

**ASSESSMENT OF THE PSYCHOLOGICAL IMPACT OF DISTANT
MARRIAGES ON FAMILIES AMONG TEACHERS IN MAZABUKA,
ZAMBIA.**

BY

MARIA NYENDWA

**A Dissertation submitted in Partial fulfillment of the Requirements for the award of a
Degree of Master of Science in Counseling of the University of Zambia and Zimbabwe
Open University.**

DECLARATION

I, **Maria Nyendwa** do hereby declare that this dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been previously published at this or any other University

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Signature

.....

Date

CERTIFICATE OF APPROVAL

This dissertation of Maria Nyendwa has been approved as a partial fulfilment of the requirement for the award of Master of Science in Counselling Degree of the University of Zambia in collaboration with Zimbabwe Open University.

Examiners Signature

Singed: Date:

Singed: Date:

Singed: Date:

DEDICATION

I dedicate this research to my husband Brian Kakula, to all my beloved children Limpo, Florence and Yusufu, to all my sisters Veronica, Matildah and Stella and to all my friends and relatives. It is also dedicated to my beloved father and mother Mr. Felix Nyendwa and Mrs. Helen Chumuka Nyendwa and to all couples in long distances marriages.

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With gratitude in my heart, I wish to acknowledge the moral support accorded to me by my husband Brian Kakula during the period of my study.

My acknowledgments go to my father Felix Nyendwa and my daughters Limpo and Florence. Your company reduced the loneliness spurts that I experienced. Your support in delivering and collecting questionnaires from the respondents contributed immensely to the success of this important study.

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Thank you

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ABSTRACT

The purpose of this study was to assess the impact of distant marriages on families among teachers in Mazabuka, Zambia. In order to assess the impact of distant marriages on families among teachers in selected schools in Mazabuka, four objectives guided this study that is; To assess the prevalence of distance marriages in study district, establish factors that might have led to distance marriages in the study district, to assess the psychological impact of distant marriages on families of teachers in the district and finally to ascertain measures that ought to be taken to reduce on the psychological impacts of distance marriages. Four main components of family focused on this study were; couples relationship, psychological impact, parenting, finances and communication.

This study adopted a descriptive survey research design. The target population comprised of teachers and families of teachers. In this study a non-random sampling procedure known as Purposive sampling was appropriate used to select the Head teacher's, Teachers, families of teachers in the targeted schools of Mazabuka district. 10 Head teachers were randomly selected using simple random sampling, 20 Primary and Secondary school class teachers and 10 families of teachers. A total sample of 40 respondents were selected. School class teachers and families of teachers randomly selected while head teachers were purposively selected. Questionnaires, interview guide, focused group discussions were used to collect data. In this study the qualitative and quantitative data that was collected was coded using thematic analysis to ensure fast and efficient processing and identification of themes. The data collected in this research was also analyzed using excel. Findings were presented by use of percentages, tables, and pie charts.

Three main factors contributed to distant marriages among teachers were employment, economic factor and career advancement. Specifically the absence of a spouse impacted negatively on a couples sexual relationships, where most of the respondents were sexually unfulfilled, others were emotionally distant with absent spouse while others cited the existence of infidelity in the family and frequent conflicts. Children who were significant members of the family were equally affected by the absence of a parent. Financial pressures and communication were aspects of a family affected by absence of spouse/parent as recorded by the respondents. Respondents indicated that issuing of transfers to couples involved in distance marriages can be one solution that can reduce the increase in distance marriages.

The conclusion of this study was that distance marriage is an emotional issue that needs to address using the measures mentioned above by the relevant authority.

Based on the findings, the following recommendations were made; improvement on transfer systems, the need to train more teachers, during postings teachers should be given opportunities to choose were to be posted, teachers should be allowed to seek the aid of on or off-base social service and finally families should prepare for experiences in distance marriages by attending counselling. Further, students should be conducted focusing on the absent spouse and singles in long distance relationships.

TABLE OF CONTENTS

| | |
|--|-----------|
| Declaration..... | i |
| Certificate of approval | ii |
| Dedication | iii |
| Acknowledgement | iv |
| Abstract..... | v |
| List of Table..... | ix |
| List of Figures | x |
| List of Acronyms | xi |
| Chapter One: Introduction | 1 |
| 1.1. Overview | 1 |
| 1.2. Background | 1 |
| 1.4. Purpose of study | 5 |
| 1.5. Objectives..... | 5 |
| 1.6. Research questions | 5 |
| 1.7. Significance of the study | 5 |
| 1.8. Delimitation..... | 6 |
| 1.9. Limitations | 6 |
| 1.8 Operational definition of Terms | 6 |
| 1.10 Theoretical Framework | 7 |
| 1.10.1 Family System Theory..... | 7 |
| 1.11 Summary of chapter one | 9 |
| Chapter Two: Literature Review | 10 |
| 2. 1 Overview | 10 |
| 2.2 Marriage | 10 |
| 2.3 Marriage in Zambia..... | 11 |
| 2.4 Family..... | 11 |
| 2.5 Factors Leading to Distant Marriages | 12 |
| 2.5.1 Employment..... | 12 |
| 2.5.2 Economic Factor..... | 14 |
| 2.5.3 Rights of Women..... | 15 |
| 2.5.4 Ambivalence towards Marriage..... | 15 |
| 2.5.5 Career Development | 16 |

| | |
|---|-----------|
| 2.5.6 Education | 16 |
| 2.6 Psychological Impacts of living apart on the families | 16 |
| 2.6.1 Financial Pressures | 16 |
| 2.6.2 Intentions and Goals | 17 |
| 2.6.3 Emotional..... | 17 |
| 2.6.4 Lower Marital Quality | 19 |
| 2.6.5 Emotional Bonding and Interaction..... | 20 |
| 2.6.6 Lack of Communication | 21 |
| 2.7 Measures to Strengthen Families in Distant Marriages | 22 |
| 2.7.1 Communication | 22 |
| 2.7.2 Trust..... | 23 |
| 2.7.3 Enroll in support groups | 23 |
| 2.7.4 Integrity | 23 |
| 2.7.5 Seek church counselling | 24 |
| 2.8 Measures to Reduce Distant Marriages..... | 24 |
| 2.8.1 Job opportunity closer home and Transfers near family | 24 |
| 2.8.2 Return old fashioned values | 25 |
| 2.9 Summary | 25 |
| Chapter Three: Methodology | 26 |
| 3.1 Overview | 26 |
| 3.2 Research design..... | 26 |
| 3.3 Study Area..... | 26 |
| 3.4 Target population | 26 |
| 3.5 Sample size..... | 27 |
| 3.6 Sampling procedure..... | 27 |
| 3.7 Research Instrument..... | 28 |
| 3.8 Data collection Procedure | 28 |
| 3.9 Data analysis | 28 |
| 3.10 Ethical considerations | 29 |
| 3.11 Summary | 29 |
| 4.2 Characteristics of Respondents | 30 |
| 4.3 What is the prevalence of distant marriages among teachers in the study area? | 32 |
| 4.3.1 Involvement of Teachers in Distance Marriages..... | 33 |
| 4.4 What factors may have led to distant marriages among teachers in the District?..... | 34 |

| | |
|--|-----------|
| 4.5 How have distant marriages psychologically impacted on families of teachers in the study district? | 34 |
| 4.5.1 Psychological Impacts of Distance Marriages on Couples | 36 |
| 4.5.2 Psychological Impacts of Distance Marriages on Children and Parenting | 38 |
| 4.6.1: Measures to Reduce on Psychological Impact of Distance Marriages on Families | 39 |
| 4.7 Summary | 40 |
| Chapter Five: Discussion Of Findings | 41 |
| 5.1 Overview | 41 |
| 5.2 Demographic Estimates..... | 41 |
| 5.3 Prevalence of Distant Marriages on Families among Teachers | 41 |
| 5.4 Factors Contributing to Distance Marriages among Couples | 42 |
| 5.4.1 Employment..... | 42 |
| 5.4.2 Economic Factor..... | 43 |
| 5.5 Psychological Impacts of Distance Marriages on Families | 43 |
| 5.5.1 Alienation of Affection and Unfulfilled Conjugal relationship..... | 44 |
| 5.5.2 Infidelity | 44 |
| 5.5.2 Lack of Emotional Bounding and Interaction among couples | 44 |
| 5.5.3 Financial Pressures | 45 |
| 5.5.4 Lack of communication | 46 |
| 5.5.5 Children and Parenting | 46 |
| 5.6 Measures to Reduce Distance Marriage among Couples..... | 48 |
| 5.7 Summary | 48 |
| Chapter Six: Conclusion and Recommendations | 49 |
| 6.1 Conclusion..... | 49 |
| 6.2 Recommendations | 49 |
| 6.3 Suggested future studies..... | 50 |
| REFERENCE..... | 51 |
| APPENDIX..... | 54 |
| Appendix 1: INTERVIEW FOR HEAD TEACHERS | 54 |
| Appendix 2: QUESTIONNAIRES FOR CLASS TEACHERS..... | 57 |
| Appendix 3: QUESTIONNAIRES FOR CHILDREN AND FAMILIES | 60 |

LIST OF TABLE

| | |
|--|----|
| Table 1: Distribution of Respondents by Age..... | 31 |
| Table 2: Number of Years in Service of the Respondents..... | 31 |
| Table 3: Whether or not choice to be in a long distance marriage relationship..... | 33 |
| Table 4: Number of Teachers Involved In Distance Marriages at Selected Number of Schools | 33 |
| Table 5: Factors that have contributed to Distance Marriages among Teachers in Mazabuka District..... | 34 |
| Table 6: Views of Respondents on Distance Marriages | 34 |
| Table 7: Challenges Faced by Families in Long Distance Marriages | 35 |
| Table 8: Psychological Impacts of Distance Marriages..... | 37 |
| Table 9: Psychological Impacts of Distance Marriages on Children and Parenting..... | 38 |
| Table 10: Measures to Strengthen Distance Marriages | 39 |
| Table 11: Measures to Reduce on Distance Marriages..... | 40 |

LIST OF FIGURES

| | |
|---|----|
| Figure 1: Gender of the Respondents..... | 30 |
| Figure 2: Prevalence of Distant Marriages in the Area of Study..... | 32 |

LIST OF ACRONYMS

| | |
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| AIDS | Acquired Immune Deficiency Syndrome |
| DEBS | District Education Board Secretary |
| HIV | Human immune virus |
| LDM | Long distance marriage |
| LDR | Long distance relationship |
| NAD | National Association of Doctors |
| STI | Sexual Transmitted Virus |
| TDA | Temporary Duty Assignment |
| US | United States |

CHAPTER ONE

INTRODUCTION

1.1. Overview

In this chapter the research discusses the background of study, statement of problem, purpose of study, objectives of study. It has discussed objectives, study questions, significance of study, and delimitation of the study and the limitations of the study. The chapter has ended with the looks at the definitions of the terms and summary of the chapters respectively.

1.2. Background

Human beings transits through two main civil events in their life span that transform their civil status permanently: birth and marriage. As recently as twenty years ago, marriage meant living under the same roof and sleeping in the same bed till death do you part. The woman's world is limited to thinking of man and dreaming of a husband. After a marriage, a woman is sorely occupied with the art of keeping her husband' (Nawal El Saadawi, 1980). Although Saadawi was describing an Arab woman in the above quotation, the passage aptly applies to a Zambian woman. Marriage is a very important institution in society. The respect for marriage is one single phenomenon which cuts across the whole spectrum of matrilineal or patrilineal societies in Zambia (Ngulube, 1989).

Marriage is a key event in an individual's life. There are various types of marital unions in Zambia namely: Religious marriages, Civil marriages, Customary marriages and "come we stay marriages". In the latter two arrangements couple live together as husband and wife without any recognized documents to proof their unions but carry out the functions of a family like any other legal unit. According to Erickson (Meier et al 1983) individuals enter marital unions at the stage of intimacy versus isolation (20-35) years. In marriages, couples live together geographically and emotionally and settle down to child bearing and parenting while progressing in their careers.

Marriage was the first and surest way of convincing the elders that they had succeeded in bringing one more man up to the required standards of community and the girl that she had satisfied her parents and obeyed all the tough don'ts during her progression to being a wife and a mother (Ngulube, 1989). According to Schmetzer 1987, the term marriage does not mean the same to everyone since its form and composition differ depending on the culture and custom of the people. Like culture, the concept of marriage is dynamic. It is constantly changing in

response to changes within society. Marriage in western cultures is a union of a man and woman by a ceremony in law lasting one's lifetime. Chondoka (1988) points out that looked at the meaning of marriage as a union of a man and woman living under one roof. This is assumed to be the acceptable form of marriage for all males and females in a traditional and modern Zambian society. Zambian society considers an official marriage contract, be it civil or traditional, the only permitted avenue of sexual intercourse and practicing sex, with all its consequences, outside this framework is considered shameful. Human beings get married for varied reasons such as for companionship, emotional support, sexual fulfillment and child bearing. Sexual fulfillment has a crucial role in a couple's life as it cements a couple's relationship. Women have a definite child bearing time frame (15-49) within which procreation must take place. Other individuals get married to acquire a status in society and as proof of adherent to societal norms (Margarita, 2017).

Due to an ever growing and improving spectrum of technology which enables us to communicate in varied ways from across the world, long distance marriages (LDMs) are on the rise. In fact, in 2005, according to The Center for the Study of Long Distance Marriages estimated 2.9% of US marriages were considered long distance, with 1 in 10 marriages reported to have included a period at long distance within the first 3 years. This means that in 2005 approximately 3,500,000 people in the US alone were involved in long-distance marriages. It is harder to know precisely how many non-married couples are in a long distance relationship but according to The Center for the Study of Long Distance Relationships there was an estimated 4 to 4.5 million college couples in the US which were in non-marital LDRs (Stephen and Betchan, 2017). Even if this data is slightly outdated, it is reasonable to consider that due to the increase in globalization those numbers must have grown since 2005. About 1/3 of the married couples in large cities around the world are actually living apart due to job commitments, studies and teacher deployment (Defrian 1999). Moreover, Margarita 2017 also stated that LDMs are due to social, environmental and economic factors such as participation in the military, studying abroad, increased opportunities to work overseas and the emergence of online relationships.

In addition, Kiger and Riley (2000) also affirmed that in the past two decades, emerging socioeconomic changes have shaped family dynamics. More mothers are in the full-time workforce than in previous decades, making up nearly 50 percent of the workforce Men and women have made work a part of their self-definition, striving to obtain status, be independent, experience success, and maintain a higher living standard (Lingren 1998). The business

environment has been globalized with technology emerging into joint enterprise ventures, expanded international markets, and increased competition (Davis and Botkin 1994). In this highly competitive climate, married couples leave where they grew up never to return as they strive to become better educated, get a higher paying job, or position themselves in the labor market (Cuozzo and Graham 1990). In addition to career advancement and educational attainment, other situations such as vocational changes, teacher deployments, and job-related travel often require spouses to remain at a distance. This has created a situation where families' parents, siblings and spouses live apart from each other.

Being separated by distance can create major obstacles to building strong, resilient marriages because of the limitations on the time the family spends together. Couples must understand and accept the reason behind the time shortage. Research has shown that building nourishing relationships can be more difficult to accomplish when couples live apart. Intimate relationships between husband and wife can be challenged, and couples need to have strong individual identities, accept their partner's absence, and devote time to building intimacy upon reunion (Zvonkovic, 2000).

According to Walker M, H. (2017), more and young couples are struggling with launching two separate careers at the same time that they are launching a marriage together. Having spent endless hours with each other in college, grad school or during a first job, they feel ready to commit to each other. Having focused time and intent on a career-in-the-making, they feel equally committed to their vocations. The strains on long-distance marriages are many and intense. Frequently, couples in this situation quote "absence makes the heart grow fonder" as a way of reassuring themselves and each other that their love will sustain them over the difficulties of distance and time. But unless both partners are committed to doing the very hard work of being together alone, their relationship will soon fall to another, equally common saying: "Out of sight, out of mind." The immediate demands of work and the availability of attractive, available singles can, and regularly do, overwhelm good intentions and even love (Walker, M, H, 2017).

According to Defrain (1999), long distance marriage leaves a gap between people. The larger the gap and the longer it exists, the greater the risk that the relationship will eventually fail. Distance breeds loneliness, infrequent sex, and a lack of emotional and physical support. Especially in times of stress, people reach out to others to whom they can commiserate with, and before you know it. The choice of the research topic emerged from observations from

previous studies that academic couples living apart life presents many challenges of emotional, social, behavioral and psychological nature. Since Zambia also has academicians in the education sector, it is not an exception and that academicians could have similar challenges.

1.3. Statement of the problem.

Marriage have changed over the years, both in composition and in their relationship to the family they serve the importance of living under one roof when married cannot be underestimated. It is thought that marriage in a patriarchal community is the backbone of society on which the whole definition of society lies (Ngulube, 1989). Living separate lives isn't what most couples have in mind when they marry. But shift work, job relocations, or demanding travel schedules can wreak havoc with domestic routines. Couples facing long distance marriage problems should strive to find viable solutions to deal with separation issues. In times of war and economic uncertainty, husbands and wives may end up employed or deployed away from home. But in order to keep a long distance marriage assignment or out-of-state occupation from wreaking havoc on the home front, it takes a certain level of maturity, trust, and determination. In everyday life for some couples that live together is normal, in some cases some families are separated by war or a weak economy hence moms and dads are stretched to the limit striving to provide a sense of normalcy and stability for young children and teens. Parents stationed overseas or working in another city cannot be present for those important recitals and birthdays, or to witness a baby's first steps. And both parents must cope with the lack of physical, emotional and sexual intimacy. A telephone call, email, text message or letter no matter how lovingly composed cannot replace the touch of a hand, a reassuring glance or a romantic evening encounter (Bell, 1997).

Zambia has so many academicians and schools in the education sector both rural and urban areas, however, the majority of these academicians facing challenges due to distance marriages. Daily, academicians are suffering moving up and down from one town to another visiting their spouse and families. The psychological impact of such marriage arrangement is seldomly seen outside their immediate surroundings; although people see how much these workers could be suffering but those with them in their environment know exactly what they are going through. It is against this background that this study seeks to assess the psychological impact of distance marriages on families of teachers in Mazabuka District.

1.4. Purpose of study

The purpose of this study was to assess the psychological impact of distance marriages on families of teachers in Mazabuka District, Zambia, so as to come up with ways and means of assisting individuals and families settle with their families and spouses.

1.5. Objectives

- (a) To assess the prevalence of distance marriages among teachers in Mazabuka District.
- (b) To establish factors that might have led to distance marriages among teachers in Mazabuka District.
- (c) To assess the psychological impact of distant marriages on families of teachers in the district.
- (d) To ascertain measures that ought to be taken to reduce on the psychological impacts of distance marriages.

1.6. Research questions

- (i) What is the prevalence of distant marriages a problem among teachers in Mazabuka District?
- (ii) What factors may have led to distance marriages among teachers Mazabuka District?
- (iii) How have distant marriages psychologically impacted on families of teachers in Mazabuka district?
- (iv) What measures can be employed to reduce on the psychological impacts of distant marriages among teachers in Mazabuka district?

1.7. Significance of the study

The findings of this study would be useful to policy makers, Ministry of Education and researchers in education. On the part of policy makers, the data generated from this study would help them assess and evaluate the psychological impact of distance marriages on families of teachers in the District. The findings and recommendations arising from this study would also hopefully attract the attention and possible action of both policy makers and Ministry of Education towards addressing the issues raised. The study would also find the study a useful addition to existing knowledge on the psychological impact of distance marriages on families of teachers in Zambia.

1.8. Delimitation

Delimitation is a way of narrowing the scope of study. This study was restricted to Mazabuka district in Southern Province. It targeted selected school pupils selected schools in Mazabuka district. Schools were sampled from urban and rural parts of Mazabuka district. This was done to ensure that a wide and representative sample of schools for the district was selected.

1.9. Limitations

The study would be very much affected by many different factors. It was affected by inadequate financial resources and the limited time frame in which it is to be undertaken as researcher was required to read other courses and conduct research at the same time. This study was also confined to Mazabuka district with a small sample hence making it difficult to generalize.

1.8 Operational definition of Terms

The following keywords have been defined as follows:

Marriage: Marriage is defined as the state of being united to a person of the opposite sex as husband or wife in a consensual and contractual relationship recognized by law. Marriage provides the most intimate and satisfying relationship between a man and woman (Flintan, 2008).

Distance: Distance is defined as the degree or amount of separation between two points, lines, surfaces, or objects.

Teacher: a person who teaches or instructs, especially as a profession; instructor.

Long-distance marriage: Long-distance marriage is defined as an intimate relationship between partners who are geographically isolated from one another. Partners in long-distance marriages face geographic separation and lack of face-to-face contact (Leach, 1955).

Education: Education is defined as “the action exercised by the adult generation on those who are not yet ready for social life”. It is also an organized and sustainable communication process designed to bring about learning. This definition usually refers to formal education and non-formal education (Kelly, 1999).

1.10 Theoretical Framework

This section of the study focuses on theories that relate to the objectives of this study. The main theories were used in the study: Murray Bowen's family systems theory and social learning theory by Albert Bandura.

Bowen's theory basically focuses on the emotional interactions family members engage in. He states that family members affect each other's behavior. The relationships in the family can either be close knit or loose. However, whatever happens to one family member directly affects the other member since they are emotionally intertwined. His theory describes five components of a family that determine how emotionally functional or dysfunctional a family is. The crucial family dynamics are explained in details below. Another behaviorist which influenced this study is Albert Bandura's with his social learning which asserts that individuals learn by observing their models in their environment.

1.10.1 Family System Theory

This study borrows heavily from the work of Bowen's family system theory. Bowen's states that everything that happens to a family member has a direct effect on other members who are firmly interconnected and operate as a group known as a family system (Olson and DeFrain 2003). Bowen's family system theory (1974) focused on patterns that develop in families in order to diffuse anxiety. His main goal was to reduce anxiety by facilitating awareness on how emotional system function. The level of differentiation focuses on self-change rather than trying to change in the family. Bowen's came up with eight concepts that explain how families operate.

His first concept, emotional fusion, illustrates how family members put aside individual choices and preferences for the sake of other family members. His other concept is the triangulation, Bowen's states that triangles are the smallest stable relationship units that can occur in the families Brown 1999. During conflicts, some family members seek emotional support from a particular family member e.g. a child is sucked in the communication between the couple, forming a triangle, hence triangulation. This situation is unhealthy since the child is not part of the conflict. The third concept is the nuclear family emotional system. Here Bowen's focuses on the undifferentiated family, where members of family deny themselves pleasure for the sake of others in order to avoid conflicts. The other in order to avoid conflicts. The other concept in Bowen's family systems theory is the family projection process. In this

concept in Bowen's states that children caught up in the family conflicts display anxiety symptoms and especially the child with the least emotional separation with parents being the most vulnerable. This is an important point to note for families in long distance marriages where children who have been very close with a parent suffer physically and emotionally when a parent leaves. Bowen's also discusses the principle of emotional cutoff. This is a situation where family members manage the intensity of fusion between generations. To Bowen's emotional cutoff is achieved through physical distance or emotional withdrawal where members live as if they were not related in any way. Bowen's other key concept is the multigenerational transmission. According to human patterns, themes, positions and roles are passed from one generation to another through projection from parent to child. Another important concept is the sibling position. Bowen's states that the sibling position could lead to an understanding of the roles individuals play in the family e.g. the eldest child is likely to take-up more responsibilities as leadership position than a middle or last born child. These reversed roles increase the burden on an eldest child in the absence of a parent especially in long distance marriages. The eighth concept was societal emotional process, this concept refers to the tendency of people within a society to be anxious and unstable at certain times than other family members get anxious when they lack skills for living, when there is scarcity of resources or during epidemic. The situation is made worse by absence of a spouse or parent in the long distance relationship. The marriage institution has also been viewed from "strength framework" perspective that view confines itself to the perspective that couples and families always succeed. This framework does not seek to establish why families fail, instead the framework focuses on the positive aspects of the family such as commitment, appreciation, affection, enjoyable time together, and spiritual wellbeing and ability to cope with stress (Olson and Defrain 2003). This is a drawback to understanding families in long distance marriages since fail when conditions are unfavorable.

Albert Bandura cited in (Meier et al, 2004) in his social learning theory that discusses the principles of rewards and punishment. He said that behavior is learned or modified by watching models engaging in particular activities. Such models include parents, teachers, peers and the media. He further explained how behavior is influenced by modeling, by articulating four processes; the first is the attention process. To him an individual learns from a model only if they are attending to critical features of the models behaviors. Models that are more attractive to the observer are likely to be more influential in modifying behaviors. This observation

learning is common from media personalities where young observers model among other things dress codes and gestures.

The other factor in behavior modification is the retention process and refers to the ability to remember the models actions. The third factor is the motoric reproduction process where the individual must be able to perform the modeled actions to change behavior. The final factor in reinforcement of behavior is motivational process. In this process performance of learned behavior depends on whether the behavior is rewarded or punished. This principle is important to children s socialization to the norms of the family since they learn by observing their parents through vicarious conditioning .Bandura s concept of vicarious conditioning therefore confirms the importance of parents being present in children’s upbringing (Hough, 1994).This means that remote parenting would not provide the child with his important opportunity to learn from parents.

1.11 Summary of chapter one

Chapter one discussed the background of study, statement of problem, purpose of study, objectives and research questions, significance of study, delimitation of the study, the limitations of the study , theoretical framework and operational definitions of the terms. Each of these items was dealt with separately.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Chapter two reviews literature of some of significant and relevant secondary sources to this study.

According to Kombo and Tromp (2009) literature review refers to the works the researcher consulted in order to understand and investigate the research problem. According to these authors, literature review is an account of what has been published on a topic by accredited scholars and researchers. Sidhu (2006) also feels that the survey of related studies implies locating, studying and evaluating reports of relevant researcher's study of published articles, books on the subjects Encyclopedias, abstracts and related manuscripts.

From the writings above, literature review can be seen as a very important component of any research work because it enables the researcher to understand what is already known, what others have attempted to find out and forms the foundation upon which studies will be built. The layout of the literature review in this study starts with definitions of marriage and family. A review of literature related to investigation of the impact of distance marriages on families of teachers. In serving its purpose, secondly, review of literature causes of distance marriages in the education sector in Zambia and the world at large will be provided. Thereafter, the review of literature on the psychological impact of distance marriages on families of teachers in Zambia will be discussed. It will go on to discuss the measures employed to reduce distant marriages in academicians. Finally a conclusion will be drawn.

2.2 Marriage

Marriage provides the most intimate and satisfying relationship between a man and woman. It is the companionship of becoming so close to each other that you understand and cherish each other's friendship and company, you think alike, make your plans together, share your problems, worries and desires together, enjoy bringing up your own children together and see them settle into their own families, etc. According to Wright and Roberts (1997) he stated that a marriage is a beautiful thing, it can also be a complicated union. Because a marriage requires the successful coexistence of two separate individuals over the course of, optimally, a lifetime, they must meet many needs it was after the Second World War when thousands of men lost their lives that women began in large numbers to take up the additional role as a breadwinner.

The thrust of the so-called women's liberation movement also highlighted the rights of women who had been downtrodden by their husbands and society in general for centuries. However many married women and men nowadays work outside their homes not out of necessity but as something that would give them additional meaning (Olson and Defrain, 2003).

2.3 Marriage in Zambia

Zambian anthropology defines marriage as a union between a man and woman. Marriage is the first gift that God gave to human beings, the creator blessed it and gave us the power to be pro creators on earth. Hence, Marriage has accompanied the human story from the very Genesis. Each culture defines marriage life differently (Mwango, 2015).

In the Zambian culture we have some marriage values that we cannot do without. There are values and beliefs that have been there for generations and these are rituals that prepare one for a good and long lasting marriage. Marriage. Traditionally, people would marry within their tribe, rarely going outside that circle to find a mate, but marriage within a clan group is considered taboo. Tribal customs vary but there usually is a mediator who serves as a go-between for a man and his desired bride (Mwango, 2015). The man and his negotiator will meet with a prospective bride's family and in addition to getting to know each other, start negotiations for a lobola (dowry). This lobola traditionally involves cattle or other livestock, but in modern times money settlements have been accepted. The lobola is considered a compensation to the family for the lost services of the woman. Christian weddings are very common even in villages, although traditional religious customs are still practiced in both cities and rural areas, with variations from tribe to tribe (Ngulube, 1998).

2.4 Family

A family is a dynamic, multi-faceted entity hence the frequent change in meaning. A carries varied definitions depending on agenda, actors and the segment of the family focused on. A family exists in a marriage and is private action of two persons in pledging to live together throughout their lives ensuring that various functions are interwoven that anything that happens directs impact on the other.

Family -is a fundamental social group in a society typically consisting of one or two parents and their children. These individuals reside in the same dwelling, share goals, values and have long-term commitments (Olson and Defrain, 2003).These expectations, strengths and personalities from the family of origin. A family has structures and functions that propel the

members ahead in a particular direction. These structures are often interfered with in cases of long distance marriages where members of the family are called upon to take up another member's roles and responsibilities.

The family institutions has further been defined

Biologically the family is defined as two or more people living together who are related by blood, birth, marriage or adoption (Saccombe, 2005). The members of this family operate as a unit in fulfilling different roles and responsibilities such as child bearing and parenting, provision of basic needs. The family as a social institution possesses a set of beliefs and roles that are organized to meet basic human needs. These beliefs enable the family unit to fit the norms of that society that provides sanctions and approval to behavior. However, even with norms to guide behavior the family members still deviate from these norms. Frequent conflicts occur in these families as a result of varied interpretation of rules and standards of behavior by members (Saccombe, 2005). Family members take up roles and status, such as husband, father, pastor etc. The individual who holds much status is said to have more authority than others in the family, a common scenario in many African patriarchal families. Brubaker (1990) stated that, each spouse had culturally defined roles. The patriarchal inclination socialized the society that men had a ritual right to be in a position of authority over women. The family is as important in later life as during childhood. It is an important support group that creates joy and a sense of belonging through shared time together and expressions of love and affection. The family also provides assistance, such as financial support or help with chores, through all life's changes. The quality of family relationships is established in the early years of marriage and parenthood and carries over into the later years. Older people with healthy marriages and positive relationships with their children enjoy their family life in the later years (Macinnini, 1989).

2.5 Factors Leading to Distant Marriages

2.5.1 Employment

In the first place, self-actualization and prestige is innate in every human being making him/her struggle to improve their current status. Unavailability of employment opportunities in the country, low-paying jobs and increased demands by family, compel individuals to seek better opportunities far from their families. This mobility by family members robs the family of quality and quantity time. The urge to venture out ones comfort zone, concurs with Ericksons

(1969) stage of generative verses stagnation. During this period, individuals experience a paradigm shift in their current careers and explore new careers that give them comparative advantage in search of employment such as teaching, sports men and women, and nursing in the United State of America. For instance, the National Association of Doctors stated during the 42nd Kenya Medical Association Symposium and Scientific Conferences that out of 500 doctors trained at any given time in the country 42% go to other countries despite the pay in the country being competitive with an intern earning 100,000 Kenya Shillings.

Teacher deployment policy is one of the causes of distance marriages by academicians in the education sector in Africa. The problem of teachers is often considered as a problem of teacher numbers. While there is no doubt that many countries face challenges of teacher supply, there are equally serious challenges of teacher deployment. For married women, a distant posting may mean separation from her family, as the husband may not move for cultural or economic reasons (Gaynor 1998). Where women have been posted to rural areas they may come to see themselves as having been treated unfairly by the system and thus seek early transfers (Hedges, 2002).

On the supply side, governments may find it more difficult to supply quality education services in schools. Three factors combine to weaken the quality of teaching in schools. First, in many African countries, teachers prefer to teach in areas closer to their families. As a result, some schools may be left with empty posts, or have longer delays in filling posts. Even if posts are filled, some schools may have fewer qualified teachers, if the better qualified teachers have a greater choice of jobs. Sometimes the some schools have less experienced teachers, as the more experienced teachers find ways to move to the more desired schools to unite with their families. Second, teachers involved in distant marriages in schools may teach less than their counterparts living with their spouses. Any trip away from work, to visit family may involve long journeys and involve missed school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early (Jacob, 2005).

Teacher absenteeism can influence the overall quality of education considering that it can greatly reduce the overall effectiveness of the school, diminish pupil achievements, damage the school's reputation; induce pupil absenteeism and display negative role models for students who often see teachers as mentors (Bray 2003; Das and et al. 2005). Miller, et al. (2007) conducted a study that was aimed at examining the casual effects of teacher absences. Apart from conducting interviews with school principals, patterns of teacher absences were

documented based on local school calendars. The findings showed that each 10 days of teacher absenteeism reduced student's mathematics achievement by 3.3 percent of a standard deviation.

The Independent Advocacy Project (2009 – 2010) in Nigeria also conducted a study with the purpose of finding out the causes and consequences of teacher absenteeism in Nigerian public schools. The study methodological approach included a desk study, focus group discussions, facility visits and survey questionnaires. The findings indicated that teacher absenteeism contributed to the falling standards of education. Particularly, the results showed that absenteeism of teachers amounted to heavy loss of valuable class work and the inability to cover the syllabus. Other findings showed significant absenteeism behavior among female teachers. The major causes of absenteeism included distance marriages, early departure for vacations; late return after vacations, poor salaries, lack of effective monitoring oversight and economic pressures.

2.5.2 Economic Factor

Furthermore, the economic factor plays an important role in the causes of distance marriages world-wide. Economic changes have affected the family in diverse ways today. Some of these changes include; long-term inflation and decline in purchasing power. The minimum wage has not kept up with the long-term inflation, although minimum wage has never been sufficient to raise a family out of poverty especially if only one member of the family works (William's et al, 2006).

A growing number of married couples are living apart. It's called the commuter marriage, and more than 3.5 million couples in the United States are doing it. That number has more than doubled since 1990, when the U.S. Census Bureau estimated that 1.7 million married couples were living apart for reasons other than a legal separation. The commuter marriage isn't really that new. Traveling salesmen, migrant workers, the incarcerated, soldiers and teachers on deployment have always been in long-distance relationships. In the past two decades, a relaxing of social norms around marriage and the prevalence of online dating, which allows singles to cast a wider net, have likely contributed to the increasing number of couples who choose to live apart, sociologists say. But the biggest factor is probably economic, with the rise in dual-income households and the worst recession in post-war era U.S. history. A recent study found nearly three in five couples who live apart do so because of work or financial reasons. In 2006, the Census Bureau reported that 3.6 million married Americans (not including separated

couples) were living apart from their spouses. In March, Worldwide ERC, the association for work-force mobility, released a report revealing that three-fourths of the 174 relocation agents surveyed had dealt with at least one commuter marriage in 2007, a 53 percent increase since 2003 (Ferguson,2008).

2.5.3 Rights of Women

Additionally, the rights of women to choose to work have changed the dynamics of relationships over the past 20 years. Role models provided by parents are not always relevant roles for the current generation where more women need to work. The influence of the feminist agenda of equality has made the style of relationships change (Bernard, 2002). Also the traditional roles of earlier generations have become more diverse with several styles of relationships, Conflict and breakdown may occur when one or the other partner changes and the other do not understand how to renegotiate their role within a relationship. 1. The rapidly changing status of women and the resultant demands on men being aspects of social changes to which many people have not adjusted, particularly in relation to concepts of marriage. 2. The current patterns of living apart are caused by the fact that the basic personal and cultural norms of gender are changing. However there is little preparedness on men's part, for a conscious accommodation to changes on the part of so many women. 3. Changing roles of both men and women have challenged expectations of marriages and lead to uncertain and unrealistic divisions of labour within families. 4. The greater participation of women, then married women and finally married women with dependent children in the paid work force has had widespread ramifications for fertility, expectations of marriage and the roles of men and women in relation to their family responsibilities. 5. Some proponents of radical feminism have been quite hostile to the institutions of marriage and family feminism sees living apart as liberation from an oppressive institution, not a break up of a sacred trust (Coulta. 2002).

2.5.4 Ambivalence towards Marriage

Ambivalence towards Marriage a cultural theme coming through many submissions was that modern negative images of marriage undermine marital stability also plays an important role. Dr. Moira Eastman, from the Australian Catholic University, presented the most scholarly submission on this theme when she referred to society's ambivalence towards marriage. She argued that one of the most important contributors to marriage and relationship breakdown is living apart (and possibly even hostility) towards the concept of marriage especially in academia, the government, bureaucracy, social services, public policy and the media. In Dr.

Eastman's opinion, perhaps the strongest evidence of ambivalence to marriage (and family) is that in at least two major policy areas, the positive contributions made by marriage and family are not acknowledged. One area of this 'silencing' is the domestic economy and the other is the contribution of marriage and family to health. She referred to the fact that despite its significant contribution to the national economy, the domestic economy is 'neglected, disregarded, slighted and put out of the collective mind'. Similarly, marital status is a significant factor impacting on health, outweighing in impact the factor of smoking or not smoking. Despite this evidence, national health strategies ignore the role of marital status, family stability and family processes in creating or undermining health (Chapman, 1990).

2.5.5 Career Development

Professionals in various fields travel within and abroad to advance their careers, especially in fields that are not available in the country. These are graduates in various fields that do not have jobs, such individuals travel in search of jobs. Some travel as experts in the medical, security or education sectors etc. As these individuals work they also advance their careers which are profitable to the family. However, some of these individuals take long periods of time before travelling back to their families. They achieve their goal for travel but the absence weakens the relationship with family members back home.

2.5.6 Education

Education is continuous aspect of a human being carried out formally or informally. Married individual's travel away from their families to acquire or further their education course within the country and outside the country took varied duration. The student /spouse/parent had to juggle between the different roles and responsibilities abroad and at home. This multiple role situation overwhelms the individuals, so some roles are neglected to the back seat. The roles that are not properly planned for and executed create a range of emotions such as frustrations, betrayal among family members (Lingren, 1998).

2.6 Psychological Impacts of living apart on the families

2.6.1 Financial Pressures

The finances play an integral part of the family in the provision of basic needs and for investments. The method of creating and spending finances, increased responsibilities such as maintaining two homes, further education strains the family finances and becomes a source of

family conflicts. Inadequate resources may lead to spouses engaging in unconventional means of searching for finances such as drug trafficking, transactional sex among others. Adequate finances accrued from investments can be a source of self-esteem to the individual or to the family members (Wright and Roberts, 1997).

Primary, long distance marriage problems include financial pressures from struggling to manage more than one household. While a job away from home might bring home more bacon, because of dual expenses it takes two pans to fry it. Paying the mortgage at a primary residence and rent at a second location, plus the added expense of two utility bills, two telephone bills, and two grocery bills is enough to make couples think twice about short- or long-term occupational separations. Primary and secondary transportation, vehicle, and insurance expenses also place additional financial stress on dual residence families.

2.6.2 Intentions and Goals

Secondly, one of the biggest challenges of living apart is that it's harder to be sure of each other's intentions and goals. When you live together, you share most things on a day-to-day basis, making it easier to understand your partners perspective. Not having that ability can become a source of conflict, especially if you are having a rough day or feeling insecure and value in life apart from the income. Families today are undergoing all sorts of strains that didn't exist before and are simply having to adjust to make things work.

2.6.3 Emotional

Moreover, the emotional toll of long distance marriage problems can result in alienation of affection and worse, infidelity. Emotional distance is a real problem that exists not only in relationships but in marriages as well. Most times it starts gradually and keeps building till it reaches a certain height where it becomes too difficult to contain. A couple's relationship is critical in providing an appropriate means of satisfying sexual needs. Beliefs and values guide sexual behavior between couples (William, 2006).

Husbands and wives who endure separations for the sake of career or duty to country are more prone to marital mayhem and divorce than those who consistently share the same household. Prolonged isolation away from loved ones and a lack of physical intimacy and companionship can open the door to unfaithfulness. Sexual fulfillment is a very important ingredient of a healthy marriage (Harley, 1994). Humans are designed by God to engage in intimate contact, stimulating conversation and a mutually satisfying emotional interchange. Over time, men and

women who are deprived of intimate contact due to long distance marriage problems are more likely to yield to illicit relationships and adulterous affairs. But the sense of betrayal and lack of trust caused by an extramarital affair will not be easily overcome (Boehi, 1997). Rutgers University, who says the challenging economy may force more couples into commuter marriages for the sake of a paycheck. But what happens is that they are taking additional stress on themselves for which they are not naturally designed. It is no joke for a woman to shoulder (at least the major part of) the responsibility of running the home and bringing up children and then to also manage the stress of commuting and working far away from the family. The result of such a distance from the family, less time than necessary for everything, creates tensions with the husband and the children, and finally a sense of guilt that she is not able to do a good job as a wife and mother. Husbands also get frustrated when their wives are far away from them. It is a decision that families need to take, considering all the different aspects, whether wives need to go outside their homes to work. If you decide that it is necessary for your family, then you, as a wife, need to get your husband to understand that you would certainly need his support and help at home in the kitchen cooking or washing the dishes, helping with the children, etc. (Shorter, 1975).

Every relationship or marriage needs constant attention to grow; there ought to be constant growth in every relationship or marriage. When you pay too much time to work and other activities, leaving your partner in the process, there is every possibility that emotional distance could occur. Building friendship, romance and sex with your partner should never be underestimated (Hunter, 2000).

Stress could also take a toll on a partner and make such a person become emotionally distant. When one becomes overwhelmed by work and anxiety, they might lack the resources to feed both their work and relationship strongly, so stress could actually make them shut down towards one of the two and it might most likely be the relationship that would suffer. It could also be that your partner is seeing another person. Sex with another person could build a certain desire for that new person, killing all your desires for your partner in the process. When a partner builds that sexual passion outside the relationship or marriage, the relationship or marriage is bound to suffer, as that partner would become shut down to the relationship (Harley, 1997).

According to Halford and Osgarby 1993 stated that when couple relationships are under stress, partners begin to physically and emotionally distance themselves from each other. They tend to avoid each other, and when they do come together, it's often strained, resulting in restrained or surface-level conversations. The basic quality of working together as a unit to tackle common problems is torn apart as both partners feel an increased level of frustration and despair. If one or both of the partners is struggling with a mental illness, these negative emotional reactions are often intensified. At a behavioral level, individuals tend to isolate themselves, may turn to alcohol and drugs to numb difficult emotions, and sometimes turn to having extramarital encounters. When the marital stress is at its peak, there's a greater likelihood of substance misuse, movement toward divorce and male aggression (Kiecolt-Glaser, 2001).

2.6.4 Lower Marital Quality

A distance marriage is also associated with lower marital quality for their children. This manifests itself in arguing more about the family, increased rates of jealousy, moodiness, infidelity, conflicts over money, excessive drinking, and drug use. Analysis of the 1987-1988 waves of the National Survey of Families and Households showed that children of parents living apart due to employment issues whose marriages were less than "very happy" communicated less and were more than twice as likely to argue frequently and to shout and hit when they argued. The child with an available father, both in the early and the adolescent years, is more companionable and responsible as an adult. When parents live apart, it's another sort of distance relationship occurs between the parents and their children. The primary effect of living apart is a decline in the relationship between parent and child. Immediately after parents are deployed to workplaces far from their families, most parents have two sets of problems: their adjustment to live away from their families and to their role as a parent. Parents living apart show a decrease in language stimulation, pride, affection, stimulation of academic behavior, encouragement of social maturity, and warmth directed towards the children (Duncan, 2010).

According to Carle Pickhard (2016), distant marriages introduce a massive change into the life of a boy or girl no matter what the age. Witnessing gap between parents, having parents living apart, their marriage commitment, adjusting to going back and forth between two different households, and the daily absence of one parent while living with the other, all create a challenging new family circumstance in which to live. In the personal history of the boy or girl,

parental living apart is a watershed event. Life that follows is significantly changed from how life was before.

The family unit also serves as a correctional institution where deviation from family norms and values shunned and desirable behavior encouraged. Families operate as miniature courts sanctions for negative behavior are noted on an individual (Saccombe, 2005). Somewhat different responses to this painful turn of events occur if the boy or girl is still in childhood or has entered adolescence. Basically, distant marriages tend to intensify the child's dependence and it tends to accelerate the adolescent's independence; it often elicits a more regressive response in the child and a more aggressive response in the adolescent. Consider why this variation may be so (Meier et al, 2004).

The child's world is a dependent one, closely connected to parents who are favored companions, heavily reliant on parental care, with family the major locus of one's social life. The adolescent world is a more independent one, more separated and distant from parents, more self-sufficient, where friends have become favored companions, and where the major locus of one's social life now extends outside of family into a larger world of life experience. For the young child, distant marriages shakes trust in dependency on parents who now behave in an extremely undependable way. They surgically divide the family unit into two different households between which the child must learn to transit back and forth, for a while creating unfamiliarity, instability, and insecurity, never being able to be with one parent without having to be apart from the other (Meier et al, 2004).

2.6.5 Emotional Bonding and Interaction

Another sign of a family growing apart is a lack of emotional bonding and interaction. The twenty-first century has produced a new generation of independent, self-sufficient youth that have an abundance of material possessions but a dearth of emotional nurturing. Most teens spend formative in daycare where there is no possibility of developing a strong emotional bond with a nurturing parent. By the time a working mom picks the child up daycare, there is only time for a quick meal, bath and bed before beginning the process over again the next day. When children reach adolescence, they will have grown accustomed to a fast-paced lifestyle punctuated with brief conversations and fast foods. A family growing apart may be precipitated by permissive or non-existent parenting, as mothers and fathers too busy making ends meet substitute material possessions for affection. Many of today's independent teens have their own car, cell phone, computer, a private room, and a personal life that does not necessarily include

parents. Thus, there is no occasion for a high level of emotional bonding or quality parent/child interaction (Karlsson, 2005).

2.6.6 Lack of Communication

Communication plays an important role in the welfare of the family and is both verbal and non-verbal (Hough, 1994). Individuals communicate non-verbally from their internal experiences and exposes themselves outwardly. An important aspect of communication in marriage is gender difference. Jane Tear (Cited in Meiter 1991) states that in communication men use conversation in a competitive way in order to establish dominance in the relationship are less focused on listening but focus on responding. They do close little information about themselves than women. Women on the other hand use communication in effective way hoping to establish friendship. They use eye contact, facial expressions and are attentive to the speaker. They seek clarification which is very important for enhancing understanding of another person. Women also speak as a way of connecting with others (Olson and Defrain, 2003). Through communication the roles of individuals are defined, members are able to resolve interpersonal conflicts and handle their issues constructively. Couples are also able to meet each other's emotional needs, clarify role relations, create values, and strengthen the ability of each other to cope with life stresses (Meier, et al, 2004).

According to Joel (2013), Telltale signs of a family growing apart are a lack of communication, a lack of emotional bonding and interaction, and a lack of shared interests. A lack of conversation may be the first sign of a family's demise. Instead of sharing highlights of the day around an evening meal, everyone eats at different times and in different places. A working parent may grab a sandwich at the desk, putting in long hours to earn overtime pay. Adolescents and teens are so involved in school and extracurricular activities that they would rather "have it their way" at a local burger joint. Becoming overly involved in work and activities leaves the home front lacking in togetherness and lacking in common interests. The end result of a family growing apart is a society that does not reverence its fathers nor respects its mothers, and offspring that are emotionally disconnected. "There is a generation that curseth their father, and doth not bless [the] mother. There is a generation that is pure in their own eyes, and yet is not washed from filthiness. There is a generation, O how lofty are their eyes! And their eyelids are lifted up. There is a generation, whose teeth are as swords, and their jaw teeth as knives, to devour the poor from off the earth, and the needy from among men" (Proverbs 30:11-14).

2.7 Measures to Strengthen Families in Distant Marriages

Long-distance relationships create extra challenges and stressors. But couples can still cultivate a fulfilling and happy relationship. While living apart can create stress and disconnections among family members, many strategies are available to strengthen the bonds that tie families together. Families can bridge the distance between them through keeping regular, meaningful communication, making a commitment to each other, focusing on areas of compatibility, and connecting through a variety of creative strategies.

2.7.1 Communication

To avoid the pitfalls of unavoidable long distance marriage problems, couples should strive to maintain regular communication through emails, texts, telephone calls and web cams. Sharing day-to-day challenges by including absentee spouses in decision-making, and creating long distance romantic encounters helps keep the home fires burning. The stay-at-home husband or wife should try to make every day away from a loved one count. Sending a box full of homemade cookies, chocolates or flowers overseas or to the next city with a racy love letter tucked inside reminds a mate working or serving away from home of the special love that only the two of them share.

Couples who make the effort to keep love alive will discover that an extended absence really can make hearts grow fonder. Two models serve as a foundation for the Bridging the Miles: Long Distance Families Program. The Family Strengths Model, developed by DeFrain, Stinnett, and colleagues, has six general qualities: appreciation and affection, commitment, positive communication, enjoyable time together, spiritual well-being, and successful management of stress and crisis. Members in strong families care deeply about one another and express their feelings. Members of strong families exhibit a strong commitment to one another, investing both time and energy into family activities and priorities. Families that exhibit compatibility genuinely enjoy the time they spend together. Communication is central to strong families as they stay connected by talking with and listening to one another. Strong families possess the ability to creatively and effectively deal with stress and crisis (DeFrain 1999).

The Family Circumplex Model developed by Olson and colleagues (1989) provides a conceptual framework of healthy families which includes three dimensions. Cohesion represents a sense of closeness, Flexibility represents the ability to adapt to the changing

circumstances within a family and finally Communication to facilitate dimension which helps families form close bonds and address challenges.

2.7.2 Trust

According to Orbuch (2017), jealousy is a common challenge for long-distance couples because of a previous engagement/activity. The solution is communication and trust. Couples should talk often about how they feel toward one another, remember to trust each other until there is reason not to, and keep their suspicions out of the relationship. In addition Defrain (1999) pointed out that both members of the couple should be trustworthy and committed to the commitment. All relationships have their ups and downs. All relationships have times when one or the other partner feels held back, misunderstood, not given enough, left in the dust, or any of a whole host of less-than-wonderful feelings. The couples that make it, whether they live together or apart, are those that understand that this is a natural part of a long-term commitment. Working through difficult times usually strengthens and betters the relationship.

Moreover, long-distance couple is especially challenged during these times. When people live together, there are hundreds of little opportunities every day to connect, to reassure, to touch, and to pick up a conversation that was too hard to finish an hour ago, to try again and again. The long distance couple needs to take the time to phone, to e-mail, to stay in contact even when it would be so much easier and more pleasant not to (Orbuch,2017).

2.7.3 Enroll in support groups

Furthermore, couples living apart may not have the luxury of transferring closer to home, but they can seek the aid of on- or off-base social service agencies that help families cope with long distance marriage problems. Spouses married to enlisted personnel may enroll in support groups that offer opportunities to share concerns with other families. Couples living apart may also provide groups and activities for youth and teens of deployed parents. Civilian and service personnel may also solicit the aid of a qualified relationship counselor or seasoned clergy when marital issues seem too difficult to manage.

2.7.4 Integrity

Couples facing long distance marriage problems strive to find viable solutions to deal with separation issues. In times of economic uncertainty, husbands and wives may end up employed or deployed away from home. But in order to keep distance marriages work teachers take a

certain level of maturity, integrity, trust, and determination. While everyday life for couples that live together is normal, families separated by a weak economy live a life that is anything but stay-at-home. Moms and dads are stretched to the limit striving to provide a sense of normalcy and stability for young children and teens. Parents stationed overseas or working in another city cannot be present for those all-important recitals and birthdays, or to witness a baby's first steps. And both parents must cope with the lack of physical, emotional and sexual intimacy. A telephone call, email, text message or letter no matter how lovingly composed cannot replace the touch of a hand, a reassuring glance or a romantic evening encounter.

2.7.5 Seek church counselling

The importance of a close knit family unit cannot be overemphasized it is the cornerstone upon which a nation and a church are built. When families are strong, they strengthen the Church as a whole. And when the Church is strong, the nation grows stronger. Studies also indicate that absentee fathers cause a myriad of socioeconomic problems in the family unit, including a higher incidence of teen pregnancy, alcoholism and drug abuse, and crime. It is apparent that the role of the family in society and in the world is a crucial one. The perpetuation of the human race depends on solid marriages that produce emotionally stable children. A family growing apart not only destroys God's original intent and purpose for mankind, but it also erodes the moral, ethical and religious foundation of a people and a nation. "Behold, I will send you Elijah the prophet before the coming of the great and dreadful day of the Lord: And he shall turn the heart of the fathers to the children, and the heart of the children to their fathers, lest I come and smite the earth with a curse" (Malachi 4:5-6). Common interests and developing into a close knit, cohesive, and impenetrable unit.

2.8 Measures to Reduce Distant Marriages

2.8.1 Job opportunity closer home and Transfers near family

According to Walker 2017, couples facing long distance marriage problems should investigate alternative job opportunities closer to home and transfers near families'. The benefits of more income from long distance employment may not justify the emotional turmoil of a lengthy separation or the additional expense. Husbands and wives should compare the costs of managing two households versus taking a lesser paying local job. If a spouse must travel out of town or across the globe, scheduling flights on holidays or temporary duty assignments (TDAs) back home to regularly reconnect with husbands and wives would be a prudent

decision. Other economic alternatives might include taking a part time job to supplement the family income rather than risk separation; or trimming the household budget by cutting back on luxury items.

2.8.2 Return old fashioned values

In addition, the solution for a family growing apart is to return to those old fashioned family values that sustained generations of men, women and children for hundreds of years. Children need to be nurtured and they need the consistent love and guidance that fathers and mothers can provide. If the work schedule hampers quality time with the children, perhaps moms and dads need to investigate alternative income opportunities. A stay-at-home mom or dad can save the family a considerable amount of cash and offset the cost of maintaining a two-income home. Developing a home-based business or simply opting to stay at home with under aged children will eliminate the cost of a second car and fuel, dinner at fast food restaurants, a work wardrobe, and day care or babysitting services. The bonus from ditching that second job is the opportunity to bond with little ones and be home for teens after school. A family growing apart would do well to make some scheduling adjustments to accommodate more time spent together, sharing (Duncan, 2010).

2.9 Summary

This review of the literature has shown that assessment of psychological impacts of distance marriages are an important dimension in the planning and realizing of effective teaching and learning in schools. However, most countries, especially developing countries which include Zambia , do not pay much attention to the issue of impacts of distance marriages among teachers and their families as an education provisions in their countries. Literature review has shown that the teaching-learning process in primary and basic schools can be made more effective by taking into account the issue of distance marriages when it comes to the planning of education provisions in primary and basic schools. Imperatively, in serving its purpose, the review of literature looked at prevalence of distance marriages worldwide. The review of literature also focused on the factors may have led to distance marriages and the psychological impacts of distance marriages. Finally the measures to strengthen and reduce distance marriages were outlined. The next chapter discusses the methodology employed during this research.

CHAPTER THREE

METHODOLOGY

3.1 Overview

Chapter three discusses the methodology employed in this study, it deals with concepts which include research design, research site, target population, sample size, sampling procedure, data collection instruments, data collection procedures, ethical considerations and data analysis.

3.2 Research design

A research design is defined as, ‘the planning of any scientific research from the first to the last step. It is a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions’ (Bless and Achola, 1998). According to Kasomo (2006), a research design spells out the methods used in the study as well as how the study should be conducted. The study adopted a descriptive design which describes the state of affairs as they exist. Descriptive studies are used in the formulation of important principles of knowledge and solution to significant problems. A descriptive survey is another method for collecting data by interviewing or administering questionnaires to a sample. Descriptive studies are useful for collecting data on people’s attitudes, opinions or habits, central concepts to this study.

3.3 Study Area

The study was done in Mazabuka, located in the Southern part of Zambia.

3.4 Target population

In the context of research, the term ‘target population’ has been defined as all members of any well-defined class of people, events, or objects who have been designed as being the focus of an investigation. It is also known as universe or a special universe. It is called special universe in order to distinguish it from the general universe or population to which the study’s findings can be generalized. White (2005) also defines population as a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. This therefore implies that population is the sum total of the cases that meet the definition of the researcher’s unit of analysis. A population should not be too small or too big. Use of a small population would be too limiting

in terms of generalization while the later would make the study too involving if not impossible to carry out (Bless and Achola, 1998).

For this study, the target population therefore was the Mazabuka rural and urban schools head teachers, primary and secondary school class teachers, families and children.

3.5 Sample size

A study sample is a small proportion of the population that is selected for observation (Best and Kahn, 2003). Sampling refers to the way of selecting the subjects that make up a population while a sample refers to the elements in a population. According to White (2005), the key concepts in sampling are representativeness. Unless the sample from which generalization has to be made is ‘ truthfully’ or ‘ faithfully’ representative of the target population from which it is drawn, there is no reason to believe that the population has the same properties as those of the sample. Relatively, White (2005) states that the larger the population, the smaller the percentage of that population that the sample needs to be. If on the other hand the population is relatively small, the sample should comprise a reasonably large percentage of the population. Large samples enable researchers to draw more accurate conclusions and make more accurate predictions.

The sample size for this study comprised 40 participants’ urban and rural schools in Mazabuka district. The breakdown of the sample size was as follows; 10 head and deputy head teachers, 20 primary and secondary school class teachers, and 10 families and 20 children. Head and Deputy Head teachers were picked for the study because they are the custodians and managers of learning institutions. They have the responsibility of creating conducive learning environments. Teachers are the key persons in determining success in meeting educational goals. Children were included because they form the family.

3.6 Sampling procedure

In this study, a non-random sampling procedure known as Purposive sampling was appropriate (used) to select the Head teacher’s ,Teachers, families and children in the targeted schools of Mazabuka district. Non-random sampling procedure is a procedure in which subjects or elements do not have an equal chance of being included in the sample (White, 2005).

3.7 Research Instrument

Data used was collected using Questionnaires, interviews, focused group discussion, document study and observations.

3.8 Data collection Procedure

A multi-method approach will be used to collect data. A multi-method approach is the use of many methods to collect data. According to Cohen and Manion (2007), the advantage of using a multi method approach in data collection is that, it eliminates bias or distortion of the researcher's picture of the particular slice of reality he or she is investigating.

For this study therefore, the following instruments were used in the collection of the required data. Questionnaires were used to elicit data from class teachers. The advantages for using this approach was that it is relatively economical, ensures anonymity and can easily cover a large sample at once. Focused group discussion with children and families this instrument was used to elicit data from children and families. The advantage of this instrument was that participants were able to bring to the fore issues in relation to the topic and able to argue and challenge each other's views. Through correcting each other's views, reliable data was collected. Furthermore, large amounts of data was collected at once from different families. During the focus group discussion, the researcher used a tape recorder to capture the proceedings. The reason for tape recording was that given the composition and large numbers of the interviewees in the focus groups, the researcher may not be able to write accurately all what the interviewees would be saying. According to Gay (1987), mechanical recording was more objective and efficient. Finally, interviews were also used to collect data from Head and deputy heads. Bell refers to interviews as a quicker and cheaper method of collecting information. It is important to point out that interviews are flexible and applicable to different types of problems in that the researcher or interviewer may change the mode of questioning according to situations. Unclear responses from respondents can clarified. Documents were also collected from DEBS office to have a clear picture on the statistical information on the number of teachers involved in distance marriages.

3.9 Data analysis

Data analysis refers to the systematic way of organizing information collected in order to make sense out of it. In the field of research, data collected must be analyzed in order for it to be meaningful and useful when answering the research questions. According

to White (2005), there are two broad ways or approaches to data analysis, and these are qualitative data analysis and quantitative analysis.

In this study, the qualitative and quantitative data that was collected was coded using thematic analysis to ensure fast and efficient processing and identification of themes. The data collected in this research was also analyzed using excel. Findings were presented by use of percentages, tables, and pie charts.

3.10 Ethical considerations

Ethical concerns were adequately addressed in this study. To start with, informed consent were sought from the respondents and participants after informing them about the importance of the study.

Furthermore, respondents and participants were assured that data collected from them would be kept strictly confidential and would not be used for the purpose other than the intended one (academic purpose). The researcher also assure participants and respondents that the names of sites and respondents were going to be concealed unless permission was sought from the owners to have their identity disclosed as a show case for certain achievements made in their schools.

3.11 Summary

Chapter three discussed the methodology used in this study. The study used a descriptive design for the research which was conducted in Mazabuka district of Southern. The target population comprised of Head and deputy head teachers, class teachers and children. The researcher used the purposive sampling procedure to selection of the respondents. The study was both qualitative and quantitative, during data collection, questionnaires, focused group discussions, interviews and documentary were employed. The next chapter presents the findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

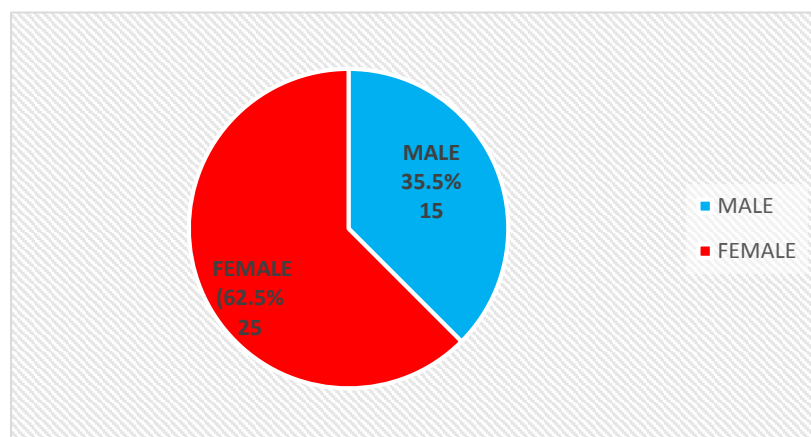
4.1 Overview

The preceding chapter provided the methodology employed in collection and analysis of data in the study. The data was collected from Head teachers, teachers and Children in the area of study. The present chapter presents the views of the respondents on the Assessment of the Impact of Distant Marriages on Families among Teachers in Mazabuka district. The findings are presented according to the research questions shown below.

- (i) What is the prevalence of distant marriages among teachers in Mazabuka District?
- (ii) What factors may have led to distance marriages among teachers in Mazabuka District?
- (iii) How have distant marriages psychologically impacted on families of teachers in Mazabuka district
- (d) What measures can be employed to reduce on the psychological impacts of distant marriages among teachers in Mazabuka district?

4.2 Characteristics of Respondents

Figure 1: Gender of the Respondents



There were (40) forty respondents who were interviewed by the use of questionnaires. The respondents were drawn from different schools and families in Mazabuka district as shown in figure 1. These were (25) twenty-five females and 15 male teacher respondents, 62.5% of the respondents were female while 35.7% were male. This means that married individual were living single lives yet married. This situation then presents a scenario where married individuals live partly as singles resulting to a special form of "single-parenthood". It also means that a large number of households are female headed which denies the wife comfort, companionship, presence and guidance from husband. It also robs children of a mentor, role model and an authority figure .On the other hand the absence of a wife disorients the husband who now lives as a "bachelor" single parent, lonely yet married. Children are thus denied a nurturer and emotional care from the parents

Table 1: Distribution of Respondents by Age

| AGE | FREQUENCY | PERCENTAGE |
|--------------|-----------|------------|
| 12-24 yrs | 6 | 15% |
| 25-34 yrs | 20 | 50% |
| 35-44 yrs | 6 | 15% |
| 45 and above | 8 | 20% |
| Total | 40 | 100% |

As shown in the table above, majority of the respondents 20 (50%) were aged 25-34 years. Six (6) 15% respondents between 12 years and 24 years. Twenty (20) 50% respondents between 25 years and 34 years. Six (6) respondents fell between 35 years and 44 years, while those who were 45 years and above made up (8) of the total sample of study.

Table 2: Number of Years in Service of the Respondents

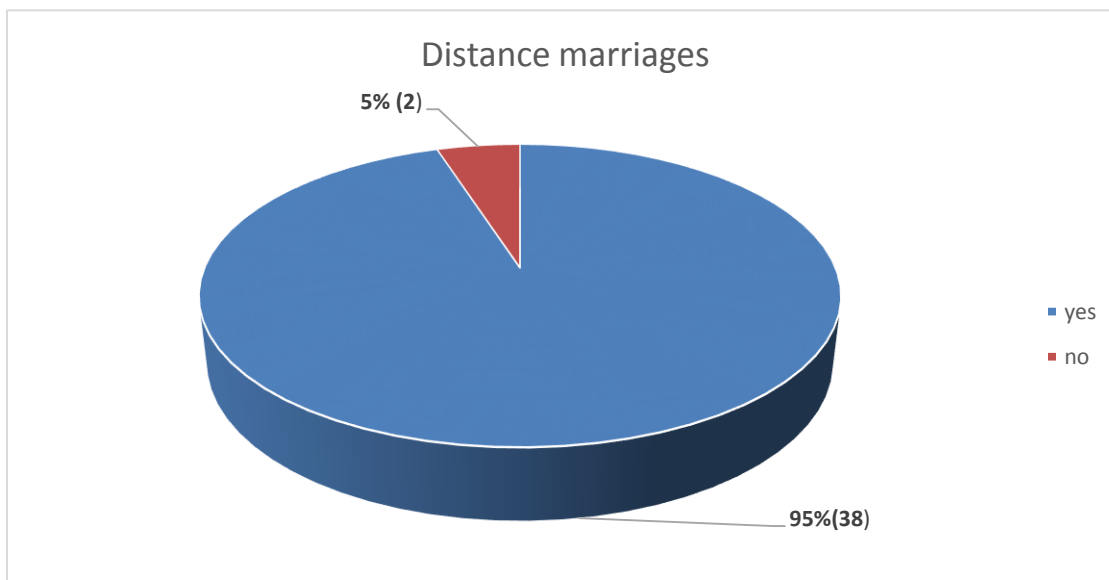
| YEARS IN SERVICE | FREQUENCY | PERCENTAGE |
|------------------|-----------|------------|
| 0-5 | 9 | 23% |
| 6-10 | 16 | 40% |
| 11-15 | 10 | 25% |
| Above 16 | 5 | 13% |
| Total | 40 | 100 |

The table above illustrates the number of years of respondents in service. The sample ranged from 0 years to 16 years and above. Nine (9) of the respondents representing 23% fell between 0 years and 5 years. Sixteen (16) of the respondents 40% of the study fell between 6 years and 10 years. Ten (10) of the respondents made up 25% of the study fell between 11 years and 15 years, while those who had served for 16 years and above represented 40% while the remaining of the were five (5) of the respondents represented 13%. It was evident from the study that majority of the respondents served between 6-10 years.

4.3 What is the prevalence of distant marriages among teachers in the study area?

Figure 2: Prevalence of Distant Marriages in the Area of Study

When asked whether or not respondents were aware of the existence of distant marriages in the district, the responses were as follows.



The pie chart figure 38 (95%) respondents said that long distance marriages were common in the Mazabuka while 2 (5%) said those marriages were not common. The respondents who said that long distance marriages were common had the following views; the aggressive nature of the economy in Zambia force them to take up opportunities that would improve their living standards. On the whole, it was evident that long distance marriages where a common feature among teachers.

4.3.1 Involvement of Teachers in Distance Marriages

The respondents were asked to whether they or not chose to be in long distance marriage relationships. Their responses were as shown below:

Table 3: Whether or not choice to be in a long distance marriage relationship.

| TEACHERS IN DISTANCE MARRIAGES | FREQUENCY | PERCENTAGE |
|--------------------------------|-----------|------------|
| Disagree | 36 | 90% |
| Agree | nil | nil |
| Not sure | 4 | 10% |
| Total | 40 | 100 |

The table above illustrates that 36 of the respondents which is 90% overwhelmingly said that they did not choose to be involved in distance marriages. While 4 (10%) indicated that they were not sure. This perspective to long distance marriages shows that the respondents were compelled by circumstances to be in this type of marriage relationship because of the nature of their work. However, the say that “when life gives you lemons make lemonade” is true for these families. No respondent said that he/she was in distance marriage by choice. Four 4 (10%) were not sure. In summary, the study showed that majority of teachers in long distance marriages were forced by their work to be in such marriages.

Table 4: Number of Teachers Involved In Distance Marriages at Selected Number of Schools

| NUMBER OF TEACHERS | FREQUENCY | PERCENTAGE |
|--------------------|-----------|------------|
| One | 2 | 5% |
| More than one | 38 | 95% |
| None | NIL | NIL |
| Total | 40 | 100 |

The table above illustrates that 38 respondents which is 95% indicated that more than one were involved in distance marriages at their schools, while 2 respondents representing 5% indicated that only one teacher was involved in distance marriages at their school. On the other hand, all the selected schools in the study district indicated that all teachers in selected schools indicated the presence of teachers in distance marriage relationship against their will or desire.

4.4 What factors may have led to distant marriages among teachers in the District?

Table 5: Factors that have contributed to Distance Marriages among Teachers in Mazabuka District

| FACTORS | FREQUENCY | PERCENTAGE |
|--------------------|-----------|------------|
| Employment | 38 | 54.3% |
| Economic factor | 20 | 28.6% |
| Rights of women | 2 | 2.9% |
| Career advancement | 10 | 14.3% |
| Total | 70 | 100 |

It is important to note that this question received multiple responses. More than half 38 (54.3%) respondents attributed the spouse mobility among teachers to employment demands as shown in table 4.5 above. This meant that more teachers were employed with the view to improve their economic status and their work required them to be away from their homes. Twenty 20 (28.6%) respondents cited economic factor as a factor contributing to distance marriages among teachers. While two 2 (5%) respondents picked rights of women while ten 10 (25%) felt that it was the surest way to advance in their careers. It was clear from the findings that the major reason for getting involved in distance marriages was that of job demands i.e. employment related.

4.5 How have distant marriages psychologically impacted on families of teachers in the study district?

As table below indicates, the respondents viewed long distance marriages having a negative effect on the family. This question received multiple responses

Table 6: Views of Respondents on Distance Marriages

| VIEW | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| It separates families | 19 | 42.2% |
| It weakens a couples relationship | 25 | 55.6% |
| It enables couples to take up opportunities | 1 | 2.2% |
| Total | 45 | 100 |

Table 6 above presents a strong inclination to family values. More than half 25 (55.6%) of respondents indicated that long distance marriages weakened a couple's marriage relationships. The saying "out of sight out of mind" seems true that a couple relationship is weakened by absence of a spouse. Nineteen 19 (42.2%) of respondents said that this type of marriage separated families for instance some spouses among teachers were unable to travel to go and meet their families due to the fact that they were denied permission by their head teachers. This situation then separates the family as they communicate through media such as phones can never reunite them physically. However one 1 (2.2%) respondent indicated that the spouses in long distant marriages was positive since it enabled couple to take up new career opportunities in the area. Generally, findings revealed that distance marriages were a threat to marriage relationships as well as stability of family units.

Table 7: Challenges Faced by Families in Long Distance Marriages

The respondents were asked to indicate challenges associated with distant marriages

| CHALLENGES | FREQUENCY | PERCENTAGE |
|--------------------------------------|-----------|------------|
| Loneliness | 38 | 19% |
| Frequent conflicts | 17 | 8.5% |
| Suspicion from Friends and relatives | 30 | 15% |
| Lack of finances | 10 | 5% |
| Lost period to have children | 20 | 10% |
| Loose family ties | 26 | 13% |
| Parenting | 32 | 16% |
| Divorce | 17 | 8.5% |
| Others/various | 10 | 5% |
| Total | 200 | 100 |

The challenges that had the highest scores as shown in the table 4.7 above was loneliness where 38 (19%) responses acknowledge it as a major problem. Marriage is supposed to provide companionship to the couple. Companionship from spouse was lacking when husband and wife have to live separately for a long time.

Another critical area cited as challenge were poor parenting scored 32 (16%). Parenting is a full time job and should be undertaken by both parents. The absences of one parent leads to a gap in modelling and mentoring .Children learn by observing the significant others in their environment as noted by Bandura in Margaret Hough (1999).Bandura emphasizes that the importance of observational learning. He states that behavior is learned. The child brought up in a long distance marriage setup lacks an opportunity for acquiring skills from the absent parent. This often leads to undesirable behavior in children such as drug and substance abuse, truancy among others among family members by the couple.

Another challenge experienced by spouses in this type of marriages was suspicion from friends and relatives scored 30 (15%) among respondents. These individuals felt scrutinized, their movements were monitored and their privacy intruded by relatives and friends.

Loose family ties was ranked fourth 26 (13%) in the scale of challenges. As mentioned earlier in this chapter the absence of the spouse or parent weakens the family bond. There were instances in which families grow up and even completed school programs without the presence of the other parent. Bowen s family system theory is therefore relevant to these families because it stresses the importance of emotional wellbeing of all the family members. Lost period to have children was important to 20 (10%) respondents.

Lack of finances 10 (5%) was another challenge to these families. This challenge comes in because couples will have a burden of looking after two homes.

Frequent conflicts 17 (8.5%), Divorce 17 (8.5%) were among challenges cited fewer than the ones discussed above. Conflicts had led to emotional distance between the couples to an extent that the spouse made calls to children and did not talk to the spouse.

4.5.1 Psychological Impacts of Distance Marriages on Couples

Couples needs that must be met for healthy distance relationships to thrive. Table 8 below highlights the impacts of distance marriages on couples and families .The respondents had more than one psychological impacts hence multiple responses.

Table 8: Psychological Impacts of Distance Marriages

| PSYCHOLOGICAL IMPACTS | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| Alienation of Affection and unfulfilled conjugal relationship | 30 | 35.7% |
| Lack emotion interaction | 26 | 31% |
| Frequent conflicts | 11 | 13.1% |
| Infidelity | 17 | 20.2% |
| Total | 84 | 100 |

Table 8 above indicates the highest rated psychological impact as alienation of affection and unfulfilled conjugal relationship with 30 (35.7%) respondents selecting it. A healthy sexual relationship is a crucial ingredient to a health. Sex in marriage serves various purposes such as; glue to marriage. Sexual encounter facilitates conception and procreation. This means that spouses in long distance marriages are unfulfilled sexually since their partners rarely come back home, never frequently visited or when visits were possible they were short term. Unfulfilled sexual need is a conduct to sexual frustrations and presents possibility for infidelity.

Lack of Emotional bounding and interaction was cited 26 (31%) respondents as a psychological impact to the couple's relationship. Emotional psychological impacts result in loneliness, depressions, and anxiety. The respondents who gave infidelity prominence 17 (20.2%) shows the value attached to unfaithfulness in a marriage where a spouse is absent, suspicion of infidelity occurs whether real or imagined. The talk from friends, relatives that no one can remain faithful to an absent spouse, worsen the situation. Apart from the major findings cited above, one respondent had this to say:

*" a woman needs more than telephone calls
they need to feel and be touched by their husbands"*

4.5.2 Psychological Impacts of Distance Marriages on Children and Parenting

When a parent lives apart, children are affected in various ways. Table 9 below shows the psychological impacts of distance marriages on children which were cited by the respondents. This question received multiple responses

Table 9: Psychological Impacts of Distance Marriages on Children and Parenting

| PSYCHOLOGICAL IMPACTS | FREQUENCY | PERCENTAGE |
|---|-----------|------------|
| Truancy | 2 | 2.6% |
| Depressions | 13 | 16.7% |
| Emotional distance With absent parents | 35 | 44.9% |
| Lack of modeling | 20 | 25.6% |
| Lack of basic provision | 8 | 10.3% |
| Total | 78 | 100 |

In table 9 above 35 (44.9%) respondents said that children were emotionally detached from the absent parent. An absent parent misses an opportunity to connect emotionally with the children and no chance to witness a child's crucial development. As the duration of parents living apart extends, the child becomes independent from the influence of the absent parent. The estrangement is so serious to a point when during visits of the parent and child, the emotional connection does not exist at all. Bowen calls this emotional distance, emotional cutoff. Twenty 20 (25.6%) respondents cited lack of models as a critical psychological impact on children. The respondents confirmed the importance of complete family geographical, emotionally and intellectually. Depression was cited as a psychological effect on children by 13(16.7%) respondents Bowen wrote about triangulation in the family. This is a situation where a child is emotionally sucked into the parent's conflicts. The child is then predisposed to psychometric illnesses such as depression, hysteria and stomach ulcers. Some children have even been known to display suicidal tendencies as well as engaging in antisocial behavior as a result of stress in the family. Lack of basic provision was scored 8 (10.3%). Apart from the major challenges cited above, one of the children had this to say:

"my father has been away for a long time ,I miss his presence and encouragements, can

only communicate with him through the phone ,life is not the same without him, am confused"

4.6 What measures can be employed to reduce on the psychological impacts of distant marriages among teachers in the study district?

Every family possesses varied levels of strengths for overcoming obstacles in life. Some of these unwritten forms of coping mechanisms guide families into functional units. Table 10 below shows the virtues that individuals distance marriages possess to sustain their fragile marriages. This question received multiple responses and these were as follows:

Table 10: Measures to Strengthen Distance Marriages

| MEASURES | FEQUENCY | PERCENTAGE |
|---------------|----------|------------|
| Communication | 25 | 22.7% |
| Trust | 34 | 30.9% |
| Honest | 31 | 28.2% |
| Integrity | 20 | 18.2% |
| Total | 110 | 100 |

Thirty-four 34 (30.9%) placed trust at the top of ingredients that strengthen a couples s marriage. Without mutual trust a family cannot progress in any area of life. Spouses must demonstrate trust to each other in the way they relate with each other in public or in private. Trust is a personal attribute which every individual should possess for the welfare of their marriage. Thirty-one 31 respondents (28.2%) respondents said that spouses should be honest. Honesty requires that each spouse is truthful to the other even in absence. Communication was valued by 25 (22.7%) respondents. Through communication couples disagree constructively. They make appropriate decisions as they plan for their future life together. Integrity can be demonstrated by being consistent in behavior in public or in private. All the virtues and attributes were crucial in strengthening distance marriages but are weakened by long distance marriage relationships.

4.6.1: Measures to Reduce on Psychological Impact of Distance Marriages on Families

Long distance marriages are common and are on the rise in the study area as shown in figure 11. The aggressive nature of the economy in Zambia force them to take up opportunities that would improve their living standards of families but at the expenses of marriage relationships.

Despite the extent of distance marriages on the rise, respondents suggested the following measures to reduce on the psychological impact of long distance marriages.

Table 11: Measures to Reduce on Distance Marriages

| MEASURES | FREQUENCY | PERCENTAGE |
|----------------------------------|-----------|------------|
| Transfers to near family | 39 | 39.8% |
| Opportunity to choose placement | 34 | 34.7% |
| Job opportunities closer at home | 20 | 20.4% |
| Return old fashioned values | 5 | 5.1% |
| Total | 98 | 100 |

The table above illustrate that 39 (39.8%) respondents indicated that issuing of transfers to couples involved in distance marriages can be one solution that can reduce the increase in distance marriages. Thirty-four 34 (34.7%) respondents indicated that teachers should be given an opportunity to choose places of deployment to avoid being taken to different destination were their spouses are far away from them. This can reduce pressure on both issues such as transfers and long distance marriage. Some respondents indicated job opportunities closer at home, scored 20 (20.4%). Returning old fashioned values was valued by 5 (5.1%) respondents, it received less scores due to the fact that the economy in our country has change, it requires both couples to work in order to earn good living as compared to the old days were men had all the responsibilities placed on them. Distance marriage is an emotional issue that needs to address using the measures mentioned above by the relevant authority.

4.7 Summary

The findings were presented according to the research questions. The characteristics of the respondents showed that there were more females as compared to male respondents and majority of the respondents were aged 25-34 years. It was evident from the results that majority of respondents served between 6-10 years. The study showed that long distance marriages existed and it was against their will. The major reason for getting into distant marriages was that of job demands which in turn created instability of the family units resulting into psychological impacts such as alienation of affection and unfulfilled conjugal relationships, lack of emotional interactions, frequent conflicts and infidelity. Measures to reduce and strengthen distance marriages were also outlined. The next chapter focuses on the discussions of the findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the results of the study. The present chapter discusses the findings presented in chapter four by relating them to the literature reviewed in chapter two in the light of the five objectives of this study. The major findings are discussed under four (4) headings derived from the objectives of the study as shown below;

5.2 Demographic Estimates

As noted from the study, the research had a total number of 40 respondents. These included 25 females representing 62.5% and 15 males representing 37.5% of the respondents. In terms of gender, the majority of the respondents were females meaning that women were not fully represented. The study also revealed that the age distribution of this sample ranged from 12 years to 45 years and above. Six (6) respondents which are 15% of the study fell between 12 years and 24 years. Twelve (20) respondents which are 50% of the study fell between 25 years and 34 years. Fourteen (6) respondents which are 15% of the study fell between 35 years and 44 years, while those who were 45 years and above were 20% representing eight respondents.

Besides, the study revealed that 9 respondents had served in teaching service from 0 to 5 years, representing 23%, sixteen have served in the teaching service from 6 to 10 years representing 40%, and ten (10) respondents have served from 11 to 15 years. On the other hand these who had served in teaching service 16 years and above were 3 representing 13%. Generally, the respondents had sufficient knowledge on the subject of study to make meaningful contributions.

5.3 Prevalence of Distant Marriages on Families among Teachers

The study revealed that 38 respondents which is 95% indicated that distance marriages were common on families among teachers, 2 respondents which is 5% indicated that distance marriages were not common among teachers. This shows that there is high degree of teachers and families involved in distance marriages at all schools and growing at a rapid rate.

The study revealed that 38 respondents which is 95% indicated that teachers more than one were involved in distance marriages at their schools, 2 respondents which is 5% indicated that only one teacher was involved in distance marriages at their school. On the other hand, all the

selected schools in the study district indicated that all teachers in selected schools indicated the presence of teachers in distance marriages. Such findings were also reported by Margarita (2017), she stated that due to an ever growing and improving spectrum of technology which enables us to communicate in varied ways from across the world, long distance marriages (LDMs) are on the rise. In fact, in 2005, according to The Center for the Study of Long Distance Marriages estimated 2.9% of US marriages were considered long distance, with 1 in 10 marriages reported to have included a period at long distance within the first 3 years. This means that in 2005 approximately 3,500,000 people in the US alone were involved in long-distance marriages. Another important point is that no statistics currently exist about long distance marriages outside the US indicates that about 1/3 of the married couples in large cities around the world are actually living apart due to job commitments, studies and teacher deployment (Stephen and Betchan,2017).

5.4 Factors Contributing to Distance Marriages among Couples

Motivation for long distance marriages must be triggered and contributed by a specific need(s) or factors. Teachers, children and families indicated several factors these factors included employment 38 (95%), economic factor (50%), rights of women (5%) and career advancement (25%) that have contributed to the increased to the number of teachers involved in distance marriages. These findings were consistent with those of Kalabula (1991) who reported that employment and economic factors have increased the number of distance marriages in Zambia. In addition Kiger and Riley 2000 indicated that in the past two decades, emerging socioeconomic changes have shaped family dynamics. More mothers are in the full-time workforce than in previous decades, making up nearly 50 percent of the workforce (Kiger and Riley 2000). Men and women have made work a part of their self-definition, striving to obtain status, be independent, experience success, and maintain a higher living standard (Lingren, 1998).

5.4.1 Employment

Throughout the study teachers, children and families indicated that teacher deployment is one of the factors contributing to the growing number of teachers living apart. There is no doubt that many schools face challenges of teacher deployment in the area of study ,the respondents also alluded that there is equally serious challenges involved in the lives of teachers involved in distance marriages . For married men and women, a distance posting may mean separation from their family, as the husbands or wives may not move from one place to another for cultural

or economic reasons (Gaynor, 1998). The study also revealed that teachers involved in distance marriages have been posted to rural areas and come to see themselves as having been treated unfairly by the system and thus seek early transfers to unite with their families. Teachers, children and families indicated that, teachers involved in distance marriages in schools taught less than counterparts living with their spouses.

In addition, respondents revealed that most teachers involved in distance marriages make long journeys and frequent trips over the weekend to visit their families and involve missed school days and lessons. Zvonkovic (2000) also confirmed that, being separated by distance can create major obstacles to building strong, resilient families because of the limitations on the time the family spends together. Family members must understand and accept the reason behind the time shortage. Research has shown that building nourishing relationships can be more difficult to accomplish when families live apart. Intimate relationships between husband and wife can be challenged, and couples need to have strong individual identities, accept their partner's absence, and devote time to building intimacy upon reunion (Lingren, 1998).

5.4.2 Economic Factor

The study revealed that Economic factor is one of the factors that have contributed to increased distance marriages. Respondents indicated that the rise in dual income households was wife and husband need to provide for the family has increased. In addition they also indicated that most couples are going through financial pressure and mostly women when posted are forced to go and work in rural areas to help their spouses with finances. Ferguson, (2008) also affirmed that, more than 3.5 million couples in the United States are involved in distance marriages. That number has more than doubled since 1990, when the U.S. Census Bureau estimated that 1.7 million married couples were living apart for reasons other than a legal separation. Furthermore, he stated that commuter marriage isn't really that new. Traveling salesmen, migrant workers, the incarcerated, soldiers and teachers on deployment have always been in long-distance relationships.

5.5 Psychological Impacts of Distance Marriages on Families

Teachers, children and families indicated several psychological impacts of distance marriages these included alienation of affection and unfulfilled conjugal relationship 30 (35.7%), lack of emotional bonding and interaction 26 (31%), frequent conflicts 11(13.1%), infidelity 17 (20.2%) and others 13 (32.5%). The most difficult part of long distance marriages is the impact

the physical separation has on one's mental health. The emotional problems of a distance marriage are the most daunting challenges of the distance equation and some of the psychological problems of long distance marriages are very hard to overcome.

5.5.1 Alienation of Affection and Unfulfilled Conjugal relationship

Alienation of affection and unfulfilled conjugal relationship was one of psychological impacts of distance marriages revealed by respondents. Furthermore, respondents confirmed that husbands and wives among teachers who endure separations for the sake of career or duty to country were more prone to marital mayhem and divorce than those who consistently share the same household. Prolonged isolation away from loved ones and a lack of physical intimacy and companionship open the door to unfaithfulness. Physical intimacy is an important element of marriage.

5.5.2 Infidelity

In addition, respondents indicated that teachers who are deprived of intimate contact due to long distance marriage problems were involved in relationships outside marriages and adulterous affairs which could lead them to contraction of diseases such as HIV AIDS and other sexually transmitted infections (STIs). Glass, 1998 acknowledged that Infidelity is one of the most common presenting problems for marriage and family therapists. It is devastating to relationships and can be one of the more difficult problems to treat. While the majority of couples disapprove of infidelity, some national surveys indicate that 15% of women and 25% of men have experienced intercourse outside of their long-term relationship. And, by including emotional and sexual intimacies with intercourse, these percentages increase by 20 %.(Defrain, 1999).

5.5.2 Lack of Emotional Bounding and Interaction among couples

Teachers, children and families indicated that lack of emotional bounding and interaction contributed to the psychological impacts of distance marriages among teachers. Similarly (Davis and Botkin, 1994) acknowledged that family growing apart lack emotional bounding and interaction because families may be precipitated by permissive or non-existent parenting, as mothers and fathers' too busy making ends meet substitute material possessions for affection. Children need to be nurtured and they need the consistent love and guidance that fathers and mothers can provide (Defrain, 1999). Teachers, children and families involved in

distance marriages revealed that they spend less times with their families hence lacking emotional bounding and interaction as they are always working far away from their families.

The findings also indicated that Loneliness (19%) was one of psychological impact distance marriages, respondents pointed out that combating the feeling of loneliness was a battle .More so for someone who can't fly into the arms of beloved whenever one wants. The absence of your significant other and an awareness of the long time span that has to elapse until you get to see them in person, can make the feeling a rather overwhelming to one to bear.

Depressions were also one of the findings associated with the psychological impacts of distance marriages in both parents and children (16.7%). Depressions can set in for individuals a long distance marriage when the pangs of loneliness begin to eat away at the essence of their mental health. According to Megan (2012), a conspicuous lack of fulfillment (emotional) and a discernible discrepancy between the image in their head and reality of their situation can cause the long distance spouse to be depressed. The long-term effects of depressions can be harmful to the health of the individual spouse and that of the relationship.

Another finding during the study was Anxiety (32.5%), unlike depressions and loneliness anxiety is an emotion that cannot be dealt with. There is an element exclusivity about this emotion that makes the issue raised as a result of anxiety levels difficult to tackle. Anxiety can be intrinsic or extrinsic .Intrinsic factors like one's own trust levels and agreement on set boundaries, acceptable or unacceptable marriage behavior may put strain on the marriage while extrinsic factors like a partner s frequency of interaction with members of the opposite sex and estrangement or low time investment by spouse may create rifts.

A variety of psychological outcomes are associated with parents living apart that lead to vulnerability in some children and resiliency in others. According to one study, children whose parents are involved in distance marriages will exhibit more anxiety and depression and antisocial behavior than children from intact families due to lack of emotional bounding and interaction. Children whose parents live apart at any age will continue to be affected their whole lives, tending to exhibit higher malaise scores at age 33 than their contemporaries whose parents are living together (Lisa, 2005).

5.5.3 Financial Pressures

Teachers, children and families indicated that financial pressure as one of the psychological impacts of distance marriages in the area of study. Respondents revealed that they were facing

financial pressures from struggling to manage more than one household, because of dual expenses that are involved in living apart. Paying the mortgage at a primary residence and rent at a second location, plus the added expense of two utility bills, food, and dual grocery bills was enough to make couples think twice about short- or long-term occupational separations. Primary and secondary transportation, vehicle, and insurance expenses also place additional financial stress on dual residence families. All couples have to deal with stress while maintaining their relationship. Qualitative studies have identified unique LDR stressors, such as extra expenses (e.g., for travel) and relational disruptions due to travel and distance (Mietzner & Lin, 2005). Moreover, a focus on the relationship when together can make separations “full of stress” (Sahlstein, 2006).

5.5.4 Lack of communication

Teachers, children and families indicated that lack of communication due to distance is one of the psychological impacts of distance marriages in the area of study. Respondents revealed that sometimes their spouses don't communicate to find out how they are doing and also when there is a problem at home. Respondents also revealed that lack of communication has contributed to extra challenges and stressors. A lack of conversation may be the first sign of a family's demise. Instead of sharing highlights of the day around an evening meal, everyone eats at different times and in different places. A family growing apart will cease to function as a cohesive unit, but will begin to exist as a disjointed, dysfunctional entity. Communication becomes a series of short phrases jotted hurriedly on sticky notes or digitized text messages. These findings were consistent with those of Joel (2013), he confirmed that becoming overly involved in work and activities leaves the home front lacking in togetherness and lacking in common interests. The end result of a family growing apart is a society that does not reverence its fathers nor respects its mothers, and offspring that are emotionally disconnected. Communication is an important ingredient in all relationships .Especially in the case of long distance marriages, where you can't see the expressions on your partner s face or establish some form of physical contact as a communicative gesture (Kenneth, 2005).

5.5.5 Children and Parenting

When a parent lives apart, children are affected in various ways revealed by respondents Truancy 2 (2.6%), Depression 13(16.7%), Emotional distance 35 (44.9%), lack of modeling 20 (25.6%) and lack of basic provision 8 (10.3%).

The researcher observed distance marriages among teachers have a psychological impact as had an effect on the upbringing of children. During the research the researcher observed a difference in morals and values in children brought up by parents living together with those families with families living apart. Parenting is a full time job and should be undertaken by both parents. The study showed that absence of a parent had serious effects on children. This is clear from the study with (44.9%) of the respondents saying that children were emotionally removed from their absent parent.

Role models are important in the modifying children's behavior. This was evident from (25.6%) of respondents who said that absence of a parent denied children models. A single parent imparts a portion of skills to children leading to emotionally imbalanced children. In addition, researcher observed that most adolescents in those families were involved in drug abuse, crime and pre-marital sexual activities as well as teenage pregnancies. Many of today's independent teens have their own car, cell phone, computer, a private room, and a personal life that does not necessarily include parents. Thus, there is no occasion for a high level of emotional bonding or quality parent/child interaction. Cuzzo and Graham (1990) also acknowledged that becoming overly involved in work and activities leaves the home front lacking in togetherness and lacking in common interests. He also added that end result of a family growing apart is a society that does not reverence its fathers nor respects its mothers, and offspring that are emotionally disconnected. Studies also indicate that absentee fathers cause a myriad of socioeconomic problems in the family unit, including a higher incidence of teen pregnancy, alcoholism and drug abuse, and crime. The perpetuation of the human race depends on solid marriages that produce emotionally stable children.

A family growing apart not only destroys God's original intent and purpose for mankind, but it also erodes the moral, ethical and religious foundation of a people and a nation. Fast forward to the twenty-first century where both parents work, latch-key kids care for themselves before and after school, and the homestead is just a place where everybody sleeps most of the time. A family growing apart will cease to function as a cohesive unit, but will begin to exist as a disjointed, dysfunctional entity. The twenty-first century has produced a new generation of independent, self-sufficient youth that have an abundance of material possessions but a dearth of emotional nurturing (Mietzner & Lin, 2005).

Children learn by observing the significant others in their environment as noted by Bandura in Margaret Hough (1990). Bandura emphasizes the importance of observational learning. He

states that behavior is learned. The child brought up in a long distance marriage setup lacks an opportunity for acquiring skills from the absent parent. This often leads to undesirable behavior in children such as drug and substance abuse, truancy among others among family members by the couple.

5.6 Measures to Reduce Distance Marriage among Couples

The study revealed 39 of the respondent which is 39.8% indicated that issuing of transfer to couples involved in distance marriages was one solution that can reduce distance marriages. Thirty-four 34 (34.7%) respondents indicated that teachers should be given an opportunity to choose places of deployment to avoid being taken to different destination were their spouses are far away from them. This can reduce pressure on both issues such as transfers and long distance marriage. Some respondents indicated job opportunities closer at home, scored 20 (20.4%). Returning old fashioned values was valued by 5 (5.1%) respondents, it received less scores due to the fact that the economy in our country has change, it requires both couples to work in order to earn good living as compared to the old days were men had all the responsibilities placed on them. According to Walker (2017) he also admitted that couples facing long distance marriage problems should investigate alternative job opportunities closer to home and transfers near family. The benefits of more income from long distance employment may not justify the emotional turmoil of a lengthy separation or the additional expense. Distance marriage is an emotional issue that needs to address using the measures mentioned above by the relevant authority.

5.7 Summary

The findings were discussed and revealed that there is high degree of teachers and families involved in distance marriages at all schools and growing at a rapid rate. Some of the factors contributing to distant marriages included employment, economic factor, and career advancement. It was evident that psychological impacts of distance marriages included alienation of affection and unfulfilled conjugal relationships, lack of emotional interactions, frequent conflicts, lack of communication, financial pressures, children and parenting and infidelity. Measures to reduce and strengthen distance marriages were also outlined.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The following conclusion were made based on the study finding. Families in distance marriages encountered many challenges. These challenges that arose from absent spouse had a negative impact on the family. Both genders were involved in distance marriages, a situation that created a unique form of single hood and single parenthood on married couples in Mazabuka district. It was clear that respondents in the study were opposed to distance marriages given the overwhelming responses to against this type of marriage. It was observed that the following factors contributed to distance marriages; employment, economic factors, rights of women and career advancement. Absence of a spouse impacted on the family negatively by; weakening a couple's relationship and separating families

Families involved in distance marriages face a lot of challenges these included loneliness, parenting, suspicious from friends and relatives, frequent conflicts, lose family ties, divorce and financial pressures.

The study revealed the psychological impacts of distant marriages among families as alienation of affection and unfulfilled sexual needs, lack of emotional bounding and interaction, infidelity, financial pressures, lack of communication, and frequent conflicts. Children also got emotionally detached from the absence of parents resulting into lack of models and depression. Finally the measures to reduce and strengthen distance marriages were listed; transfers, opportunity to choose area of deployment and look for job opportunities closer at home. Factors to strengthen distance marriages included honest, trust, integrity and communication.

6.2 Recommendations

In order to minimize the psychological impact of distance marriages on families among teachers Mazabuka District, the following recommendation were made.

1. Ministry of Education and its partners should improve their system to transfer teachers involved in distance marriages.
2. Ministry of Education should train more teachers who should be send in schools to avoid empty posts in schools

3. Ministry of Education should reduce the number of years when issuing transfers to teachers involved in distance marriages.
4. Ministry of Education should make sure that during postings/deployments teachers are given an opportunity to choose where to be posted to reduce distance marriages among teachers.
5. Standard Education Officers need to ensure that there are few teachers involved in distance marriages at each school so that children have access to quality education.
6. Ministry of Education should help teachers seek the aid of on- or off-base social service agencies that help families cope with long distance marriage problems for instance social groups.
7. Families should prepare for experiences in distance marriages by attending counselling, counselling with peers and religious leaders.

6.3 Suggested future studies

A study on the impacts of distance marriages among couples and families in formal and informal sectors living abroad

A study on the impacts of long distant marriages focusing on regions of Zambia should be conducted to establish the region with the highest exodus.

A study needs to be undertaken is one focusing on singles that are in long distance relationships.

A study needs to be conducted on couples that live under one roof but are emotionally distant.

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APPENDIX

Appendix 1: INTERVIEW FOR HEAD TEACHERS

I am a second year Masters of counseling student at the University of Zambia in the School of Education. I am carrying out a Research on assessment of the impact of distant marriages on families among teachers in Mazabuka District. You have been chosen to be one of the respondents in this research Study. Be assured that the information you will give will be purely used for academic purposes and will remain very confidential. Please answer the questions honestly and do not write your name.

INSTRUCTIONS

Tick in the box provided []. Where there is no [] give a short answer.

SECTION A

PERSONAL DATA

1. How are you ranked in this school.....?

2. For how long have you been in service in years?

(A) 0 – 5 [] (B) 6 – 10 [] (C) 11 – 15 [] (D) above 16

3. For how long have you been in that position in years? (A) 0 – 5 [] (B) 6 – 10 [] (C) 11 – 15 [] (D) above 16

4. Sex of the respondent? Male [] Female []

5. What is your age range? (A) 25 – 35 [] (B) 36 – 45 [] (C) 46 – 55 [] (D) above 56

SECTION B

6. During the course of duty do you have teachers involved in distance marriages?

Yes [] No [] Not sure []

7. If yes how many are they?

One [] More than one [] None []

8. What do you think are the factors that have led separating from their homes? (Tick as many answers as possible provided below)

(a) Career advancement []

(b) Education []

(c) Employment []

(d) For treatment []

9. Are teachers who are involved in distant marriages happy?

Yes [] No [] Not sure []

If yes, why?

.....

If no, why?.....

.....

.....

10. What do you think are the challenges of distant marriages? (Tick as many answers as possible provided below)

(a) Loneliness []

(b) Frequent conflicts []

(c) Lack of finances []

(d) Suspicion from friends and relative []

(e) Loose family ties []

(f) Parenting []

(i) Divorce []

(j) Others, specify []

11. In your own view, how have distant marriages psychologically impacted on families and couples? (Tick as many answers as possible provided below)

(a) Unfulfilled conjugal relationship

(b) Emotional distance

(c) Frequent conflicts

(d) Infidelity

12. What do you think is the impact of long distance marriage on children? (Tick as many answers as possible provided below)

(a) Truancy []

(b) Depression []

(c) Emotional distance with absent parents []

(d) Lacks models []

(e) Lacks basic provisions []

13. Given a choice would you choose to be in a long distance marriage?

Yes [] No []

14. What measures should be taken to reduce on distance marriages among teachers in your area? (Tick as many answers as possible provided below)

(a) Transfers to near family []

(b) Opportunity to choose placement []

(c) Job opportunities closer at home []

(d) Return old fashioned values []

15. What do you think are the measures to strengthen distance marriages? (Tick as many answers as possible provided below)

(a) Communication []

(b) Trust []

(c) Honest []

(d) Integrity []

Appendix 2: QUESTIONNAIRES FOR CLASS TEACHERS

I am a second year Masters of counseling student at the University of Zambia in the School of Education. I am carrying out a Research on assessment of the impact of distant marriages on families among teachers in Mazabuka District. You have been chosen to be one of the respondents in this research Study. Be assured that the information you will give will be purely used for academic purposes and will remain very confidential. Please answer the questions honestly and do not write your name.

INSTRUCTIONS

Tick in the box provided []. Where there is no [] give a short answer.

SECTION A

PERSONAL DATA

1. How are you ranked in this school.....?

2. For how long have you been in service in years?

(A) 0 – 5 [] (B) 6 – 10 [] (C) 11 – 15 [] (D) above 16

3. For how long have you been in that position in years? (A) 0 – 5 [] (B) 6 – 10 [] (C) 11 – 15 [] (D) above 16

4. Sex of the respondent? Male [] Female []

5. What is your age range? (A) 25 – 35 [] (B) 36 – 45 [] (C) 46 – 55 [] (D) above 56

SECTION B

6. During the course of duty do you have teachers involved in distance marriages?

Yes [] No [] Not sure []

7. If yes how many are they?

One [] More than one [] None []

8. What do you think are the factors that have led separating from their homes? (Tick as many answers as possible provided below)

(a) Career advancement []

(b) Education []

(c) Employment []

(d) For treatment []

9. Are teachers who are involved in distant marriages happy?

Yes [] No [] Not sure []

If yes, why?

.....

If no, why?.....

.....

.....

10. What do you think are the challenges of distant marriages? (Tick as many answers as possible provided below)

- (a) Loneliness []
- (b) Frequent conflicts []
- (c) Lack of finances []
- (d) Suspicion from friends and relative []
- (e) Loose family ties []
- (f) Parenting []
- (i) Divorce []
- (j) Others, specify []

11. In your own view, how have distant marriages psychologically impacted on families and couples? (Tick as many answers as possible provided below)

- (a) Unfulfilled conjugal relationship
- (b) Emotional distance
- (c) Frequent conflicts
- (d) Infidelity

12. What do you think is the impact of long distance marriage on children? (Tick as many answers as possible provided below)

- (a) Truancy []
- (b) Depression []
- (c) Emotional distance with absent parents []
- (d) Lacks models []
- (e) Lacks basic provisions []

13. Given a choice would you choose to be in a long distance marriage?

Yes [] No []

14. What measures should be taken to reduce on distance marriages among teachers in your area? (Tick as many answers as possible provided below)

- (a) Transfers to near family []
- (b) Opportunity to choose placement []
- (c) Job opportunities closer at home []
- (d) Return old fashioned values []

15. What do you think are the measures to strengthen distance marriages? (Tick as many answers as possible provided below)

- (a) Communication []
- (b) Trust []
- (c) Honest []
- (d) Integrity []

Appendix 3: QUESTIONNAIRES FOR CHILDREN AND FAMILIES

I am a second year Masters of counseling student at the University of Zambia in the School of Education. I am carrying out a Research on assessment of the impact of distant marriages on families among teachers in Mazabuka District. You have been chosen to be one of the respondents in this research Study. Be assured that the information you will give will be purely used for academic purposes and will remain very confidential. Please answer the questions honestly and do not write your name.

INSTRUCTIONS

Tick in the box provided []. Where there is no [] give a short answer.

SECTION A

PERSONAL DATA

1. How are long have you been living in Mazabuka district?
2. Sex of the respondent? Male [] Female []
3. What is your age range? (A) 12-15 [] (B) 36 – 45 [] (C) 16-18 [] (D) above 19

SECTION B

6. During the course of duty do you have teachers involved in distance marriages?

Yes [] No [] Not sure []

7. If yes how many are they?

One [] More than one [] None []

8. What do you think are the factors that have led separating from their homes? (Tick as many answers as possible provided below)

(a) Career advancement []

(b) Education []

(c) Employment []

(d) For treatment []

9. Are teachers who are involved in distant marriages happy?

Yes [] No [] Not sure []

If yes, why?

.....

If no, why?.....

.....

.....

10. What do you think are the challenges of distant marriages? (Tick as many answers as possible provided below)

- (a) Loneliness []
- (b) Frequent conflicts []
- (c) Lack of finances []
- (d) Suspicion from friends and relative []
- (e) Loose family ties []
- (f) Parenting []
- (i) Divorce []
- (j) Others, specify []

11. In your own view, how have distant marriages psychologically impacted on families and couples? (Tick as many answers as possible provided below)

- (a) Unfulfilled conjugal relationship
- (b) Emotional distance
- (c) Frequent conflicts
- (d) Infidelity

12. What do you think is the impact of long distance marriage on children? (Tick as many answers as possible provided below)

- (a) Truancy []
- (b) Depression []
- (c) Emotional distance with absent parents []
- (d) Lacks models []
- (e) Lacks basic provisions []

13. Given a choice would you choose to be in a long distance marriage?

Yes [] No []

14. What measures should be taken to reduce on distance marriages among teachers in your area? (Tick as many answers as possible provided below)

- (a) Transfers to near family []
- (b) Opportunity to choose placement []
- (c) Job opportunities closer at home []
- (d) Return old fashioned values []

15. What do you think are the measures to strengthen distance marriages? (Tick as many answers as possible provided below)

- (a) Communication []
- (b) Trust []
- (c) Honest []
- (d) Integrity []