

Challenges of Female Teacher Retention in selected Rural Primary  
Schools of Chongwe District: A Perspective of School Management.

A Dissertation Report

by

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Submitted to the University of Zambia/ Zimbabwe Open University in partial  
Fulfillment of the Requirements for the Degree of Master of Education

in

Educational Management.

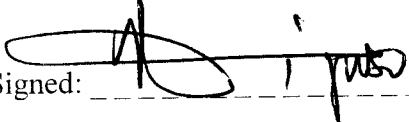
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UNZA/ZOU 2016

## APPROVAL

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## **DECLARATION**

I, **Likando Geoffrey Mwangana**, do hereby sincerely declare that this dissertation is as a result of my own work and as such, it has never been submitted to The University of Zambia or Zimbabwe Open University or indeed to any other university before.

## **DEDICATION**

This dissertation is dedicated to my friend and brother Mande Likando Sankutu and to my beloved wife Faides Mwewa- Likando and to all my little ones- the Likandos.

## **ACKNOWLEDGEMENTS**

I wish to extend my inner most heartfelt gratitude to the management and staff of Chongwe District Education Board Office for, first and foremost, granting me permission to carry out my research in the schools within the boundaries of their jurisdiction. Secondly, for allowing some of their staff to participate in this study.

I also wish to thank the management and staff of the following schools for granting me a wonderful time together: Lwimba Primary School, Kampekete Primary school and Chilyabale Primary school. To the head teachers and teachers of these schools, I wish to say to you all, “thank you very much”.

Furthermore, I wish to express my deepest profound appreciation to my supervisors Dr. Kalimaposo and Mrs. Chipalo. I surely know how much I could not meet his expectations sometimes, but I am just human bound to error. You all the same still gave me the encouragement and the parental advice which I now cherish. I will remain thankful to you throughout the days of my life.

To my brother Kenneth and my friend Mande Likando thank you to you for both financial and moral support. It shall never go in vain, the Lord, God, Almighty, will reward your efforts.

Lastly but not the least it would be folly not to recognize the care, moral support and love my wife Faides gave me during the production of this Dissertation Report. To you my dear one “till God do us part.”

## ABSTRACT

Inadequacy of female teachers in rural/ remote primary schools of Chongwe District has been a genuine outcry for a long time in many primary schools as a well evidenced social phenomena daunting the Ministry of General Education (MOGE) and other stake holders. The purpose of this study was to explore challenges of female teacher retention in rural/remote primary schools of Chongwe District. Therefore, the study aimed at collecting views from educational administrators and teachers, and other stakeholders on the challenges of female teacher retention in rural/remote primary schools in order to find solutions to the challenges.

The research was conducted on three (3) primary schools in Lwimba Zone of Chongwe District. Twenty- seven (27) respondents were engaged in the study. Gender balance was critical in the selection of respondents to cater for a variety of experiences and interests. In this way an equal number of male and female participants were purposefully selected.

Findings in the study indicated that there were several factors which either pulled or pushed away female teachers from the rural/remote primary schools in Chongwe District. The push factors demotivated female teachers to serve in rural/remote primary schools while the pull factors motivated female teachers to remain and serve in rural/remote primary schools.

In support of the findings above, it was found out that female teachers who were above youthful age were more likely to work in rural/remote primary schools. This was because such female teachers were in many cases settled and mature than those who were below the age forty.

Another ancillary finding was that there were a substantial number of young female teachers in the researched on schools. But the educational administrators at these schools pointed out very quickly that the situation was temporal. Since many of the young female teachers had already indicated signs of departure to urban schools where they were believed to have men who wanted to marry them.

Major recommendations were that school administration must have a clear policy meant to retain female teachers at their schools. There was also need to encourage equal share of responsibilities at schools, between male and female teachers. This equally calls for promotions to higher posts.

The government should also consider the plight of teachers in the rural/remote primary schools to pay them handsomely the allowances they deserve. Above all, government must improve on the appearance of rural areas by improving roads, schools, health centers, banks and other social amenities.

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## **LIST OF ACRONYMS/ ABBREVIATIONS**

CSO	- Central Statistical Office
DEBS	- District Education Board Secretary
GRZ	- Government of the Republic of Zambia
HRO	- Human Resources Officer
IMF	- International Monetary Fund
MOE	- Ministry of Education
MESVTEE	- Ministry of Education, Science, Vocational Training and Early Education
MOGE	- Ministry of General Education
UNESCO	- United Nations Education Scientific Cultural Organization
WB	- World Bank

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## **Chapter I**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter is an introductory chapter aimed at providing the background information and motivation for the research. The chapter has highlighted among other aspects the research aim, objectives, statement of the problem, research questions and the significance of the study. The study furthermore considered the study area; the limitations of the research, theoretical and conceptual frame-work on which the researcher drew the strength to conduct the study and provide the scope to the work covered, operational terms and ethical issues are equally discussed in a more detailed way.

The general aim of the study was to explore challenges of female teacher retention in some selected primary schools of Chongwe District in Lusaka Province of Zambia.

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

Zambia gained her political independence on 24<sup>th</sup> October, 1964 from Britain. Since then the country has had her own share of challenges in many areas of life including education. For instance, soon after independence the country had insufficient human capital to meet the demand of the huge task ahead which was to develop the economy of the country both her infrastructure and human capital. There were only about a hundred (100) university graduates in the country for example, then. MOE (1996:98) states that:

“When Zambia became independent in 1964, the country had a total of only one hundred and seven (107) university graduates,” of which number the majority were male. In recent years,

however, it has been argued that the number of graduates from higher institutions of learning universities and colleges, channelled onto the Zambian labour market had greatly increased. This includes the number of teachers, both male and female. The concern then was that of these numbers, women's number remained insignificantly low in various sectors of the economy (MOE, 1996).

Today there is a twist to this situation in the education sector where there are more female teachers than their male counterparts. But of these female teachers very few are retained in rural/ remote primary schools as compared to male teachers.

These imbalances between male and female teacher distribution can clearly be seen in terms of numbers of female teachers working in remote/rural areas as compared to the male teachers serving in the same areas. This is despite the fact that, in recent years the Government of the Republic of Zambia (GRZ), introduced a policy on teacher retention which demands that newly recruited and deployed teachers must serve in the rural areas for at least two (2) years before they can decide to leave rural areas (Education Act, 2011). This policy was introduced because of the teacher - pupil ratio disparity which has kept on widening (growing) more especially among schools in rural areas, and between male and female teachers in rural and urban areas respectively. Chongwe District, which is one of the rural districts of Zambia, is not an exceptional in this sad situation.

According to the census of 2010, CSO Report (2012) and the CSO Report (2001) census of 2000 show that there are more women and girls put together in Zambia than there are men and boys put together. The difference being notwithstanding these facts, women's participation in national development still remains low due to many factors which have impeded their participation in public life. What is even more interesting is that the

government through its ministries of Ministry of General Education and Ministry of Higher Education, have continuously been recruiting and deploying teachers, both male and female, in numbers of almost equal or in fact equal in gender to each other.

Surprisingly enough, however, is that the number of female teachers in many remote-rural schools of Chongwe District has ever been decreasing faster than that of their male counterparts. Many of these female teachers desert rural schools for urban schools instead. They opt to serve in urban areas such as Lusaka and other towns on the Copperbelt, leaving rural schools with almost no female teachers. In most cases in fact, these female teachers have resisted being posted to schools further than the ones in the immediate neighbourhood of the townships like Chongwe town or Boma (as the local people mainly refer to a township).

This situation has posed a serious challenge and concern among education authorities and the community of Chongwe at large, about inadequacy female teacher numbers in remote/rural schools in Chongwe District. Thereby creating a situation of lack of suitable models for the girl child in remote/ rural schools of the district.

It was, therefore, against this background that this study was undertaken to explore the challenges of female teacher retention in some selected remote / rural primary schools of Chongwe District.

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

There is a wide spread out cry for female teachers in many remote / rural schools of Chongwe District. It is alleged that most female teachers who get deployed in the district desert their stations before they could meet the set policy standard of terms and conditions of service for public service; of at least serving at a rural school for not less than two (2) years (Education Act, 2011). The letter of appointment for teachers spells out that they shall serve anywhere where their services are needed (TS Form 3). It is therefore, a challenge to the school managers who are ever struggling with small numbers of teachers to provide quality education at their schools when in fact most of the time teachers are deployed to these schools. To emphasise this seemingly artificially created unfortunate situation, MOE (1996:118) points out that “only one third of the teachers in rural schools are female, whereas in urban schools there are twice as many female teachers as male teachers.”

### **1.4 Aim or Purpose of the Study**

The aim or purpose of this research was to explore challenges of female teacher retention in remote / rural schools of Chongwe District and to collect views from educational administrators and teachers on female teacher resistance to serve in rural schools.

### **1.5 Objectives of the Study**

This research was intended to attain the following objectives:

1. To explore why female teachers resist serving in remote / rural schools of Chongwe District.
2. To collect views from educational administrators and teachers on challenges of female teachers in rural schools.
3. To investigate government policy on teacher retention.

## **1.6 Research Questions**

To achieve acceptable answers to the identified objectives, the researcher used the following research questions:

1. Why do female teachers resist serving or working in remote/rural schools of Chongwe District?
2. What are the views of educational administrators and teachers on the challenges of female teachers in rural schools?
3. How effective is government policy on female teacher retention in rural schools?

## **1.7 Significance of the Study**

This research would provide immense benefits for stakeholders in the education sector and to other people who would be interested in empirical research findings on the challenges of female teacher retention in remote/rural primary schools. The information might be useful on planning teacher supply and distribution. Educational management at school level would enable educational administrators and policy makers to be proactive in issues of female teacher retention in remote/rural primary schools. The study would furthermore contribute to the existing body of knowledge on issues of female teacher deployment. Thereby breaching the gap in the knowledge which exists today about challenges of female teachers in remote/rural primary schools of Chongwe District and the lack of it.

## **1.8 Scope of the Study**

The study was delimited to the challenges of female teacher retention in selected rural/remote primary schools of Chongwe District.

### **1.8.1. Location of the Study / Area**

This study was restricted to selected schools in Chongwe District.

### **1.8.2. Limitations of the Study**

There appeared to be a dearth of literature on female teacher retention in Zambia. Literature on female teacher retention is scarce; the researcher had problems in locating literature related to the current study.

Considering the sample size, the findings of this study could therefore not be generalizable as only selected schools in Chongwe District participated in the study.

In this way then, time allocated, problems to do with both home and work place schedules and the size of the sample selected for the study somehow hindered the researcher from coming up with a deeper research on the topic of the study.

It was also difficult to arrive at selecting an appropriate research design due to the limitation in empirical studies in this area. Internet search could only offer what was done outside the country (Kelly, 2010).

## 1.9 Conceptual Framework

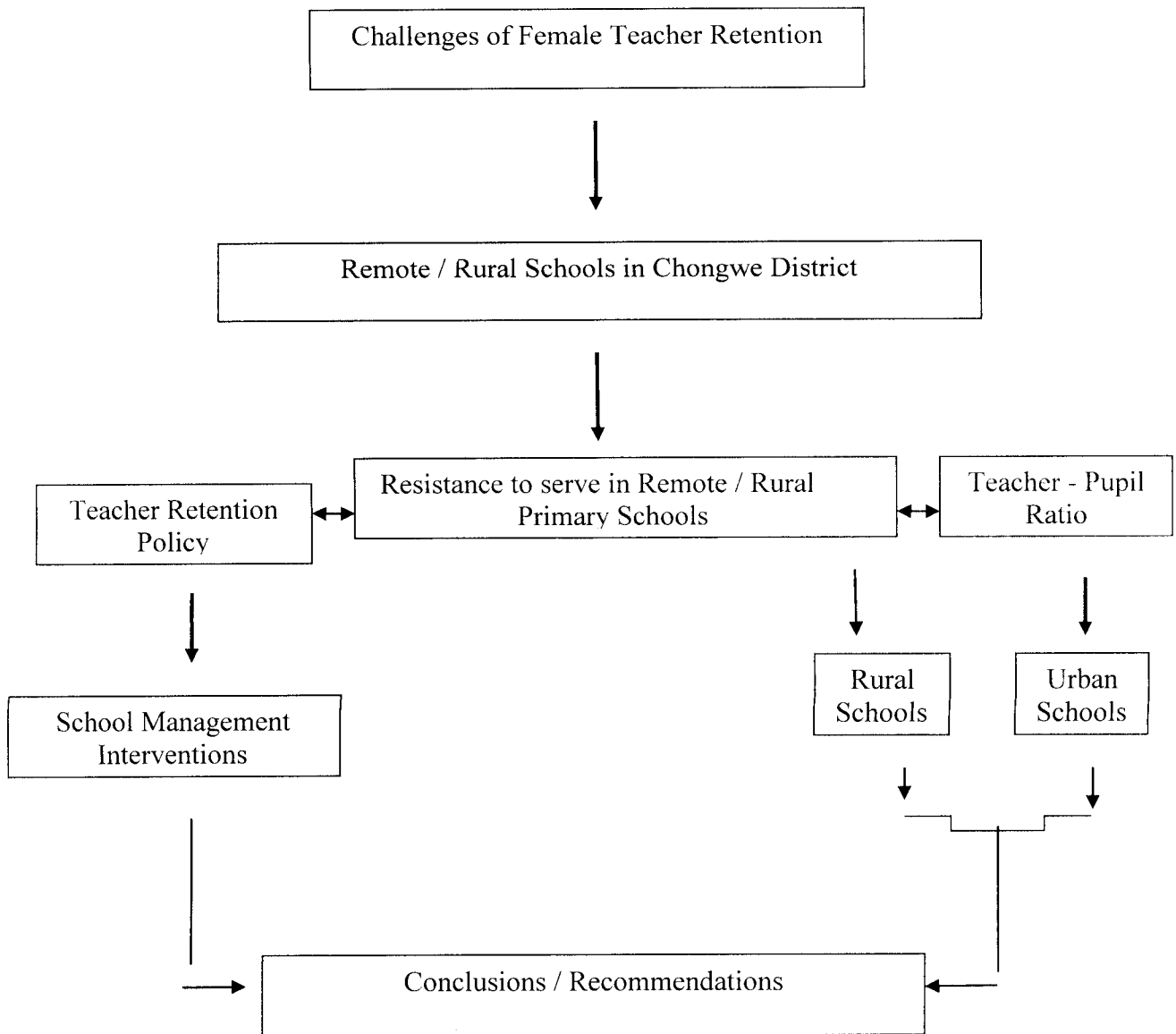


Figure 1: Maslow's Need Hierarchy Theory

### 1.9.1 Theoretical Framework

The study was based on the theoretical framework and the conceptual framework as demonstrated in the figure 1 on page 7. The management theory at play was Maslow's Hierarchy of Needs which argues that:

People continuously want things. People always want more and what they want depends on what they already have. As soon as one need is satisfied another takes its place. People can therefore never be fully satisfied and they behave in a particular way to satisfy a need or a combination of needs. A satisfied need cannot act as a motivator of behaviour (Nel et al, 2001:327).

According to Cole (2012) Maslow's Hierarchy of Needs include physiological needs, safety needs, social needs, ego needs and self - actualisation needs. The conceptual framework integrates very well with the theoretical framework which consisted of the following themes:

1. Introduction of teacher retention policy in Zambia's education system.
2. Factors of female teacher resistance to serving in remote /rural Primary schools of Chongwe District.
3. Interventions by school management on female teacher retention in Chongwe District.
4. The ratio of urban teachers to their pupils in a class. In comparison with the ratio of teachers in remote / rural primary schools to their pupils in class. In other words, the teacher-pupil ratio for urban schools and for remote/rural primary schools. (i.e. urban being schools in Chongwe Township and remote/rural being schools in far flung areas of Chongwe District).

The general theme for the research and topic of study hinges on the challenges of female teacher retention in remote/rural primary schools of Chongwe district. This theme is developed on further by smaller themes or sub topics outlined above:

## **1.10 Definition of Operational Terms**

**1.10.1 Policy on retention of teachers-** a set of principles or rules to guide recruitment and deployment of teachers especially those with rare expertise.

**1.10.2 Retention of female teachers** – motivation/to persuade female teachers to stay and work in rural schools of Chongwe District.

**1.10.3 Pupil -teacher ratio (PTR)** - the number of pupils in class taught at the same time compared to one teacher.

**1.10.4 Resistance** – being unwilling to work in rural schools.

**1.10.5 Model** –inspiring female teachers

## **1.11 Ethical Considerations**

In conducting this research, the researcher was mindful of the ethical considerations binding him and his participants in matters of confidentiality.

This means that the researcher handled all issues which came his way by virtue of engaging in this research production with the utmost confidentiality. Participants were treated with respect and their consent was sought after before they participated in the research. The participants were told well in advance of their right to withdraw their participation if they so wished at any time without disclosing to the researcher any reason/s for doing so.

The researcher dealt with all the participants in a humble way and thanked them at every end session of the study engagement. This is more so as argued by Mugema and Mugende (2003) that awareness of ethical issues protects the integrity of the participants and the researcher who may not necessarily be around to represent themselves and defend their position on matters pertaining to personality injury.

### **1.12 Summary**

This chapter dealt with the introduction of the study by providing adequate background information on the research issue: Challenges of Female Teacher Retention in Remote/ Rural Primary Schools of Chongwe District.

The chapter covered other areas such as the statement of the problem. Here the study has had to clearly spell out the need of this research on the topic given. The problem or the gap was clearly and precisely identified and this was what prompted the researcher to undertake this research. The purpose or aim for research was also covered.

To remain relevant to the topic the research was guided by research objectives and research questions. The significance of the study was as well discussed thereby culminating into formation of the conceptual and theoretical frameworks. The conceptual framework and the theoretical framework helped to guide the study through the management theory at play. Other areas covered in this chapter were the scope of the study and study area. The study's limitations took a centre –stage before thorough understanding of operational terms was discussed. The final item which has been discussed in chapter one focussed on ethical considerations in which the researcher took a stance of being humble and of high integrity in observing the research participants' rights.

The next chapter, chapter two, is about literature review. This gives an opportunity to enrich the study with empirical evidence from other studies done before.

## Chapter II

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter is about literature review. The chapter reviews vital information which had a significant bearing on the study undertaken. The chapter actually looked at the work done previously by other scholars in this field. The review of literature considered work covered in journals, books and statutory documents in relation to the research questions and objectives set in line with the research.

The chapter, furthermore, looked at the historical perspective of the topic under consideration: Challenges of Female Teacher Retention in Selected Remote/Rural Primary Schools of Chongwe District. The discussion focused on the genesis of the topic and factors for female teacher resistance to working in rural or remote schools of Chongwe District. Indeed, the challenges of Female Teacher Retention in selected remote/rural primary Schools in Chongwe District have posed a serious challenge to educational administrators at school level/and otherwise. This factor compelled this study to be embarked upon.

#### 2.2 Historical Perspective of the Study

This study dealt with the topic Challenges of Female Teacher Retention in Remote/ Rural Primary Schools of Chongwe District.

Admittedly, there are a number of studies done in this area of the research topic. However, during literature review the researcher discovered that almost all, if not all, previously done work on this same topic of retention of teachers concentrated only on the recruitment and deployment of teachers. Sinyolo (2007) under United Nations Education Scientific Culture

Organization (UNESCO) conducted one such research in six (6) Anglophone Sub-Saharan African countries including Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia. The study by Sinyolo (2007) focused mainly on teacher supply and teacher recruitment in general. His study never considered female teacher retention.

This study, however, was unique in the sense that the research narrowed down to the retention of female teachers in rural/ remote primary schools of Chongwe District in Lusaka Province of Zambia. The study explored factors or reasons which make it difficult for female teachers to work in remote/rural primary schools (areas) in particular of Chongwe District.

This study was able therefore, to fill the gap in the studies done previously which lacked recognition for the significant knowledge gap of the difficulties female teachers face in remote/rural primary schools and more importantly how to motivate them to remain and work in these areas happily.

In Chongwe District especially in the far flung areas where only few teachers serve (work) due to shortage of this very important human capital, quality of education has been affected and compromised as a result.

### **2.3 Brief History on the Introduction of Teacher Retention Policy in the Education Sector in Zambia.**

The policy on teacher retention in Zambia has been in existence for decades now. The policy was introduced during the period when Zambian Educational Ministry was in dire need of teachers especially those who possessed higher qualifications such as degree around 1980s. This was a period when the Ministry of General Education could neither supply nor retain adequate numbers of teacher output from training institutions due to several challenges such as brain drain and in capacity to supply adequate numbers by both teacher training colleges and universities at a time. To reduce or prevent teachers from leaving the country for greener

pastures to countries like South Africa, Botswana and to other sectors within Zambia. The Government of the Republic of Zambia (GRZ) through its Ministry of Education introduced the policy on teacher retention in Zambia. The policy on teacher retention aimed at especially discouraging degree holders from leaving the teaching service. MOE (1996) states that, policy intervention would address the flow of qualified personnel from the teaching profession into other fields in Zambia and elsewhere.

Sinyolo (2007) underscored the fact that the Anglophone Sub-Saharan African countries including Zambia failed to significantly increase their teacher stock due to budgetary considerations and agreements reached with International Financial Institutions like the International Monetary Fund (IMF) and the World Bank.

### **2.3.1. Sustainability of the Retention Policy in the Education Sector.**

#### **2.3.1.1 Format of the Retention Policy up to 1991**

The policy on teacher retention was not without challenges. There were several measures which were considered for the Policy to attain the desired goal. The measures put in place to redress shortage of highly qualified teacher output in the teaching profession did not work satisfactory. Hence, the introduction of the retention allowances. **Terms and Conditions of Service for the Public Service** (2003: 48; 671) explains that "... Retention Allowance may be paid to Zambian nationals who possess approved academic and professional qualifications."

The retention policy in its previous format was not sustainable because soon or later, the government policy on education as regards retention of teachers in rural areas was challenged by the quest for higher education in the country as a result there was an influx of private institutions of higher education, colleges and universities. This brought to an end the policy on nationalization or Zambianization introduced by the UNIP Government (1972 to 1991).

As a result of the shift of political ideology in the country from nationalization to liberalization (1991 to date) by the MMD government through PF's reign (2011 to date). In fact, according to MESVTEE (2015) it has been mentioned that there were sixteen (16) private universities offering training at degree level as new entrants on the market in providing higher education. This made it difficult to economically sustain the retention policy where an allowance was paid to teachers who possessed a degree qualification or higher. This was because of the increase in the number of universities around the country, both public and private which raised the output of teachers eligible to be paid retention allowance. The remote/rural allowances were also challenged and became an economic burden to government to sustain. Therefore, modifications to the policy on eligibility were done by redefining rural/remote areas.

In this way, the retention policy was later discarded (abandoned) and teachers who possessed degree qualifications could no longer be paid retention allowances. After all, the number of graduate teachers had increased to an extent that others just loomed the street due to lack of employment opportunities. MESVTEE (2015) underscored the fact that there was an annual average number of teacher output to over three thousand (3000) for primary schools and an average of one thousand (1000) for secondary schools. Even if this number was to be combined still lagged behind the required number of teacher output in the country. According to MOE (1996), teachers were said to be a costly resource and that was why ultimately the policy on teacher retention, which required payment of an allowance wage, was not effectively implemented.

### **2.3.1.2 Current Format of the Retention Policy**

However, in recent years there had been pronouncements to the fact that for one to be deployed as a teacher, he/she should be ready to serve in the remote/ rural areas for at least two or so years. MESVTEE (2015:5) argued that:

Despite the effort made in teacher recruitment, there is still a shortage of teachers in the sector. The high teacher attrition rate outstrip the effort of recruitment as more teachers are still required and yet clearance of backlog of graduates waiting to be absorbed in the system has been slow. Moreover, the mode used to advertise teacher recruitment is not conducive for rural areas as most areas are not informed in time.

Teachers mostly wanted to work in urban areas rather than work in remote /rural areas and yet the terms and conditions of service were very clear that teachers were liable to serve anywhere where their services were needed. MOE (1996) points out Clearly that “not all teachers actually favour deployment and posting to a rural school”.

This was grounds enough to underscore the reasons for why female teachers desert rural schools in preference for urban schools. This has been despite putting in legislation to guard against this unfortunate behaviour and attitude towards work. MESVTEE (2015) also noted that, “the situation of female teachers in rural areas required special attention.” Due to several difficulties female teachers were faced with in rural areas.

### **2.3.2 Factors of Female Teacher's Resistance to Serve in Remote/Rural Primary Schools of Chongwe District.**

According to Nel et al (2001:273) there is an emphasis that, "when there are no promotional opportunities many employees take the option of leaving to places which can afford them things of this kind." But, Torrington and Hall (1995) went on to state that for female employees a resignation would sometimes be as a result of wanting to start a family or spend more time with their children. Most parts of the recess of this great nation were still underdeveloped with sparsely populated areas. This made it difficult for many female teachers especially, to find marriage partners (or husbands) of their desired status. If they could not marry their fellow teachers such female teachers became frustrated and left for mainly cities or towns with the hope of getting married. The unfortunate situation left rural primary schools with fewer female teachers, resulting into lack of models for the girl child.

Sinyolo (2007) has argued that many schools in rural areas do not have accommodation or perhaps adequate accommodation for teachers. If fortunately at a school there were a countable number of teachers' houses, there were usually substandard for the status of a teacher. MESVTEE (2015) stressed those difficulties in retaining teachers especially in rural areas where those recently deployed demand for re-direction or transfers almost immediately after their posting has posed as a serious challenge to educational administrators in schools and at higher levels of education administration in the country. Furthermore, teacher housing was identified as a major demotivation factor in the performance of a teacher. It was also argued that teacher accommodation was an indicator of quality, that is, better housing tended to improve teacher welfare and dedication to work; this in turn improved teacher retention (MOE statistics, 2010). The Gender policy, as well as the national Policy on education emphasized equitability between male and female in educational opportunities, stressing the retention of female teachers in the education system as paramount.

## **2.4 Teacher Retention Policy in Chongwe District**

Chongwe District is situated about forty- five (45) Kilometres East of Lusaka City. It is a vast district consisting mostly of schools located in remote and rural areas. There are 37 primary schools and 8 secondary schools in the district. There are also 27 community schools and 11 private schools (MOGE, 2016).

Chongwe district faces problems of teacher attrition especially of female teachers. This is mainly because most schools are in the remote/ rural areas where it is quite difficult for female teachers to fully enjoy their work.

The educational administrators at both school level and district office were thereby challenged with issues pertaining to retention of female teachers in remote/rural schools. Barney (2013) identified the factors which could demotivate or motivate female teachers to choose to serve or not to serve in the rural areas of Chongwe district. He called these factors as the pull factors and the push factors.

In this study the term retention of female teachers is understood as referring to those factors such as school characteristics and teacher demographics which could either affect /and influence the decision of the female teacher to stay in their schools or move to different schools, or indeed entirely leave the profession before retirement (Barney, 2013).

### **2.4.1 Push Factors**

Retention of female teachers in remote/rural schools of Chongwe District is compounded by factors such as lack of social amenities including health facilities, shopping malls, low salary, poor accommodation or lack of it, distance to places where banking facilities were found and poor management styles. Others included desire for marriage prestige and witchcraft practices prevalent in remote/rural areas.

During the period of this research these push factors were a common phenomenon among the respondents.

#### **2.4.2 Pull Factors**

Pull factors were those reasons given in favour of wishing to work in rural areas or at a particular school in remote/rural primary school of Chongwe District. Pull factors to working in the remote/rural areas mostly attracted mid- aged teachers and administrators in the age group slightly beyond forty (40) years.

In the area of Chongwe District where this research was conducted the pull factors included among many others good/better working environment which aligned so well with the personal missions of teachers, good salary, monitoring and teacher teaming, trust and collaboration with one another and with the educational administrators. Good housing and availability of social amenities and proximity to areas such as hospitals or health facilities, shopping complexes and educational institutions (Karen. 2016).

#### **2.5 Summary**

In this chapter the researcher has discussed the topic challenges of female teacher retention. A number of literatures were consulted in order to broaden the discussion on this issue. The consulted literature provided various perceptions on the topic which in turn helped to come up with sub topics for the study. Themes such as historical perspective of the study, introduction of the retention policy, sustainability of the policy of retention of female teachers in rural/remote primary schools in Chongwe District, issues pertaining to the factors which encourage or discourage female teachers to willingly accept to work in remote/ rural primary schools in Chongwe District were the chief areas concerned about in the chapter.

Literature review involved a variety of documents such as books, journals and the internet. These authorities were a (very useful) source of valuable information relating to the study.

However, information based on the primary source was equally as useful as the written / printed source was. In regard with this careful handling of data the research was able to pull through the desired objectives.

## Chapter III

### METHODOLOGY AND METHODS

#### 3.1 Introduction

This study used the Mixed Method Approach involving qualitative and quantitative paradigms. The chapter considers the research design used, the site upon which the study was based, the sample and sampling techniques. Furthermore, data collection instruments, procedures for collection of data and analysis details are fully covered. This validates the reason why the Mixed Method Approach was selected as the most suitable paradigm for this study.

#### 3.2 Research Design

The study used a descriptive research design which involved both qualitative and quantitative techniques. This research design was chosen because it enabled the researcher to provide detailed information on the challenges of female teacher retention in selected primary schools of Chongwe District.

#### 3.3 Study Area/Site

The study site was Lwimba zone in Manyika area of Chongwe District where three (3) selected Primary Schools participated in the study.

#### 3.4 Study Sample

The study sample size comprised twenty-seven (27) respondents in total, consisting of ten (10) male teachers, ten (10) Female teachers, three (3) Head Teachers, three (3) Guidance and Counselling Teachers and one officer from the District Education Board Secretary's Office (DEBS) in the Human Resources Department at Chongwe Education Board.

### **3.5 Sampling Techniques**

The study engaged two (2) sampling techniques. These were purposive sampling and simple random sampling. Justification for the use of purposive sampling techniques was to target the key informants while the use of simple random sampling was to give every element in the target population an opportunity or chance of being selected.

### **3.6 Data Collection Instruments**

The researcher carefully made a selection of the research instruments so effective in data collection regarding the nature of the study at play. In this regard the following data instruments were used to collect data from the field and in particular from identified participants using purposive sampling techniques and simple random sampling techniques:

#### 3.6.1 Unstructured interview

#### 3.6.2 Document analysis

#### 3.6.3 Descriptive survey using structured questionnaires

The above data collection instruments were selected because they were reliable and were easy to use in the collection of data. Another factor which influenced the use of these data collection instruments was because the study only wanted to target the identified participants through purposive sampling technique and that through simple random technique every element would be given a chance to be considered for participation.

### **3.7 Data Collection Procedure and Time Line**

The researcher made appointments with authorities at participating schools to distribute the research instruments in the form of a survey questionnaire to targeted population.

The distributed survey questionnaire comprised ten (10) questions containing the open and closed type of questions which required respondents to make a choice from alternative answers and sometimes write their free answers in response to the questions.

Focus Group Interviews were also held with the participants at targeted schools as well as with the Head Teachers or Deputy Head Teachers. Basically, the questions on the interview schedules were not different in form with those that were on the questionnaire. An officer from DEBS office was also one of the participants during the interviews in the research.

The distributed survey questionnaires were later collected from participants within a period of one week. As for scheduled interviews with head teachers and an officer from the Human Resources Department at DEBS office were conducted within the same time schedule for questionnaire distribution to the period when they were to be collected back from participants by the researcher.

### **3.8 Data Analysis Instruments and Procedures**

The collected data instruments were coded and analysed using statistical methods such as frequency tables, line graphs, mean and other measures of the central tendency. Data collected was sorted out and analysed without necessarily identifying the respondents of the questions on the survey questionnaires.

### **3.9 Summary**

This chapter has discussed the methodology and methods the study employed to carry out a successful study. In particular, the chapter highlighted that the paradigm used in the research was the Mixed Method Approach where techniques from both qualitative and quantitative methods were used. Questionnaires and interview schedules were made use of in the research. The research design mainly at play was the descriptive one.

The research was carried out using two sampling techniques which were the purposive sampling and simple random sampling where key informants were given an opportunity to give answers from their own perceptions as regarding matters raised during the research. The data was gathered through the questionnaires and the unstructured interviews schedule. All the research instruments were collected back within the time scheduled.

The next chapter will deal with data presentation, analysis and interpretation.

## **Chapter IV**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This chapter deals with data presentation, analysis and findings. The chapter also interprets the data obtained during data collection. The chapter ends by making a thorough discussion of the findings.

#### **4.2 Data Presentation**

There were twenty-seven (27) questionnaires which were administered to three (3) different schools namely Lwimba Primary School, Kampekete Primary School and Chilyabale Primary School.

These questionnaires were attempted by teachers and educational administrators who included head teachers and one officer from the District Education Office in the Human Resources Department (HRO). All the questionnaires were very successfully filled in and collected back by the researcher. This gave a response rate of one hundred (100%) per cent.

The researcher also considered focus group interviews with teachers at the involved schools. A total number of twelve (12) respondents were engaged and participated in the study. Furthermore, another open interview discussion was scheduled for guidance and counselling teachers at the schools which participated in the study.

The table on the next page illustrates how the research instruments were distributed:

**Table 1: Distribution of Respondents per Sample School**

NAME Of SCHOOL	NUMBER OF MALE TEACHER S	NUMBER OF FEMALE TEACHER	NUMBER of ADMINISTRATORS MALE	NUMBER of ADMINISTRATORS FEMALE	TOTAL
Lwimba Primary	3	6	0	1	10
Chilyabale Primary	2	5	0	1	8
Kampekete Primary	2	5	0	1	8
DHRO	-	-	0	1	1

The respondents were furthermore categorised as follows head teachers, teachers, guidance and counselling teachers and an officer from the District Education Board Secretary's Office.

Table 2: **Distribution of Research Instruments/Questionnaires**

CATEGORY	QUESTIONNAIRE		TOTAL
	MALE	FEMALE	
Head teacher	0	3	3
District Human Resources Officer	0	1	1
Class teacher	6	14	20
Guidance and counselling teacher	1	2	3
total	7	20	27

Basically, the respondents who participated in focus group interview were drawn from the earlier identified group of twenty-seven (27) respondents. This was done in order to maintain the total number of respondents as already planned in the study sample.

#### **4.3 Demographic Characteristics of the Respondents in the Research**

The respondents consisted of both gender, male and female. The age range was between 0-29 and sixty (60) years old or above. All participants identified their work stations as being located in the rural area.

The table identified the distribution of the respondents by age-group range.

Table 3: **Distribution of Participants by Age**

<b>Class/age group</b>	<b>Frequency</b>	<b>Mid-point</b>	<b>Cumulative frequency</b>
21-30	4	25.5	102
31-40	9	35.5	319.5
41-50	11	45.5	500.5
51-60	3	55.5	166.5
Total	27		1088.5

Therefore, mean=  $\sum(f \times \text{mid point}) \div n$

$$= 1088.5 \div 27 = 40$$

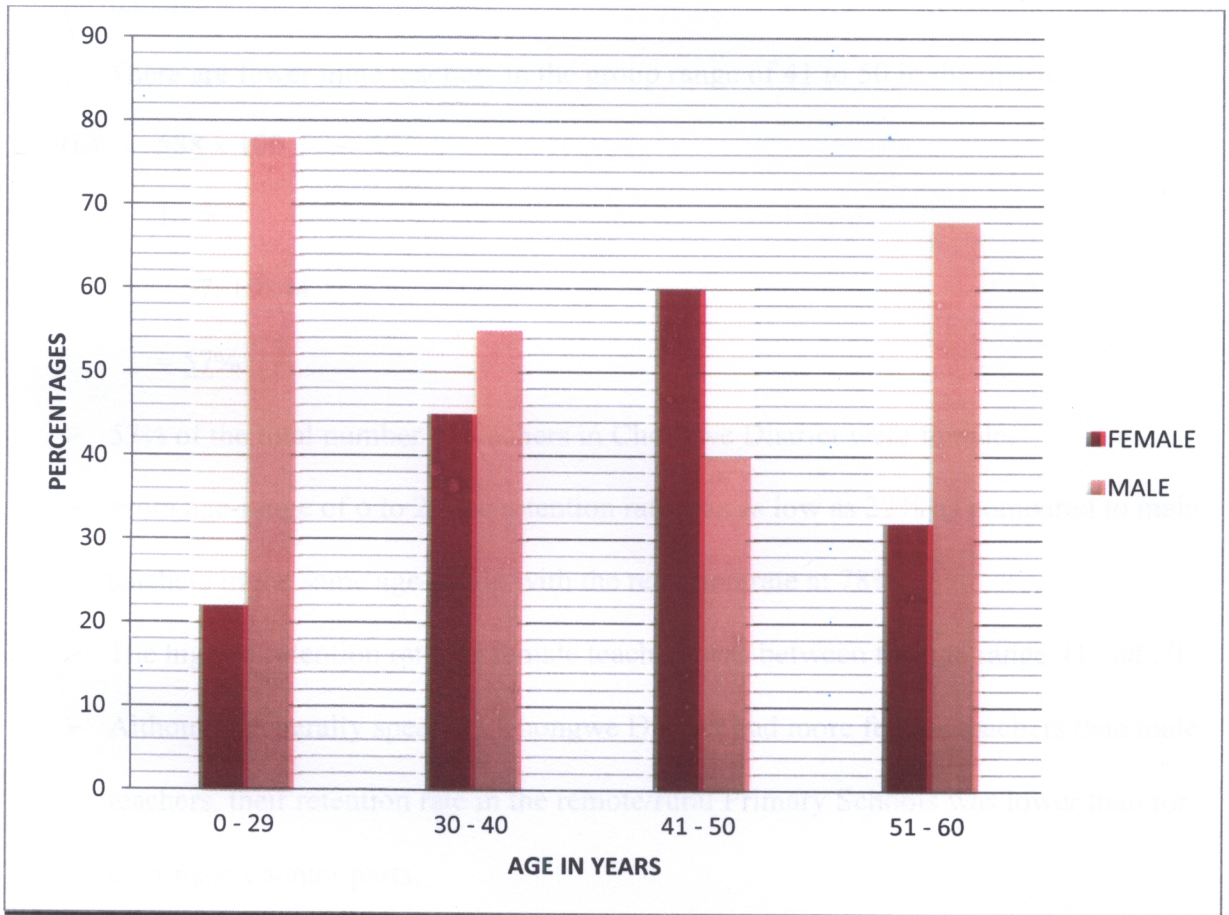
- Mode is given by the mid –point of the class with the highest frequency

$$\text{mode} = \frac{1}{2} (41 + 50)$$

$$= \underline{45.5}$$

- The average age range for female teachers in Chongwe District was forty (40).
- The majority of teachers both male and female in Chongwe District were aged 46 as illustrated above in Table 3.

Table 4: Retention of Teachers in Chongwe District



$$(i) \quad \frac{440}{1028} \times 100$$

1028

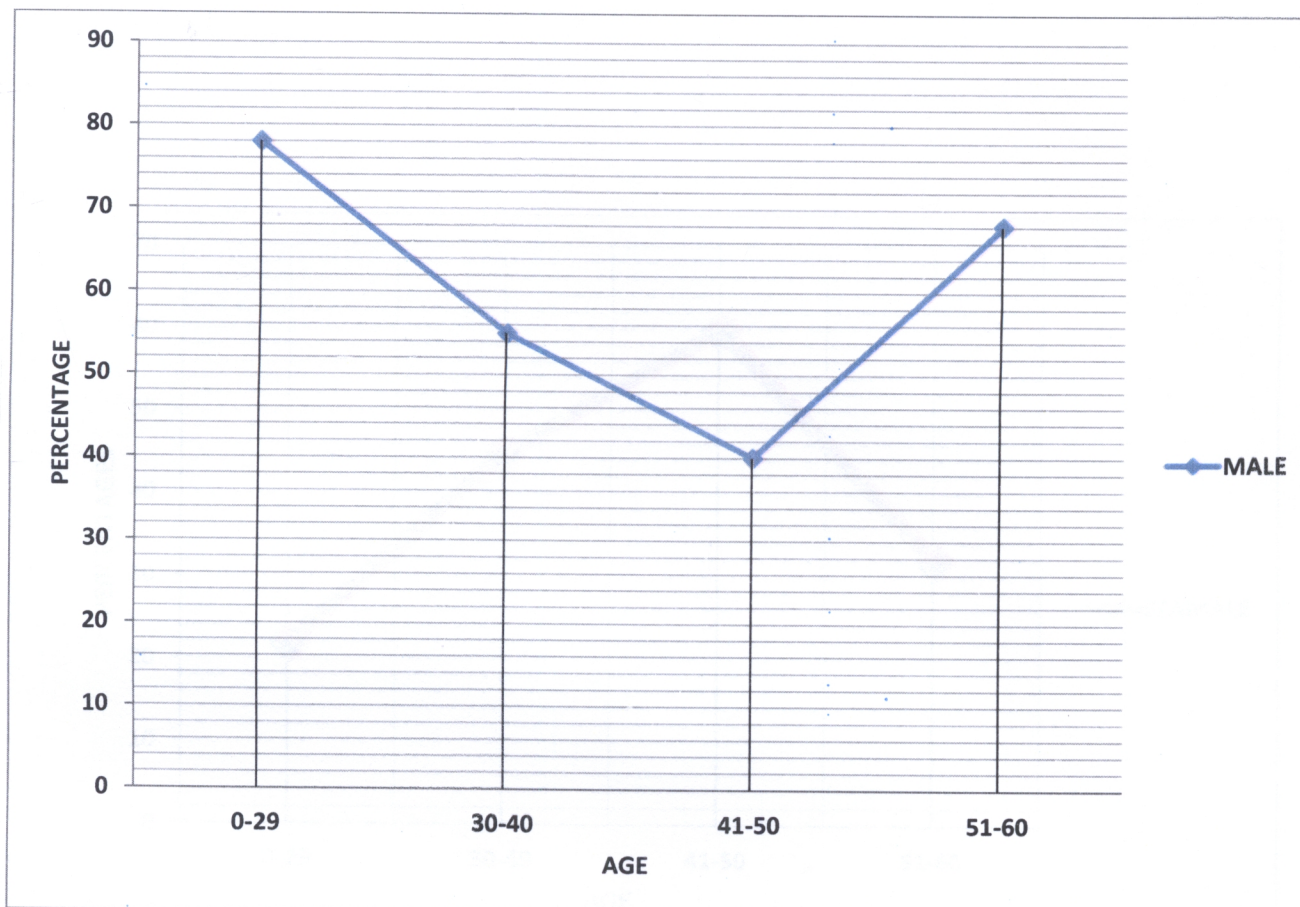
$$= 42.801556$$

$$= \underline{43\%}$$

- 43% of the total numbers of teachers in the entire district were male.
- The majority of the male teachers fell within the age- range of between 0-29. Followed by the age-range 51 and 60 or above.
- The age range between the age 30 and 40 are almost equal for both sexes, male and female.
- There are fewer male teachers in the group range of 41 to 50 in the district.

(ii)  $\frac{588}{1028} \times 100$   
 $= 57.19844$   
 $= \underline{57\%}$

- 57% of the total number of teachers in Chongwe District were female.
- From age-range of 0 to 29 the retention rate was as low as 22% as compared to male teachers in the same age-group with the retention rate at 78%.
- The highest retention rate for female teachers was between the age range 41 and 50.
- Although, generally speaking Chongwe District had more female teachers than male teachers, their retention rate in the remote/rural Primary Schools was lower than for their male counter parts.



**FIGURE 2: Retention of Male Teachers in Chongwe District**

- Retention rate for male teachers in Chongwe District is clearly illustrated in Figure 2 above.
- The retention rate was higher to the total tune of 78%.

The reason for this situation was partly blamed on female teachers resistance to work in the rural areas.

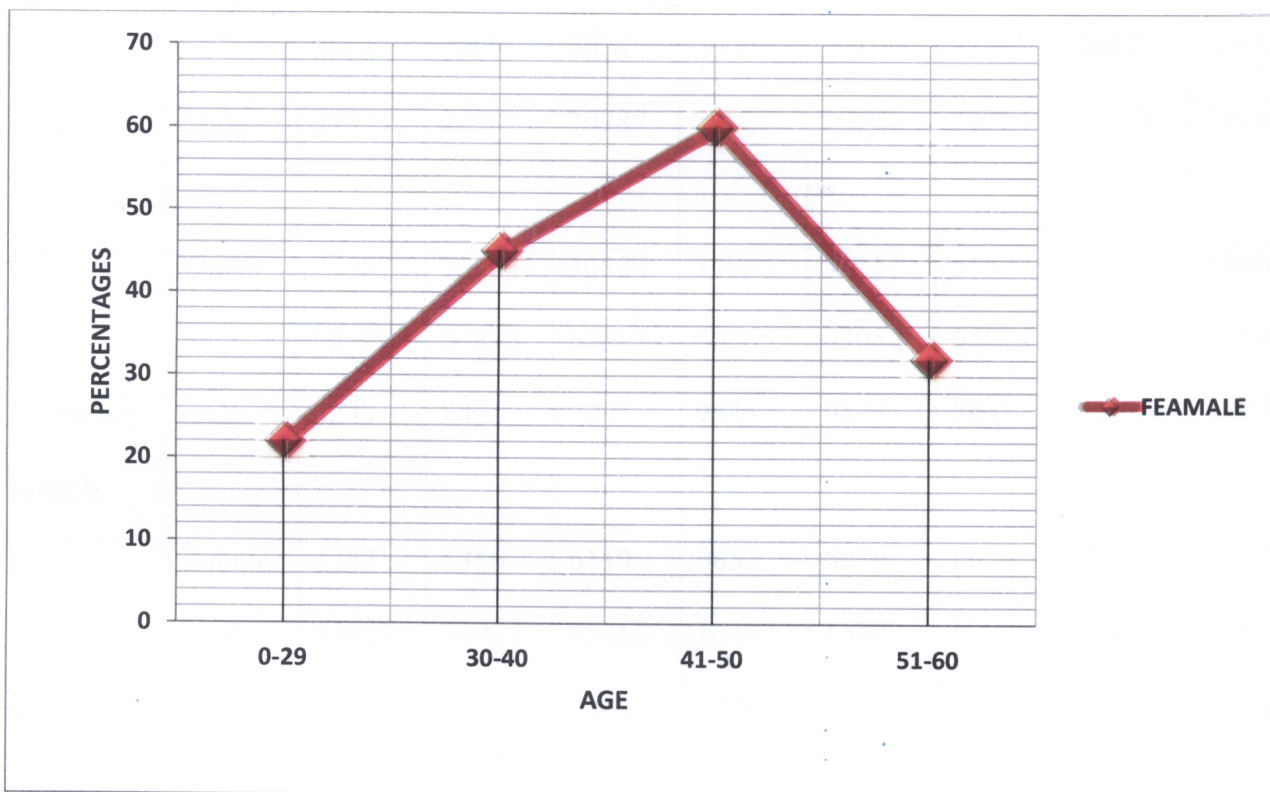


FIGURE 3: Retention of Female Teachers in Chongwe

**Table 5: Teachers in all Schools by Gender from 2006 to 2013**

		2006	2007	2008	2009	2010	2011	2012	2013
Basic Schools	Male	27535	29531	30989	30088	30901	30364	34474	35146
	female	24987	27364	30822	32082	32151	31822	38493	38403
	total	52522	56895	61811	60865	63052	65014	72967	73549
Secondary schools	male	8240	8831	9293	9645	9843	8845	10785	11273
	female	5383	5886	6119	6852	6979	6078	7854	8342
	total	13623	14717	15412	16497	16822	12947	18639	19615
total		66145	71612	77362	77362	79874	77961	91606	93164

**Source: Educational Statistical Bulletin: 45**

$38,403 - 35,146 = 3257$  female

As a percentage:

$(3257 \div 73549) \times 100 = 4\%$

**Table 6: Teachers in all Schools by Gender and Province:**

	BASIC SCHOOLS			SECONDARY SCHOOLS		
	Male	Female	Total	Male	Female	Total
National	35146	38403	73549	11273	8342	19615
Provinces						
Central	4794	4695	9489	1302	1071	2373
Eastern	3628	8218	11846	2008	2145	4153
Luapula	3974	3178	7152	1188	678	1866
Lusaka	3285	6375	9660	865	339	1204
Muchinga	3018	2334	5352	1621	1571	3192
North	2457	1545	4002	625	285	910
Western						
Northern	3302	2261	5563	684	352	1036
Southern	4970	4752	9722	1419	1102	2521
Western	3036	2864	5900	613	320	933

**Source: Educational Statistical Bulletin: 45**

- The difference between female and male teachers for Lusaka Province in Basic schools was by 2013 as illustrated below;

Lusaka Basic Schools:

$$3018 - 2334 = 684$$

As a percentage:

$$(684 - 5352) \times 100 = 13\%$$

- Only 13% of male teachers in Lusaka.
- 87% female teachers in Lusaka.

The findings clearly revealed that there were more male teachers in rural/ remote primary schools of Chongwe District in the age range of Zero to twenty-nine (0 – 29). This has been illustrated in figure 2. The representation further resulted into only 22% of female teachers retained from this age-group while compared to the male teachers retained in rural/remote primary schools of Chongwe District at 78%.

The age-range between 30 and 40 years was almost equal between male and female teachers. The female teacher's retention rate was 45% while that of their male counterparts was 55%. The study further showed that there were more female teachers aged between 41 and 50 than there were male teachers in remote/ rural primary schools. This further revealed the retention rate of female teachers in remote/ rural schools of Chongwe District has being at 60 % as opposed to the retention rate for male teachers of only 40% in this age range..

The age- group range of both male and female teachers 51 years to 60 years old and / above was higher for male teachers. The retention rate was at 68% and that of the female teachers was only 32%.

Although, generally Chongwe District has a higher number of female teachers only very few are retained in rural/remote schools.

#### **4.4 Summary**

This chapter dealt with data presentation. The chapter considered the demographic characteristics of the participants in the study. The presented findings in this chapter also outlined how the demographic characteristics of the respondents directly affected the study as a whole.

The research instruments used in the research were successful at bringing out the desired data which had a direct link with the topic of study. Challenges of Female Teacher Retention in Selected Remote/Rural Primary Schools of Chongwe District, Presentation of findings was made possible by making use of appropriate tables and figures. The tabulated data was carefully presented in order to make it easy to interpret and understand. Nothing unrelated to the study topic was given more prominence than what the research objectives and research questions intended to achieve. The next chapter, chapter five, discusses the presented findings.

## Chapter V

### DATA ANALYSIS AND INTERPRETATION

#### 5.1 Discussion of the Findings

From the data collected various issues came up in line with the research topic under consideration: Challenges of Female Teacher Retention in Remote/ Rural Primary Schools of Chongwe District.

The data collected indicated that there were more female teachers in Zambia than male teachers in Primary Schools. There were thirty-eight thousand four hundred and three (38403) female teachers in all primary schools in 2013 and only thirty-five thousand one hundred and forty-six (35146) male teachers in the same category of schools in the country in the same year (MESVTEE, 2014).

There were also more female teachers in Lusaka province than male teachers probably because most of the female teachers favour postings to urban areas (MESVTEE, 2014).

In Chongwe District, statistics show that there were thirty-seven (37) primary schools, eight (8) secondary schools and twenty-seven (27) community schools. There were also eleven (11) private schools in the district bringing the total number of schools to eighty-three (83) (MOGE, 2016). However, in all these schools, the number of female teachers was higher in schools which were closer to Chongwe town than those which were further away from the township.

**Table 7: Number of Teachers in the District**

MALE	FEMALE	TOTAL
440	588	1028

It was also discovered that remote/rural primary schools had adequate number of female teachers. Sometimes the number of female teachers in these schools was higher than that of male teachers. However, what was interesting was that most of these female teachers had only served the Ministry of General Education for less than two (2) years.

Many of the female teachers were posted to these schools during the just ended recruitment and deployment of teachers. The Head Teachers, School Guidance and Counselling Teachers complained about the situation of losing female teachers faster from their schools. These respondents argued that it was like rural schools were used as a get way to employment. Those who got posted and deployed in the schools had no interest and passion to serve the learners in remote/rural primary schools. Instead they opted to go and work elsewhere mainly in urban and peri-urban schools.

The researcher discovered from the study that most female teachers in the schools were not as old as it used to be in the past. The average age of female teachers in rural schools was forty (40). Through this research it was discovered that probably this is because of the stringent measures government through the Ministry of General Education has put in place. These measures included allowing teachers to serve in the rural schools for two (2) years before they could be allowed to transfer especially to urban areas (Education Act, 2011). Ministry of General Education also encourages applicants for teacher recruitment to apply for postings in

remote/rural primary schools. This policy has made it possible for female teachers to select remote/rural primary schools. The study through experience revealed that if one applied to remote/rural primary school, were usually given an opportunity than those who chose schools in peri-urban and urban schools.

The study revealed that most young female teachers posted to rural schools have had some challenges and difficulties in their lives such as disappointments in matters to do with relationships in marriage or losing the bread-winner. Otherwise, the study found out the opposite that most young female teachers were relatively new in their areas of work and did not like working from these (rural) areas. Several hardships were revealed by the respondents which made it difficult for female teachers to enjoy their work of teaching thereby giving a preference to working in urban areas at the expense of the rural majority children.

From this study it was furthermore found out that some young teachers were forced by either their friends or relatives who work for the ministry, usually at the Ministry's higher offices, to apply in a particular district where they had links and chances to have them deployed. May be patronage played a role (Starling, 2008).

It was found out by this study, that despite the number of female teachers being adequate in rural primary schools. Female teachers served less longer than their male counterparts in rural/remote primary schools in Chongwe District. The female teachers argued that some of them left training institutions such as Colleges of Education and Universities, already engaged on first appointment and this forced them to apply for transfers to areas where their spouses in urban areas resided. Some were recruited and deployed to their stations already in marriage and after serving the statutory requirement of two (2) years period they deserted the rural primary schools to join their husbands since these worked elsewhere in urban areas. This created an imbalance in gender between male and female teachers. The educational

administrators argued that almost sixty per cent (60%) of the newly posted and deployed female teachers desert their stations within a period of five (5) years for peri-urban/urban schools.

It was however, discovered by the researcher that the older the female teacher, the longer they served in remote/rural primary schools. The average age-range of female teachers who had served longer in remote/rural schools of Chongwe District was forty (40) years and above. It could be that this is a period when most women become settled in life. The female teachers aged forty (40) years and above no longer wished to go to urban areas and work from there. They argued that life was cheaper and enjoyable in their current environment.

The unmarried female teachers at forty (40) did not also show a lot of enthusiasm for marriage instead they appeared to enjoy their work and remained dedicated to it.

The research also discovered that the percentage of both male and female teachers aged forty (40) and above was almost equal in rural primary schools of Chongwe district. The reason for this was that, this age group was a married age group and had had settled in life.

A small number of relatively young female teachers of age range thirty (30) to forty (40) in leadership positions as Senior teachers, Deputy Head teacher or indeed Head teachers did not show any high interest to leave rural areas, except for a few who indicated to the researcher that they would leave rural/remote primary schools only on promotion in posts higher than they held.

The findings of the study furthermore revealed that relatively younger female teachers were fewer in all rural/ remote primary schools of Chongwe District. The possible reasons for this situation was that the young female teachers liked modernity and therefore their rate of retention in rural areas was rather lower compared to their male counterparts in the same age

group. They wanted to live in urban areas where there are good roads, appealing shopping malls, banks, electricity and also had dreams to get married to men of the status above theirs.

The slightly older female teachers around 40s argued that rural/remote schools were better than teaching in urban schools. It is more likely that this age- group had matured and stabilized in life. They had different desires from the relatively young female teachers whose focus was based on achieving more in life. The age – group above 40 years were mainly married and some held posts at their work places. This made their retention rate in rural/ remote primary schools in Chongwe District higher than of those in age-group range between 0 and 29 who were the novice in employment.

The age – group range from 51 to 60 or there about revealed a higher rate percentage of male teachers in rural/remote primary schools of Chongwe District. This was because, the researcher found out most men when they draw nearer to retirement age wished to go and work in remote/rural areas of their preferred choice for their settlement than most female teachers could do.

The study also discovered that most female teachers who seemed to avoid economic hardships in remote/rural areas preferred to retire from active service in urban schools. They preferred to transfer to urban areas even in their advanced age unlike most male teachers would prefer.

Female teachers in Chongwe District especially in the area where this study was done indicated that Chongwe was mainly a rural district which lacked many modern facilities. This contributed directly to female teacher attrition in the district and resistance to serving in remote/rural primary schools.

## **5.2 Applicability of the Retention Policy on Female Teachers at School Level in Chongwe District**

Although the entry point to any school in the district is the District Education Board Secretary's Office. The school has a crucial role to play in the retention of its staff since the staff works and spends much of their time there.

### **5.2.1 The Role of the Head Teacher**

The Head Teacher is the overseer of the school. He commands every school activity. He/she is an administrator and a leader. The Head Teacher is the senior most manager and he/she plays the managerial functions of planning, controlling, co-ordinating, evaluation, organising and so on and so forth (Longwe, 1993).

In this way, the head teacher stands a better chance in playing a critical role in the retention of female teachers at his/her school. By considering the discussion about issues which involved pull and push factors for teacher attrition, the head teacher was left with no option but to stand up and be counted on his/her ability in making sure that the retention policy in the school is formulated and adhered to. Apart from lack of social amenities, the rural/remote teachers are challenged by distances to places where these services can be obtained (MOE, 1996). It is therefore the role of the head teacher to put in measures that can make his/her teachers to remain at the school instead of wishing to desert.

Sidhu(2013) argued that administration is about social relationships of which the head teacher must be an active part as the school structure is a social organisation. The head teacher must be friendly, although firm and must be all embracing. This would encourage female teachers to stay in the school.

The Head teacher must promote teamwork. This could encourage female teachers to work well and be motivated to work in the rural/remote primary schools in the district. Just as it was argued by Starling (2008) that there was something in every individual person that loved to put together a puzzle, which created eventually, the image of the seen whole. The head teacher must in this way involve the female teachers in decision making as much as he/she involves male teachers in decision making. This makes them feel loved and valued and encourages them to stay on and serve at their schools.

Pettinger (1994) points out that the head teacher is both a leader and a manager who must consider the critical pillars of leadership namely building and developing a team, concern for the individual and achieving the task. In this way, he/she works with everybody under him/her. The Head teacher must work to inspire his/her subordinates' both male and female. This can help in the retention of the female teachers in rural schools. The figure below exemplifies:

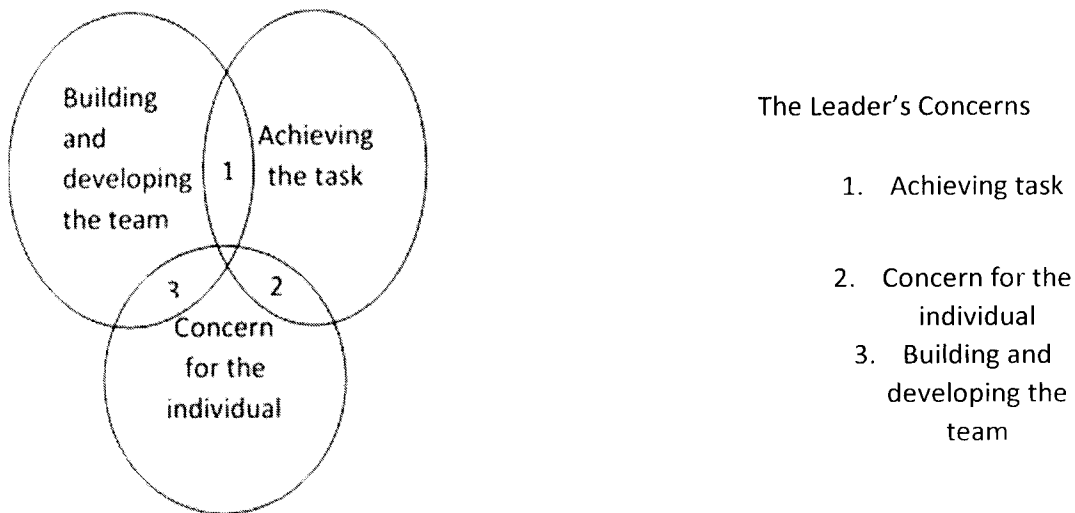


Figure 4: **The Leadership Functions Model**

Source: John Adair (1975:4) in Pettinger (1994)

### **5.2.2 The Role of the School Community**

The school community comprises administration, the teachers and the pupils. Sometimes the school community may include non-academic staff in the school. All these individuals play a role individually or collectively in actualising the retention policy for female teachers. By practising the values and morals which are propagated by the vision and mission of the school.

This would bring about a general appreciation of how human beings behave in response to their needs to satisfy and fulfil basic drives, instincts, needs and wants (Pettinger, 1994). This supports the theory of Maslow's Hierarchy of Needs on which this research was based as depicted by both the conceptual framework and theoretical framework.

### **5.3 Theoretical Support to the Study**

This study was supported by one of the most widely mentioned theories of human motivation propounded by a renowned psychologist called Abraham Maslow (1954).

According to Maslow's needs hierarchy "man is a wanting animal, a creature of ever expanding wants" (Jain, 2012:304). In this study therefore the researcher on one hand, explored the factors which motivated female teachers in rural/remote primary schools of Chongwe District to remain serving in rural primary schools. On the other, the factors which demotivated female teachers from serving in rural primary schools or to the least show resistance to working in rural/remote Primary schools of Chongwe District (Cole, 2012).

Maslow's Hierarchy of Needs supported this study in the sense that female teachers needed motivation to be willing to serve in rural/remote primary schools of Chongwe District where in many cases social amenities were absent. The factors which were identified during the study were poor/lack of accommodation (houses), meagre salaries, and distances far apart from health facilities, banks and lack of opportunities for either promotion or sponsorship to

higher learning institutions for further professional development. Others included lack of marriage opportunities to men of their (female teachers) status in the rural areas and sometimes witchcraft practices posed a challenge to female teachers especially those who were relatively young.

In areas where some of these needs were available, for example, at schools where both the head teacher and deputy head teacher were female the demotivating factor was the quality of leadership style of which the female teachers mainly complained about while the male teachers did not accept poor leadership style by female head teachers to be a contributing factor for their female colleagues' resistance to working in rural/remote primary schools. Instead the argument was about the female teachers love for modernity in urban schools. But according to Jain (20012) Maslow's Theory of motivation clearly states that motivation is governed by a hierarchy of needs which meant that female teachers resisted to work in rural/remote primary schools as a result of man's needs which are endless and always ascending in a hierarchical order to satisfy needs not yet achieved.

The research found out that wherever man lives and at whatever time his hunger to satisfy his needs would always live with him.

In fact, Maslow argued furthermore that a satisfied need was not a motivating factor or need any more. This was because man always aimed for those needs which had not yet been satisfied (Cole, 2012).

The five areas of needy Maslow Identified indeed applied to the push and pull factors in the case of this research study as most of the respondents were in agreement that they needed physiological needs which would sustain their lives while security or safety needs gave the respondents physical security from danger of loss of their jobs, for example, by getting

promotions or engaging in professional development. Acceptance needs prompted the respondents to feel belonging and to find partners at work and marriage.

Female teachers in rural/remote primary schools of Chongwe District needed to be esteemed. They needed incentives such as allowances and good accommodation which could make them feel appreciated by the employer. The esteem needs were therefore an important factor in the motivation of the female teachers if they were to be retained in rural schools.

Many female respondents stated that they could be as useful as their male counterparts in any endeavour of their work life. But their abilities and desires were being impinged upon by the push factors common in rural/remote primary schools. This argument is supported by the theoretical framework derived in this study from Abraham Maslow's theory of needs hierarchy. Maslow pointed out that people could maximize their potential and reach their well-intended accomplishment (Jain, 2012).

The study under the theoretical framework clearly and precisely was well supported by Maslow's theory of motivation in the case of remote/rural primary schools in Chongwe District.

#### **5.4 Summary**

This chapter has extensively discussed the findings of the study on the topic challenges of Female Teachers Retention in Remote/ Rural Primary Schools of Chongwe District.

The research pointed out various factors concerning female teacher retention in Chongwe District which included the push factors and pull factors.

Push factors were those reasons which were making it difficult for female teachers to work in remote/rural primary schools such as lack of adequate social amenities while pull factors

were factors given as those various reasons which attracted the female teachers in remote/rural primary schools of Chongwe district.

The study was also able to reveal the statistics of female teachers in Chongwe District as compared to their male colleagues.

## **Chapter VI**

### **Conclusions and Recommendations**

#### **6.1 Introduction**

This last chapter of the research discussed among other aspects the purpose of the study and the conclusions drawn from the research. This gave room to the considerations of matters which arose from the analysis of data and findings thereby resulting into the researcher making timely recommendations.

#### **6.2 Conclusions**

Although there were a number of studies and authorities looked at during the production of this study. The research revealed that none of them dealt with the topic which made for this study: Challenges of Female Teacher Retention in Remote/Rural Primary Schools of Chongwe District, instead a number of studies considered dealt only with issues of teacher recruitment and supply. To some extent some studies only touched on the attrition factor of teachers.

The present study sought to explore challenges faced by female teachers in rural/remote schools of Chongwe District. The study identified factors for female teacher resistance to working in rural/remote primary schools.

The research adopted the mixed study approach since it was the only paradigm which was best placed to capture adequate and complete information on matters the researcher thought would best answer the research questions and the study objectives.

The research design used was purposive sampling and focus group interviews. This research design was chosen because it allowed the researcher to deal with beliefs and perceptions the targeted population had on the topic under study. The researcher, therefore, chose to use

inquiry research instruments such as questionnaires. These were administered on twenty-seven (27) participants; ten (10) male and ten (10) female teachers. The study also involved three (3) educational administrators and one(1) human resources officer based at the DEBS' office in Chongwe. The three(3) respondents remaining were guidance and counselling teachers.

From the issues raised in the study conclusions provided answers to sub-topics or problems which sought a thorough understanding of the research problem. This was based entirely on the findings. Above all, the study was finally able to make recommendations on the issues raised in the study.

### **6.3 Major Findings**

The research raised the following major findings:

- Most young female teachers between the age twenty-nine (29) and forty (40) were relatively new in rural schools. This was may be as a result of the current policy which aimed at retaining teachers up to two (2) years through bounding or contractual agreement at recruitment and deployment.
- The policy on retention encouraged teachers to serve anywhere especially in remote/rural primary schools. However, this was not adhered to by most female teachers deployed to rural/remote primary schools on the basis that their husbands or husbands to be needed to be with them in areas where they were working from and usually in urban areas, cities and towns.
- Most female teachers did not like to work in remote/rural primary schools because of the many push factors which promote hardships. The concerned respondents argued that they preferred to work in peri-urban and urban areas.

- The age group of between zero (0) and thirty (30) years old loved modernity and wished to serve in schools with electricity, near good roads for easy movement and occupy better houses.
- The study showed that female teachers holding substantive positions serve longer in rural/remote primary schools than female teachers without any positions at all.
- It was also found out that the older the female teacher was the more likely they favoured to work in rural/remote primary schools. The age category in this group was forty(40) and above.
- The research discovered that most newly deployed female teachers got to their stations of deployment as already engaged or married spouses to men mainly residing in urban/ peri-urban areas. This could however not be 100% proved correct due to lack of sufficient data.
- It was found out that female teachers from better managed schools with good and conducive school culture served longer in rural/remote primary schools than those from poorly managed schools.
- The research found out that female head teachers were poor motivators to female teachers in rural/remote primary schools than male head teachers.
- It was discovered that with good/better conditions of service most teachers would be willing to serve in rural/remote primary schools.
- It was also discovered that the practice of witchcraft pushes female teachers away from the rural/remote primary schools.
- However these findings could not be generalizable as implied to be obtaining to all rural/remote primary schools in Zambia.

## 6.4 Recommendations

The following recommendations arose from the findings and conclusions of the study:

- It is of significance that every school constitutes a strategic plan in which they spell out clearly their retention policy on female teachers. The head teacher must be in the forefront spearheading his/her team in creating a retention policy at their school as he/she is a parent to all subordinates amongst them.
- The District Education Board Secretary's Office (DEBS) must always when they have a deployment programme of new teachers conduct an induction and orientation course for new teachers in conjunction with their school authorities.
- The school authorities must share and give challenging responsibilities equally to both male and female teachers. This will promote gender parity and make female teachers realise that they are of equal importance to their male counterparts. In the end they will be motivated to work from their stations.
- Wherever and whenever it is possible school administration should allocate accommodation to female teachers with or without being in marriage to lessen on challenges of movements. This will help to retain them in their schools. School administration must encourage teachers to marry each other formally and not otherwise. This would reduce on the burden of shortage of accommodation and in return female teacher retention rate would be higher.
- School administration must generally recommend female teachers in rural/remote schools for sponsorship to further their professional development in higher learning institutions and put in stringent measures to retain them in the rural primary schools after such advancement.
- Educational managers must consider putting female teachers on double class sessions in order for them to receive double-class allowance and this should be meaningful not

meagre amounts being given to teachers now. This will motivate them to stay on in remote/rural schools in the district.

- MOGE should re-introduce retention allowance for teachers serving in remote/rural schools with a degree qualification and above, besides current allowances obtaining now such as remote/rural allowances must continue to be paid while those with less qualifications and below must receive remote/rural allowance.
- The Government must put in place a deliberate system where teachers, who have served for a reasonable period of time, probably six (6) years, can be transferred to other schools in urban areas. Whereas those from the urban schools into schools in the rural areas. Although costly, this will help motivate female teachers to perform very well.
- All in all, the government must improve on the hardships rural teachers were facing by generally improving infrastructure, roads and constructing other social amenities in partnership with other stakeholders in providing telephone services, banks, schools, health facilities and so on. To some extent, government has done this but should even do more.

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## APPENDICES

# Appendix I

## QUESTIONNAIRE FOR HEADTEACHERS/DEPUTY HEADTEACHERS

### SECTION 1: Background

1. Tick the appropriate box: M for male; F for female

Sex

M	F
<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate your age category by ticking the appropriate box below

A. Below 30

B. Between 30 and 40

C. Between 40 and 50

D. Above 50

3. How do you describe the location of your school? Tick appropriate box below:

Remote	Rural	Urban	Peri- Urban
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SECTION: 2- Questions

4. What is the staff population at your school?

5. How many of these are male and how many are female?
6. Among your staff, describe their experience of service according to the length of service for female/ male in general.....  
 .....  
 .....  
 .....
7. Why is the situation like this? .....  
 .....
8. What age group is the majority at your school? Tick the appropriate box
- A. Below 30
- B. Between 30 and 40
- C. Between 40 and 50
- D. None of the above (specify). Is there any special reason for this?
9. Where do you think many female teachers would like to serve? (Give reasons for your opinion).....  
 .....  
 .....
10. What have you done as a manger to retain female teachers at your school?  
 .....  
 .....  
 .....

# Appendix II

## QUESTIONNAIRE FOR TEACHERS

### PART A: instructions to the respondent

- Do not write your name or put any mark which can easily be used to identify you.
- Answer all questions according to instructions given.

### PART B: Background

Choose your answer from alternatives provided unless otherwise answer as instructed.

### QUESTIONS

1. Sex: m- male and f-female (tick where appropriate)

M	F
<input type="checkbox"/>	<input type="checkbox"/>

2. Please kindly tick the appropriate box for your age group range

A. Below 30

B. Between 30 and 40

C. Between 40 and 50

D. Above 50

3. How long have you been a teacher at this school? (tick appropriate box)

A. Less than 2 years

B. Between 2 and 5 years

C. Between 5 and 10 years

D. Above 10 years

4. Is this school the station of your first appointment? If 'no', where else have you served as a teacher before and for how long?

A. Yes

B. No

Explain your 'no' answer below:.....

.....

5. How do you describe the location of your school? (tick appropriate box)

A. Urban

B. Rural

C. Remote

D. Peri-Urban

6. What is the proportional ratio of male teachers to female teachers at your work place?

(tick where appropriate)

A. There are more female teachers than male teachers

B. There are as many females as their male counterparts

C. There are more male teacher teachers than female teachers

D. The number of both male and female teachers is equal

7. If in any case your response to question 6 shows an imbalance ration between male and female teachers. List down some reasons for this situation. But if not, proceed to question 8.

i. ....  
.....

.....  
.....

ii.

.....  
.....  
.....

iii.

.....  
.....  
.....

iv.

.....  
.....  
.....

v.

.....  
.....  
.....

8. Is it better and easier to work as a teacher in the location of your school? (tick where appropriate). If 'no' explain why it is so.

A. Yes

B. No

Explanation for 'no'.....

.....

.....

9. Most female teachers in remote/rural Primary in Chongwe District schools serve less longer than male teachers.(tick where appropriate)

A. Sometimes

B. Never

C. Rarely

D. Always

E. usually

10. Given an opportunity to choose where you would want to work from, you would most likely choose a school in .....

A. Rural/Remote

B. Peri-Urban

C. Urban

D. undecided

## Appendix III

### INTERVIEW SCHEDULE FOR HRO AT DEBS OFFICE:

1. How long have you worked as HRO in this district?

ANSWER:.....  
.....

2. In the last two years, how do you compare the teacher-pupil ratio in schools in the district?

ANSWER: .....  
.....

3. During the past two years, how do you compare the number of female teachers to that of male teaches in the district?

ANSWER: .....  
.....

4. How many teachers do you have in Chongwe district according to sex?

ANSWER: Male: ..... Female: .....

5. According to your observations and experience as HRO, in which areas do most female teachers prefer to operate from?

ANSWER: (a) Rural/ Remote  (b) Urban  (c) Peri-Urban

6. Is it true that there are few female teachers in remote/rural schools in the district?

ANSWER: .....  
.....

## **Appendix IV**

### **FOCUS GROUP INTERVIEW FOR CLASS TEACHERS AND GUIDANCE AND COUNSELLING TEACHERS (DIRECTED OPEN DISCUSSION)**

1. What are the factors which lead to female teacher resistance to working in the rural/remote areas?
2. How can female teachers be motivated to work in rural/remote primary schools in Chongwe District?