect the self-esteem of teachers because their output on the job will not be to the maximum of their ability. Fatigue also impacted on the conjugal relationships of married teachers. Related to this, in their study, Haines III et al., (2013) investigated how core self-evaluations (composite of self-esteem, locus of control and emotional stability) relate to work-family (and family-work) conflict and burnout. Individuals with more positive outlooks experience less job burnout as a result. When they do experience work-family conflict, it results in less burnout. In contrast, Bunker et al., (1992) reported that commuters did not experience a more stressful lifestyle than single-residence dual career respondents, and commuters reported significantly less overload.

The study established that child care when respondents had to commute posed a challenge because they had to look for someone else to care for their children. Leaving children alone or with someone other than a family member was a concern. A female respondent suggested that sometimes she travelled with her children. This would mean an added cost to travel. The findings are consistent with Muasya (2016) who observed that traditionally in Sub-Saharan Africa, women relied on other women in the extended family and close neighbors for child care and housework support. As families pursue formal employment in the urban areas, they lose or

cannot afford work-family support and they adopt the nuclear model of family. Additionally, similar to the Zambian scenario, Schvaneveldt et al. (2001) acknowledged that traditionally in Thailand once a woman married and had children, it was expected that she stays at home and take care of the children and Our Africa, (2017) where it was noted that the care of children is generally viewed as the responsibility of women.

### **5.7 Commuting Teachers Fail to Perform Effectively in their Duties**

The study established that commuting affects married teachers in the sense that they fail to perform their duties at the work place accordingly. Respondents' views revealed that lesson preparation and planning for teaching was done hurriedly because of having to travel. Further, class work or notes would be left for pupils while a teacher would be away but follow up would be a challenge. In addition, commuting teachers would sometimes not participate in school programmes such as holiday teaching because that is the time they would be visiting their families/spouses. A female respondent lamented that sometimes she would be called back for work when she was visiting her family and would therefore not perform her duties to her husband and her children. This resonates with Lee & McDonald (2013) who stated that married women need to reconcile the demands of work with those of family life. Commuting meant that respondents performed roles they would not normally have to perform, for instance, men regrettably talked about having to cook, wash clothes and clean homes in the absence of their wives. This suggests that some roles are expected to be performed by women and not men and if a married man is seen to perform them, they or their wives are perceived in bad light by society.

As observed by Our Africa (2017), in some places, women are regarded as being the equal of men, but their roles are nevertheless different. So, women traditionally look after the homestead,

while men find jobs outside the home. Women expressed concern over having to discipline children when their husbands were away and running errands alone. The situation of women having entered the workplace in Zambia is similar to the state of affairs in Thailand where Schvaneveldt et al., (2001) observed that some women are occupied in professional employment and choose to marry, have children and maintain a career. If teachers fail to perform their roles in the work place because of commuting, they will be dissatisfied and this will affect their role performance in the home and this creates conflicts. Van der Klis and Karsten (2009) in their research on the commuter family as a geographical adaptive strategy for the work –family balance observed that that overall, the families involved in the research felt that their exceptional household arrangement brings some work-family conflict. Problems related to multiple roles such as decreased work performance, imbalance between work and family life, and depression, which develops gradually as a consequence of prolonged role conflict or role related stress are a pressing problem for many workers.

In their research, Honda et al., (2015) concluded that participants with only an employment role had a higher risk of psychological distress than the others. Conversely, having triple roles was associated with a lower risk of psychological distress. In general, those having numerous roles are faced with role conflict and are likely to have increased risk to depression. The researchers concluded that workers with only an employment role may have had a high level of submersion compared to other workers. High concentration on work and over commitment to work foretell fatigue. The effects of role conflict and role submersion are not determined solely by the number of roles but role conflict may contribute to the degree of role submersion. Being married is associated with prevention of psychological distress. This however does not consider the personal experience of work that has to be done at home such as homework, child rearing, and

conjugal satisfaction. Role conflict may cause negative effects in interpersonal relationships and can also prevent people from participating in activities that are important to them. For example, a teacher who is stressed at work may, when they go home, argue with a child or a spouse. Peng, Ilies & Dimotakis (2011) acknowledged that demands at work and at home create challenges for employees in fulfilling multiple roles. Managing the interface between one's work role and other life roles, for example, family is in particular vital for professionals. They further observe that the finite nature of one's personal resources such as time, attention and energy brings about the likelihood of tension when these resources have to be distributed to meet rival demands in both work and family spheres, which can in turn lead to the experience of psychological strain.

The symbolic interaction and role themes were appropriate for this study because they have been supported by the research findings. Symbolic interaction in the work place focuses in the workplace and how workers perceive many aspects of their work and workplace. According to the International Encyclopedia of Marriage (2003), due to role taking by humans, individuals from the perspective of Symbolic Interaction see themselves from the perspective of another and thereby form a conception of themselves. Two types of *others* are critical in the development of the self. The *significant other* refers to people who are important to an individual, whose opinions matter. The *generalized other* refers to a notion of the population, group or any organized structure of roles, for instance, a baseball team, that are used as a position of reference from which to view the self-conceptions and self-feelings (e.g. pride or shame) are a consequence of how people imagine others perceive and evaluate them. Individuals may to some extent see themselves as others see them. Due to commuting, teachers may sometimes be perceived not to be serious with their job (as shown earlier in chapter 4 from teacher responses) because of being torn between their families/spouses and their work. When colleagues and

administrators are not considerate of the challenges married commute teachers face, this reflects an uncaring attitude and it may affect the teacher's morale and self-esteem where a teacher fails to meet demands at home and (spouses/children) they may feel inadequate and have negative self-feelings. Even their lesson delivery will be affected negatively. This will in turn lead to low productivity and low pupil results. Feng, Ilies and Dimotakis (2011) attest to this when they observe that individuals are called to perform different roles in each of their specific areas of life and the ways in which they manage the switch between these roles has repercussion for their well-being as well as how successful they are in performing these varied roles. Additionally, Rosenow (2005) noted that self-esteem, the positive feelings and self-worth, is an inherent need for every human being and has been considered as the magic key to success and happiness.

Role theory was also appropriate for the study because it was supported by the findings of the present research. A role conflict is a situation where one role conflict is a situation where one role has a negative impact on another role. Married commuting teachers have to be a mother father and wife/husband at home as well as employees at their work places. If they are, for instance stressed at work they will more likely argue with their spouses. Roles that married commuter teachers perform have their own demands and too many demands may lead to one being unable to concentrate, or feel exhausted. This can lead to a teacher being irritable and the teachers' interpersonal relationships with pupils, fellow teachers, family and friends will also be affected negatively. Lee & McDonald (2013) identify married women's roles as work/career and family/household whose demands need to be met. Kucukoglu (2014) also observed that people who suffer from burnout lose their enthusiasm which is the most important characteristic that a teacher needs in a teaching atmosphere. In teaching, losing idealism is a great danger for a teacher since the teaching profession stands on values that come intrinsically.

## **5.8 Summary of Chapter Five**

This chapter discussed the findings relating to the context, extent and challenges of married commuting teachers in Kitwe. The findings were discussed pertaining to the research objectives and according to the themes that emerged. The findings were further discussed in relation to other researchers and the theoretical framework adopted for the present research. The next chapter will provide a conclusion to the study and make recommendations.

## **6.0 CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **6.1 Overview**

The forgoing chapter presented the discussions on the key findings of this study. This chapter will give the summary of the study. Further, the chapter will draw a conclusion and supply recommendation based on the findings and objectives that were stated at the commencement of the study.

### **6.2 Summary**

Chapter one presented the background to the study, the statement of the problem, and the purpose of the study. It further gave the significance of the study, objectives and research questions. The theoretical framework, limitations, conceptualization and the conceptual framework diagram was shown before giving the operational definitions and the organization of the dissertation.

Chapter two reviewed related literature on commuting. The literature review was presented under five sections, that is, (1) commuter marriages, (2) commuting, (3) work - family conflict, (4) women/men's roles (5) some policy approaches relating to teacher deployment, transfer and retention.

Chapter three outlined the research methodology. It gave the research design, the study area and the philosophical dimension. The population of the research, the sample and sampling procedure employed, data collection and research instruments used were then shown. Further, data analysis,

and trustworthiness of the study was given. Lastly, the ethical considerations of the study were given.

Chapter four presented the findings of this study on the context, extent and challenges of married commuter teachers from selected secondary schools in Kitwe on the Copperbelt province of Zambia. The findings were ordered according to the objectives of the study as follows: (i) To ascertain if there were policies facilitating the commuting of married teachers (ii) To explore the socio-economic challenges faced by married commuting teachers (iii) To determine the effects of commuting on married teachers' role performance.

Chapter five contained a discussion of the research findings.

### **6.3 Conclusion**

The objectives of the present study were, firstly, to ascertain if there were policies facilitating the commuting of teachers; secondly, to explore the socio-economic challenges faced by married commuting teachers and, thirdly, to determine the effects of commuting on married teachers' role performance.

The first objective and research question revealed the available policies in Zambia education ministry which facilitate the commuting of teachers. For a transfer to be effected, it is a condition that a payroll vacancy under P MEC should be available at the school where a teacher is transferring to. The transfer of teachers is done at three levels that is, district, and provincial and from one region to another. Where a married teacher accepts a position in a school far from their matrimonial home, they are expected to serve in a school for four years before they can be

considered for a transfer. Teachers have no role to play in the decision by the ministry to transfer or deploy them. The study established challenge and concern about the policy guidelines on the deployment and transfer of teachers. Married commuting teachers feel that the period which they have to serve before being transferred is long. Commuting teachers also state that lack of transfers leads to separation of spouses for a considerable time. The teachers express the need for transfers to be given so that spouses and families live together, because separation of spouses ruins family life. Furthermore, it is suggested that certain policies be revisited.

The second objective and research question established that married commuting teachers faced several socio-economic challenges. The major themes that emerged were (1) anxiety (2) cost of commuting (3) multiple role performance (4) mistrust/ suspicion of spouse (5) infidelity/HIV& AIDS (6) getting permission from work (7) infrequent social life (8) fatigue (9) child care when commuting. Anxiety was expressed in concern over the safety and worry about the well-being of children by having to check on them regularly and having to leave children in someone else's care. Inability to fulfill one's roles and worry over the faithfulness of a spouse also revealed anxiety. The cost of commuting was evidenced by the need for constant travel and supporting two residences financially in terms of rent, buying necessities and paying bills. Airtime for constant communication is seen to be an added cost. Multiple role performance entailed that married commuting teachers had a number of responsibilities and some were overwhelmed sometimes. Some roles, from the respondents' views, appeared to be typical of a specific gender. For instance, discipline of male children for the fathers and house chores for the mothers. Mistrust/suspicion of a spouse was expressed in terms of spouses staying from each other for lengthy periods, constantly asking the whereabouts of the other and questioning why they did not pick calls. Infidelity/HIV& AIDS concerns were observed from fear of a spouse cheating and

engaging in promiscuous behavior and worry about the disruption of families and marriages due to infidelity/HIV & AIDS. The challenge of getting permission from work was disclosed by lack of permission to visit family members when they were ill. Being regarded as not being serious with work, and having responsibilities given by supervisors when one has to be with the family poses a challenge when requesting for permission. Infrequent social life was expressed by respondents' failure to interact with friends because their spouses felt they did not care for the children when they went out. Having to commute often meant missing out on social gatherings where the commuter was resident. This implied that the commuting teacher will only have to communicate over the phone and not be physically present with others. Being fatigued was brought out through complaints of being tired from commuting and reporting late for work. Respondents mentioned that they were stressed from having to do a lot as a single parent when the spouse was away. Fatigue also affected conjugal relationships. Multiple role fulfillments also caused fatigue when travel was involved. Commuting entails that respondents travelled often and this contributed to their being fatigued.

The fact that respondents had to search for someone to care for their children when they had to travel was evident. The idea of leaving the girl child in the care of some else was particularly a concern. The safety of children when a commuting teacher had to travel was an additional concern. Low frequency themes included time for travel, lack of good schools for children, staying long distance from spouse, long distance for travel and frequent transfer of spouse. Research findings established that major socio-economic challenges cut across married commuting teachers of all ages. Gender, male and female, were faced with challenges because of the commuting lifestyle. Teachers facing challenges included deputy head teachers, heads of departments (HODS) and subject teachers.

The third objective and research question established that commuting affects the role performance of married teachers in such ways as married commuting teachers failing to: adequately prepare for lessons; provide discipline in homes as parents because they are often separated from their children and failing to attend to their spouses and children when needed.

Considering the forgoing, it can be concluded that married commuter teachers are negatively affected by some aspects of the deployment and transfer policy. In addition, married commuter teachers are faced with various challenges because of having to commute. Furthermore, married commuting teachers fail to execute their roles sufficiently either as parents, teachers or spouses or as members of the wider community due to their commuting lifestyle.

#### **6.4 Recommendations**

With regard to the findings of this research, the researcher recommends the following so that consideration may be made for married commuting teachers to ensure their wellbeing on the job and to guarantee efficacious teaching of pupils:

- Administrators in schools to be considerate toward commuting teachers when they have genuine challenges affecting their work
- MoGE to evaluate the policy on the transfer and deployment of teachers
- Schools to deliberately initiate schedules for teachers who commute to perform such tasks as marking end of term test papers and performing school holiday duties

## **6.5                    Suggestions for Possible Future Research**

While a number of findings were identified in the present study, there are limitations. Firstly, although responses from the interviewed commuting teachers are likely to be typical responses of other commuting teachers, there is need for further research involving more districts to cover a wide sample. Secondly, coping strategies of married commuter teachers facing challenges due to commuting can be explored.

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## APPENDICES

### Appendix A: Examples of Transcribed Interviews

1. Male teacher; Age range 36-40 years

Q. How long have you been commuting?

For 5 years now

Q. How has commuting been beneficial to you?

I will say that it hasn't been beneficial to me, why? Because there are so many reasons I can give, if I say that but where my wife is, she is in Luapula province and I am in Copperbelt so there, there is inter provincial. So it is very difficult to see each other. When you want to see her it is easy to travel the whole day, so which means that if it is a Saturday you need to travel the whole day to reach Kashikishi, then also the following day you need to be starting back at 05.00hrs for the whole day which is very difficult because I am also working which can't give me time to see the family that side, so vice-versa even her it is just the same. If you want to visit you need to get some days off, 2 days or 3 days, there again you see it is going to be very difficult for me to see that you can benefit and why I have said so, we are going to look into. Let's say our children who are very young, they are very young the first born is 7 years old and the second born she is 3 years and they are both here with me, because we don't want our children to be that side especially that she is in the rural area where education is concerned. Even the background itself it will be very difficult for our children to be brought that side. Those are some of the challenges and the other challenge I can say which is not beneficial to my part, the life which I am living this side, I am staying like a bachelor, so when it comes to cooking it is very difficult, washing is very difficult, for me personally I haven't seen the benefit from that where you are commuting

somewhere it is very far, if it is the same province it can make sense now the another one in another province this one in another province and work is keeping us busy so no ample time to see each other. When we close also she comes back and I will go to school for two weeks when I come back she also go to school for one week so when we are together I say it will just be about three days for only Wednesday she needs to go to Luapula for the staff meeting so will say that there is no benefit in that, that is what I can say.

Q. What challenges do you face at work and home because you have to commute?

Yes they are there, they are those challenges especially time to report for work I normally come late because I have to prepare myself and I have said that the children I here with me so when you here at work also the mind should be out there if they are at school to see if the driver has pick them something like that, they call you maybe they are not feeling well also you need to lie, also when you are here also the mind is out there, so it is a very big challenge the way I have said that I report late at work because I have to do some work at home so that it is a very big challenge and sometimes you are working but your mind is somewhere else very far that is the challenge I can tell you. The other reason I can say is sweeping, cooking, washing you need to do that and you see for me I have a garden and I need to water the garden in the morning so to do ABC so that you find that those are challenges and some of the challenges which I have faced especially when it comes to communication because where she is the network is bad so sometimes you find that she not where, maybe she calls you, you haven't picked the call you know these phones those are some of the challenges when you are at home. Sometimes you go out with your friend she calls you around 19/20 hours what are you doing, where are you? You have to go home so those are the challenges because when you are apart they are things which are in our minds maybe my partner is doing something like that.

Q. there anything else you would like to say?

About commuting me I am not in support because I am feeling it, you know you are married and someone being taken away because of work it is a very big challenge especially when she was moved in 2012 it was a very big challenge to accept sometimes you find yourself in bed crying because one part is not there, so for the commuting part especially when there is a very big distance it is not a good thing, we have tried by all means so she can come nearer after to now we are, for me going there it is ok but for the younger ones our children it is where the problem is, because the schools which are there for these young ones are just these government schools, and those government schools you can't compare them to the government schools which we have here in the, there they've a very big challenge even in the community itself, for me personally there is no problem but for our young children, that is where the problem is.

Teacher Four; Female; Age range 41-45

Q. How long have you been commuting?

ANS. This is the 7<sup>th</sup> year and 7 months, since 2010

Q. How has commuting been beneficial to you?

ANS. There is no benefit

Q. What challenges do you face at work and home because you have to commute?

ANS. At work I have to get permission, for example if I have to travel on Friday first I have to teach so at work I have to get permission then at home the challenge is with the children, you

have to arrange who to leave them with before you go, because you can't just go or else you go with them. It's costly instead of using the money for food, you use it on transport, so it's very costly, at least once a month and him he has to come once a month.

Q.Is there anything else you would like to say?

ANS. You have to play the role of the father and mother at the same time, since the father is very far so you have to play the role of the father as well or else the kids can be spoiled. So I do play the role of the father and mother especially when it comes to teenagers, me I have got a son, so if you are not strong since there is no father whom to fear. On challenges concerning children you have to play the role of a father as well as the mother. Since the husband has two homes, so financially, money has to be shared, he has to buy food that side and I have to buy food this side.

## **Appendix B: Interview Guide**

### **Opening**

I would like to ask some questions on some aspects of your experience as a married commuting teacher. The information will be used strictly for academic purposes and will assist the Ministry of General Education (MoGE), administrators and other stakeholders alike to consider the issue of married commuting teachers. Do you consent?

### **Body**

1. Which age range do you fit in?  
a.25-30 b. 31-35 c.36-40 d. 41-45 e. 46-50 f.51-55 g. above 55
2. How long have you been commuting?
3. How has commuting been beneficial to you?
4. What challenges do you face at work and at home because you have to commute?
5. Is there anything else you would like to add?

### **Closing**

I appreciate the time you took for the interview.

