

DECLARATION

I, **Maud Mate Kamwengo**, do declare that this dissertation represents my own work which has not been submitted for Masters degree at this or any other university.

Signature of Author:.....

Date:.....

APPROVAL

The University of Zambia approves this dissertation of Maud Mate Kamwengo as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of Education.

Examiners' Signatures

1. Sign.....Date.....

2. Sign.....Date.....

3. Sign.....Date.....

DEDICATION

This dissertation is dedicated to my parents, Mrs. Maureen Kamwengo and my late father Professor Martin Kamwengo, with great love.

ACKNOWLEDGEMENT

This dissertation has come into being because of the help rendered to me by a number of people. I wish to express my profound gratitude for the help, support and encouragement given to me during the study period. I thank God for sustaining and blessing me with wonderful people who have assisted me in the completion of this dissertation.

I thank Dr. Oswell Chakulimba, my supervisor for all his invaluable guidance, support, encouragement and patience. He gave me important suggestions, in the preparation of this dissertation. I am thankful to Mr. Jason Mwanza, for his valuable guidance in statistics, research methodologies and support to complete my dissertation, and to Dr. Vitalicy Chifewpa and Mr. Patrick Sakala for editing my dissertation.

I owe my gratefulness to all the respondents – the teachers at the selected schools, school managers, members of staff and the officials of the District Education Board (DEBS), Lusaka Office.

Special thanks go to my parents, the Late Professor Martin Kamwengo and Mrs. Maureen Kamwengo for motivating me, paying for my fees and encouraging me to complete the dissertation and always believing in me. I also owe thanks to my siblings Monica, Robert, Cynthia, Mary and Donald; for their emotional support and encouragement.

I also wish to thank all of my M.ED colleagues and close friends for their valuable suggestions to my proposal and encouraging me to complete my study. Lastly, my special thanks go to Mr. Buka Mulwila and Mr. Chris Mudenda for providing me with a computer to type my dissertation.

ABSTRACT

Given that teachers are in a position to assess their perception of teaching as a profession. The present study focused on high school teachers' perceptions of teaching as a profession and the factors that influenced their perceptions.

The purpose of this study was to investigate high school teachers' perceptions of teaching as a profession in selected high schools in Lusaka District. The study also investigated the high school teachers' perception of teachers' as professionals and the factors that influence their perceptions about teaching as a profession.

The study was conducted among high school teachers teaching in private, government and mission high schools in Lusaka District. Qualitative data from the teachers was collected through focus group discussions and semi structured interview guides which were used with individual deputy head teachers. While for quantitative data, questionnaires with both open ended and closed ended questions were administered among the high school teachers'.

From 79 high schools in Lusaka District, the study sampled 9 high schools, comprising of 10 government high school teachers, 10 private high school teachers and 10 mission high school teachers. A total of 100 questionnaires were distributed but only 80 (n=80) questionnaires were completed and returned, leading to a response rate of 80% percent. The participants included 31 (38.8%) females and 52 (52%) males. This was distributed as 29 government, 25 private and 26 mission high school teachers. Data collected was arranged according to the objectives. Quantitative data (from questionnaires) was analyzed using the SPSS statistical software package version 14 to generate tables of frequencies and percentages. The generated qualitative data were coded and emerging themes were grouped into categories using constant comparative analysis technique.

The study found that some of the factors which affected the perception of teaching as a profession among high school teachers included: salary, academic qualification, supervision, conditions of service, and the environment. The study also found that both the private and mission school teachers were considered to be more

professional because they were said to uphold professional standards in their practice, unlike the government school teachers. In the occupational professional rating exercise, the teachers ranked a high school teacher 9th out of 20 other occupations, categorising it as a profession.

Based on the findings of the study some of the following recommendations were made. The Government should assist schools to solve accommodation problems for teachers, in order to raise the professional status of a teacher and introduce a monitoring body to regulate teachers' activities and address issues of conduct, licensing, certification, professional standards, delivery of lessons, and disciplinary code (if teachers happen to commit a crime, they should be punished). The training institutions should regulate that all trainee teachers should undergo a standard number of years of training to produce quality teachers and screen applicants wishing to join teaching in order to uphold professional standards.

Teachers should change their attitude towards their occupation and reunite under one union with one voice that will address all issues concerning teaching. In addition the school managers, should orient themselves with the profession and professional development so that they are able to apply professional principles effectively in their administration; and facilitate the appraisals of all teachers and recommend (on merit) those who deserve confirmations, promotions and opportunities for further studies to motivate teachers in high schools.

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ACRONYMS

ADEA	Association for the Development of Education in Africa
BBC	British Broad Casting
DEBS	District Education Board Secretary
LATAZ	Language Teachers' Association of Zambia
HETAZ	Home Economics Teachers' Association of Zambia
HOD	Head of Department
ISAZ	Independent School Association of Zambia
ISTA	International School Teachers Association
MTAZ	Music Teachers' Association of Zambia
MOE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
PETUZ	Primary Teachers' Union of Zambia
PTA	Parent Teachers' Association
SESTUZ	Secondary School Teachers' Union of Zambia
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZAME	Zambia Association of Mathematics Teachers
ZANUT	Zambia National Union of Teachers
ZASE	Zambia Association of Science Teachers