

**LIVED EXPERIENCES OF TEACHERS IN LONG-DISTANCE MARRIAGE
IN SELECTED SECONDARY SCHOOLS OF CHOMA DISTRICT**

BY

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**A dissertation submitted to the University of Zambia and Zimbabwe Open University in
partial fulfilment of the requirements for the award of the degree of Master of Education in
Educational Management**

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AUTHOR'S DECLARATION

I, Kwalela Muwana, declare that this dissertation is my own work and that it has not been previously submitted by anyone at the University of Zambia or at any other University.

Signed: _____

Date: _____

APPROVAL

This dissertation by Kwalela Muwana is approved as partial fulfilment of the requirements for the award of the Masters of Education in Educational Management by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The purpose of this study was to explore the lived experiences of teachers on long distance marriage in Choma District of Zambia. The study was guided by the following research questions; what are the challenges faced by teachers on distant marriage? What are the factors that lead to distant marriage on teachers? What is the impact of long distant marriage on teachers and finally, to what are the attitudes of teachers on long distance marriage in the three secondary schools of Choma District? These questions formed the main basis for the achievement of the study's overarching purpose highlighted earlier. The three main factors that contributed to teacher's leaving apart were employment, promotions and transfers. The highlighted factors can stabilize a family. Family life is important in every society because it comes with positive benefits, which include good parenting, social fulfilment, economic balance, conjugal responsibility, among others. Despite the importance of family life and the benefits that come with it, government does not consider marriage values to be aligned to work. Certainly, the positive effects of marriage may not be ascertained by people who live apart on commuter marriage.

Lived experiences of teachers on long distant marriage are of concern. The aim of this study was to assess the lived experiences of teachers faced with long distant marriages and the dynamics on perceived marital as well as job fulfilment in Zambia. In order to assess the lived experiences of teachers on long distance marriage, three objectives guided this study that is; to assess the causes that lead to distant marriage on teachers, to explore the performance of teachers on long distant marriages and thereafter to establish teacher's attitudes towards long distant marriage. Six main components of teacher profession were: teachers' family life, parenting, availability on duty, performance, finances and communication.

This ethnographic and phenomenological research was conducted at three secondary schools of Choma district. Ethnographic study is defined as a method of qualitative methodology that lends itself to the study of the social interactions, and behaviours' of small societies, involving participation and observation over a period of time, and the interpretation of the data.

Finally, the following recommendations were made; need for convenient change of station process or by putting married workers in reachable distances. Redesign the conditions of service from individualized to a more family accommodative one, reduce on years to serve from one station from 4 to 2 years respectively. Furthermore, improve the teacher's conditions of service to allow them to run two homes amidst economic pressure. In as much as government desires to reduce on teacher pupil ratio in peri-urban and rural schools teacher motivation, is supposed to be the base of employment, retention and promotion. A happy and marital fulfilled teacher may increase high productivity as compared to a frustrated one.

Key terms: *Long distance marriage, deployment, promotion, transfers.*

DEDICATION

I dedicate this work to my late son Brighton Mutokola Junior, of blessed memory, may your soul continue to rest in peace.

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ACRONYMS AND ABBREVIATIONS

DEBS	District Education Board Secretary
LDM	Long Distance Marriage
PESO	Provincial Education Standards Officer
SHIRO	Senior Human Resource Officer
GBV	Gender Based Violence
PMEC	Payroll Management Employment Code
PSMD	Public Service Management Division
MoGE	Ministry of General Education
CPD	Continuous Professional Development
SPRINT	School Professional In-Service Training

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provides a background to the study, the problem statement, the objectives and research questions of the study. The conceptual and theoretical frameworks are also outlined. The limitations of the study are also looked at, the definitions of operational terms are presented and the summary is given to conclude the chapter.

1.1 Background

Some people pass through two main important phases in their life span that change their civil status permanently; birth and marriage. Marriage is a vital event in one's life. There are three types of marital unions in Zambia these are: customary marriages, Religious marriages and statutory marriages. A marriage according to Hawari (2013) is a bond between husband and wife by law, recognized by the law or custom prevailing there. The lines of inquiry in marriage have been broad and fruitful, shedding light on many aspects of life in the recent past: regarding demographic patterns, emotional bonding among family members, the economy of households, and more recently the interaction between families and their institutional environment (Anderson, 1995). In marriages, couples live together geographically and emotionally and settle down to child bearing and parenting while still advancing with their lives. This is not the case for Zambian employees, especially those in government. Living together as married couples has become a problem.

When posting employees, the government prioritizes availability of pay rolls vacancies (Chifungula, 2014) at the expense of family life. This situation happen at all levels is it transfers, promotion and deployment. Teachers who are married therefore, find it difficult to locate back to their spouses or rather facilitate the movement of their loved ones to within their geographical locations. This situation has led to teachers in Choma District to practices long distant marriage or commuter marriage. Therefore, the values of family life are somehow not fully accomplished and this may result to teacher demotivation at work. In developed countries, historical research in family life has one thing in common: it defines families as economic, social or emotional

Household- units containing parents and children, sometimes including servants, tenants or young employees. The social and emotional well-being of a worker has direct bearing on the input/ output in as far as their professional life is concerned, (Kariuki, 2014).

The question of lived experiences of teachers in long distant marriages has rarely been investigated, especially through qualitative studies. Most researchers have researched on other professions such as lawyers, soldiers, medical doctors, nurses, among others, leaving teachers out in most of their studies, (Swartz, 2005). Married life contributes positively to healthy, happy intact families; socially, economically, morally and otherwise wellbeing of human kind compared to distant marriage. Married couples may positively contribute to the country's development because of the concerted efforts that they put in together as husband and wife, unlike when they stay separately. In the sense that, family goals such as educating children, infrastructure development, family food security and others can be well achieved when families are united for a cause of purpose (Bowen, 2012). The benefits can spill over to a country at large. However, teachers who lack family bonds, especially occasional marital obligation encounters, may reduce their morale on professional input/output. The absence of blissful homes, as a result of staying apart among such married teachers or workers can affect the overall performance of learners negatively in our country.

Additionally, a strong family is a foundation of a responsible and a productive country. History has it that family growth is a source of sustainable human development, (Bennett, 2009). This can be achieved differently depending on what values a family may put in place. A father for example, provides the leadership direction to the family and the family follows diligently. Therefore, it may be difficult for a man to lead his family on remote control. This may result in promiscuous behaviour by either the wife or the husband, and soon children may follow suit, which in turn may lower the productivity of the family, the community, the country at large, and to some extent results to divorce. A high productive country has high economical turn over, which is a source of satisfied family life as well as nationwide. The purpose of this study therefore, is to assess the phenomena of lived experiences of teachers on long distant marriage in selected secondary schools of Choma District of southern part of Zambia.

1.2 Statement of the problem

Despite the importance of family life in a society and the positive benefits that come with it, teachers who come from long distant married homes live unfulfilled professional and marital life. The Ministry of General Education has over the years not considered family issues as the base of teacher motivation when recruiting, transferring and promoting teachers to different stations. This therefore, has had adverse effects on the performance of teachers in schools. If this situation is left to continue, it may result in lack of teacher preparedness, teacher absence to duty, low input/output, extra marital affairs and many others, which may lead to low work productivity. Teachers in long distance marriage may have various experiences which may include the aforementioned.

However, experiences of teachers in long distant marriage in Choma secondary schools are not known. It is for this reason that it has become necessary to explore the lived experiences that secondary school teachers' face in long distant marriage, in selected secondary schools of Choma. Teachers in long distant marriage face challenges like, economic, social, psychological, physical, and emotional, to some extent mental. Long distant marriage can be caused by unavailability of jobs in the local areas, educational advancement, promotion, marriage itself, and to some extent Job Conditions of Service. Because of the above reasons, teachers in this type of marriage arrangement become frustrated, as well as less productive towards work. They sometimes elude themselves from their fellow teachers who are living as couples in the same locational work station or towns. Teachers in long distant marriage seem to continue to experience problems caused by the System of the Ministry of General Education which has lacunas in deployment and promotion of these teachers, (Chifungula, 2014).

1.3 Purpose

The purpose of this of this study is to assess the lived experiences of teachers in long distant marriage in selected secondary schools of Choma District southern province of Zambia. In order to contribute to the retention and motivation of teachers at work and at home, so as to suggest ways of teacher deployment, promotion, transfers, and up-grading which is the base of long distant relationship.

1.4. Research Objectives

The study was guided by the following research objectives.

1. To assess the challenges faced by teachers on distant marriage in Choma district.
2. To explore the performance of secondary school teachers on long distance marriage in Choma district.
3. To establish secondary school teachers' attitude towards long distant marriage in Choma district.

1.5. Research Questions

1. What are the challenges faced by secondary school teachers on distant marriage in Choma district?
2. How is the performance in class as a result of distant marriage on secondary school teachers of Choma district?
3. What is the impact of long distant marriage on secondary school teachers of Choma district?

1.6. Significance

The aim of this study was to investigate the lived experiences of secondary school teachers in long distance marriage in some selected secondary schools of Choma district. Thus the study endeavoured to assess the existence of teachers in long distance marriage and the experiences they go through and then explore their professional performance. Thereafter, establish teachers' attitudes in long distance marriage .The findings of this study may help the Ministry of General Education, co- operating partners, policy makers and implementers ,the school organizations and other ministries at large identify the effects of long distant marriage on teachers marital life and professional performance.

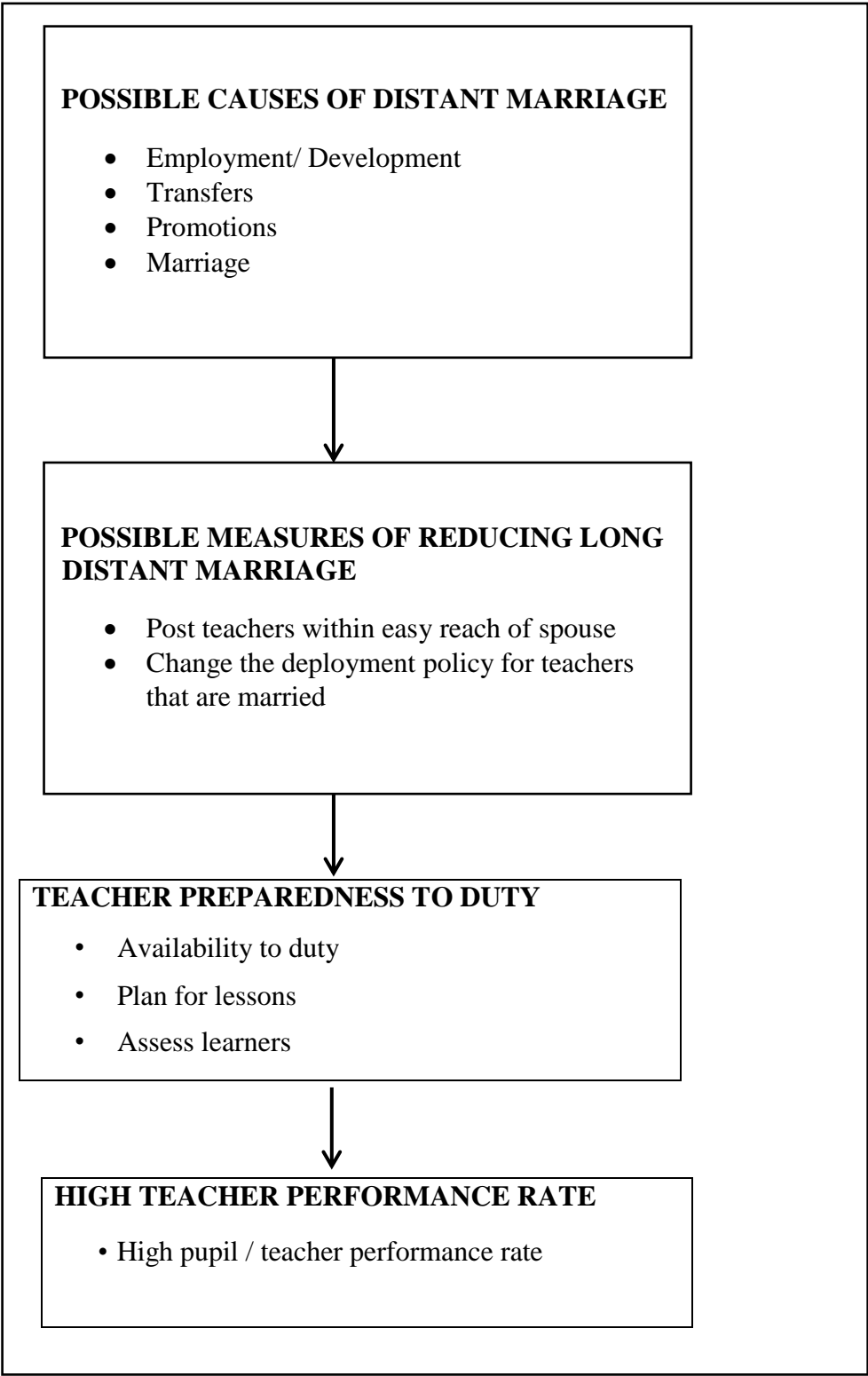
In addition, the findings of this study may also be used in devising acceptable measures to reduce long distant marriages in order to motivate teachers to produce acceptable results in their professional expeditions. The research will also contribute to the body of existing knowledge and may further help the ministry of General Education and the Public Service Management Division

in policy formulation. The research may also act as a motivation for further research on the topic.

1.7 Conceptual Framework

Long distant marriage is a union between couples which separates them by distance, which makes them geographically remote from one another locations, (Kariuki, 2014). Distance is classified in kilometres while location by a map. For example, a husband teaches at St. Mark's secondary school, which is 72 kilometres away from Choma Central Business Area, while the wife teaches or works in Choma town. Long distance marriage among teachers can be caused by different reasons, which will be further identified in this study. The current employment policy does not recognize an employee in relation to marriage but rather as an individual who is employed regardless of being married or not, (Chifungula, 2014). The same scenario happens on transfer, promotion and marriage of a teacher. Long distance marriage has left teachers frustrated, discouraged and demotivated. They argue that, the Ministry of General Education is more concerned with their professional input/ output without marrying it to family life. Teachers are spending more money on transport going to work, which was supposed to cater for their welfare. Given an opportunity to choose, they will opt to teach where their families are, than to have marriage on correspondence.

Figure 1: Possible areas that may cause LDM and the above submissions try to suggest measures that may reduce it



1.8 Theoretical Framework

The study adopts Maslow's hierarchy of needs and motivation theory.

The theory was propounded by Maslow, et al in (1943). It states that:

1. People are motivated to achieve certain needs.
2. Some needs take precedence over others.

The study was guided by Maslow's theory of Human Motivation, (Maslow, 1943). The theory argues that people are motivated to achieve certain needs and some needs take precedence over others, physiological needs, safety needs, love and belonging needs, esteem and self-actualization. Our basic need is for physical survival, and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us to go on in life. Motivation is defined as the strength and direction of behaviour and the factor that influence people to behave in certain ways (<https://nscpolteksby.ac.id>, retrieved on 25TH January, 2020).

Maslow's (1968) hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. The theory further postulates that, rather than reducing to a response to the environment, Maslow's (1970) adopts a holistic approach to education and learning. Maslow looks at a complete physical, emotional, social, and intellectual quality of an individual and how they impact on learning. A motivated teacher at work has a direct bearing on classroom performance. Before a teacher's professional goals are achieved they must first fulfil their basic physiological needs. For example, a tired and hungry teacher will find it difficult to focus on teaching. Teachers need to feel emotionally and physically safe, and accepted within the school environment and at home for them to perform and reach their professional potentials. The psychological needs of a teacher are of much importance. The intimate relationships and friendships play a big role in both the professional and family life of a teacher. The absence of aforementioned needs is so prevalent on teachers who are in long distance marriage.

Having outlined the theory, it is important to show how the theory relates to the study. Motivation is concerned with how the hierarchy needs of a teacher are met. When a teacher in a long distance marriage wants to join the husband or wife and he/she is given conditions to serve at a station for four years or until a payroll vacancy is identified, it will result to frustrations, as

this will act as hindrance to teacher motivation both at work and at home. Now the frustrations accrued will be placed on innocent pupils who may not attain their educational goals as a result of underperforming teachers, the end results are so unpleasant hence the low level turn-out in terms of performance.

1.9 Limitations

Culturally, respondents exhibited discomfort especially women as some of the questions posed requested them to bring out sensitive issues which were of need to the study. Some Administrators were not clear on whether teachers are to be maintained in long distant marriage or not. The study excluded teachers who were not in distant marriage. This qualitative / ethnographic study used interview protocols and observation checklist to collect data. Some respondents declined to participate in the study due to fear of disclosing family information to a stranger, as it was culturally unacceptable. Female teachers in this type of marriage showed high resistance of being interviewed, hence making the study biased towards men.

1.10 Delimitation

The study focused on selected secondary schools of Choma District. This was so because; it is an ethnographic / phenomenological study which was looking at a phenomenon of teachers on distant marriage in three secondary schools of Choma, over a period of one year. To observe certain behaviours of teachers who are on LDM. It was based on purposive sampling by directing the study only to teachers who are in LDM.

1.11 Operational Definition of Terms

The following terms are defined within the context of this study.

Couple: Husband and wife in a marriage.

Long distance marriage: refers to a marriage where one spouse lived in Mapanza while the other resided outside Mapanza.

Family: An institution comprised of husband, wife and children in a marriage.

Spouse: A partner in a marriage is both husband and wife who can express themselves without fear of judgment, work towards common goals and have influence over important decisions.

They are able to grow emotionally, psychologically, and spiritually as result of happy marriage.

1.12 Summary

This chapter introduced the study on exploring the lived experiences of teachers in long distant marriage in selected secondary schools of Choma District.it started with the background of the study, gave the statement of the problem. The objectives of the study and the research questions were also given. The conceptual and theoretical frameworks were also outlined. The chapter concludes by looking at the assumptions of the study, giving out some of the limitations and defining the terms used in this study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

To strengthen the arguments and prove the validity of conclusions drawn from the ethnographic phenomenological study, that surrounds lived experiences of teachers in long distance marriage. The researcher made use of available and relevant literature on the topic stated.

2.1 Marriage and family

Marriage is a legal and emotional commitment between two people who share emotional and physical intimacy, undertake tasks together, create wealth and utilize available resources, (Kariuki, 2014). It is a process that changes an individual from being one person in decision and thoughts to two different people who share life together. A marriage is a demographic event that joins two families to form a social network. Additionally, it is a legal contract between the couple and the state (Olson & De frain, 2003). It is also an arena where sexual encounters happen and procreation takes place. Therefore, certain conditions must be fulfilled and various things undertaken. These functions include socializing children in values of the society and also providing them with an opportunity to develop intimate relationships.

A family is a dynamic, multi-faceted entity hence the frequent change in meaning (Kariuki, 2014). When two people are in love, they come together and create a family. They publicly pledge to live together throughout their lives ensuring that their lives are articulated. Family members are also inter-linked together, so much so that if anything happens to any member of the family it has direct bearing on the other members' as well. A family is a fundamental social group consisting one or two members and their children. These people live in the same house, share goals, values and have long term commitments (Olson & Defrain, 2003).

Marriage is an important phase of human life because it ushers a person to a new life in terms of development and expansion of a family into a wider society (Boeh, et al , 1997). Marriage is based on truth that men and women are complimentary; the biological fact that reproduction depends on a man and a woman and the reality that children need a mother and a father, (Ryan, 2013). Redefining marriage does not simply expand the existing understanding of marriage in society's least restrictive means of ensuring the well- being of children. This is by encouraging the norms of marriage- monogamy, sexual exclusivity, and permanence. The state strengthens

civil society and reduces its own role. The future of marriage; depends on citizens understanding what it is and why it matters and demanding that government policies support, not undermine, the true marriage, (Ryan, 2013).

Marriage exists to bring a man and a woman together as husband and wife to be father and mother to any children their union produces. It is based on the anthropological truth that men and women are complimentary, the biological fact that reproduction depends on the availability of man and woman in a home, and the social reality that children need both mother and father. Ryan (2013) went on to say that marriage pre-dates government. It is the fundamental building block of all human civilization. Marriage has public purposes that transcend its private purpose. Government therefore, is expected to recognize marriage because it is an institution that benefits society in a way that no other relationship does. State recognition of marriage protects children by encouraging men and women to commit to each other and take responsibility of their children together in an intact family.

While respecting everyone's liberty, government recognizes, protects, and promotes marriage as the ideal institution for childbearing and childrearing (Sullivan, 1996). In recent decades, marriage has been weakened by the revisionist view that is more about adults' desires than children's needs. This reduces marriage to a system to approve emotional bonds or distributes legal privileges. This does not leave commuter marriage out of equation. The question is whether a father will be involved in the life of that child, if so, for how long. It is through marriage where the increase of the odds that a man will be committed to both the children that he helps create and to the woman with whom he does so (Allen, 2012).

Marriage connects people and goods that otherwise tend to fragment. It helps to connect sex with love, men with women, sex with babies, and babies with moms and dads. Social cultural, and legal signals, and pressures can support or detract people from the role of marriage in this regard, (Allen, 2012). According to Carvinon and Gallather, (2012) sex makes babies, society needs babies, and children need mothers and fathers. Connecting sex to babies, and moms and dads is the social function of marriage and helps explain why the government rightly recognizes and addresses this aspect of social lives. Gallather went on to develop the critical public or civil task of marriage as that of regulating sexual relationship between men and women in order to reduce the likelihood that children, (and their mothers, and society) will face the burdens of

fatherlessness, and increase the likelihood that there will be a next generation that will be raised by their mothers and fathers in one family under one roof.

Marriage is a uniquely comprehensive union of hearts and minds, it is also a bodily union made possible by sexual intercourse. A husband and wife make marital love and also make new life, so marriage itself is inherently extended and exclusive, (Ryan, 2013). Dads play important roles in the formation of both their sons and daughters. According to Rutgers University, sociologist Popenoe (1996) stated that the, the burden of social science evidence supports the idea that gender- differentiated parenting is important for human development and that the contribution of fathers to childrearing is unique and irreplaceable.

Marriage as the union of man and woman is upheld across cultures, religions, and time. The government recognizes but does not create marriage (Popenoe, 1996). Marriage is a fundamental building block of all human civilization. It is a natural institution that predates government, and society as a whole. This is so because marriage helps to channel procreative love into a stable institution that provides for orderly bearing and rearing of the next generation (Ryan, 2013). This understanding of a union of man and woman is shared by the Jewish, Christian, and the Muslim traditions; by Ancient Greek and Roman thinkers untouched by these religions; and by various Enlightened philosophers. It is also affirmed by both Common and Civil Law (Wilson, 2002).

Governments across the globe recognize marriage, as it is an institution that benefits society in a way that no relationship does. Ordinarily, every political community has regulated male- female sexual relationships. This is not that government cares about romance as such, but recognizes male- female relationships because these alone produce new human beings. Marriage is thus a personal relationship that serves a public purpose in political community (Wilson, 2002).

However, the breakdown of marriages costs taxpayers money because marriage benefits everyone. Therefore, separating childrearing and childbearing from marriage may burden innocent people, not just children but the whole community. Often times, the community must step into to provide for the well – being and upbringing of the people that may be affected. Thus, by encouraging the marriage norms of monogamy, sexual exclusivity, and permanence, the state is strengthening civil society and reducing its rode (Institute of America Values et al, 2008).

The erosion of marriage harms not only the immediate victims, but also society as a whole. A Brookings Institution study found that \$229 Billion welfare expenditures between 1970 and 1996

can be attributed to the breakdown of the marriage culture and the resulting exacerbation of social ills; teen pregnancies, poverty, crime, drug abuse, and health problems,(Sawhill,2000). Civil recognition of marriage union of a man and a woman serves the ends of limited government more effectively, less intrusively, and less cost than does picking up the pieces from a shattered marriage culture, (Ryan, 2013).

2.2 Perspective of Long Distant Marriage

Ordinarily, a married couple is expected to stay together in Choma town, which is in close geographical and social proximity, but currently in United States of America couples stay apart most of the time. The couples decide not to stay together or undergo long distance marriage due to a variety of reasons, and one of the reasons is work (Chege, 2012). To the contrary, in Zambia workers are not given an opportunity to decide where they would want to work from, as that is the preserve of their authorities. Not only that, the employment system of nowadays does not favour married people to work in the same locality but rather availability of vacancy in order to lessen over-employment in certain localities especially cities. The husband and wife will be living separately, in different homes, and even different cities in order to meet the demands of their jobs. Those who live and work like this in marriage are generally agreed to return and meet the family at certain times adapted to their work. A marriage of this kind is known as commuter marriage or rather distant marriage (Gichinga, 1999).The husband and wife will be living separately, different homes, and even different cities in order to meet the demands of their jobs at the expense of their families. Those who live and work like this in marriage are generally agreed to return and meet family at certain times adapted to their work and suited it to family values.

A long distance marriage can be described as a union where spouses live in separate geographical locations in kilometres, country or continent for short or long durations, (Kariuki, 2014).The term distance is also applied to the emotional state of the relationship. Long distance marriages are fragile, delicate and a handle with care units, where members are at crossroads in many areas of their lives especially when individuals make critical decisions (Brown, 1999). Failing to handle the issues in families can lead to irreplaceable damage to members.

Marriage is a dynamic unit bringing together two people from different origins. Since they have two different personalities they are bound to disagree on issues. Couples living together handle their issues as they come unlike those in long distance marriages who have to wait for long

periods before they can comprehensively resolve their issues. ([Http://marriage.about.com](http://marriage.about.com) retrieved on 7th February, 2012). A family has different roles that enable it to operate as a whole unit. Some of these functions include conjugal relationships between the couple, procreation, parenting, wealth creation and communication.

Values, observation of rules and arena for life skills are best inculcated in a forum of a family (Meier et al, 2004). The situation may be difficult when a spouse is away for a long period of time, roles are reversed and this has an impact on all areas of family. Projects like building, farming and business firms may stall or take long due to unprecedented flow of funds. Togetherness in couples physically can enable the couple to implement the role of procreation which may not be fully attained when the spouse is absent for a long time. The situation may lead to wide gaps in child spacing or miss the opportunity to have even one child. Beliefs and values guide sexual behaviour between couples (Williams, Sawyer and Wahlstrom 2006). Sexual fulfilment is a very important ingredient of a healthy marriage (Harley, 1994). It serves a number of purposes such as; recreation, communication and procreation (Wright and Roberts, 1997). Results of unfulfilled sexual needs have been known to contribute to infidelity in marital relationship. Sexual intercourse in marriage cannot be overemphasized given its vital role in marriage, (Kariuki, 2014). Procreation has led couples to seek help elsewhere to achieve the objective of bearing children especially in long distance marriage.

Long distance marriage has a background which is associated with the lifestyle and behaviour of people, (Schramm, 2003). It has become common however, with the high number of couples who have identified with travelling abroad or in different government locality for greener pastures. Some teachers of Choma work in rural schools in order to attract allowances such as rural hardship which helps them to accumulate better salaries. Also, teachers in rural schools engage themselves in farming activities that enables them to balance their food well and financial security. Teachers in these schools sell milk to processing plants, spread around their country as well as local co-operatives stationed around them. On the other hand, proceeds from these agriculture businesses support families financially while the surplus is invested in other areas for future use.

However, as much as working in rural areas attracts lucrative salary most teachers opt to leave the rest of the family in townships reason being that their children are supposed to go to descent schools and grow in a modernized environment. In this scenario, long distance marriage can be

inevitable. The situation therefore, has made rural teachers fail to be present on duty on time or everyday due to continuous mobility in the quest to balance family life and professional productivity.

Teacher absence is one of contributing factors to low percentage rates in Choma secondary schools. This has reflected on the results analysis of grade 9 (nine) 2019 where school “A” secondary school recorded 85 percentage pass rate, secondary school “B” 100 percentage and school “C” secondary 80 percentage, respectively, (www.ecz.2019.zm). The relationship between teacher presence and quality performance cannot be over emphasized, teachers who are present in schools are able to plan their work effectively and put their plans into action through teaching, assessment and evaluation. On the other hand, there is a link between work and family life, a satisfied teacher emotionally, physically and otherwise is a productive one professionally.

The government of the republic of Zambia should consider family bond as matter of priority when employing married teachers to promote high rate turn over. Male and female teachers have different emotional needs hence diverse ways of meeting them for example, a wife values affection shown by her husband. This is evidenced by affirmations, touching, kisses and hugs. The importance of affection in a woman symbolizes availability of security, protection, comfort and approval. It also signals a husband’s presence physically, a valuable ingredient for a wife’s wellbeing (Harley 1997). Marriage should be practical in terms of help and affection for enduring love (Hunter, 2000).

A family is a system. Murray Bowen (1999) in his family systems theory viewed the family as an emotional unit and uses systems thinking to describe the complex interactions in it. It is a natural thing that members of a family are emotionally connected and affect each other’s thoughts, feelings, and actions to a point of being perceived as one. Such families seek each other’s approval and support each other’s needs; a change in this structure can be reciprocal change in the functioning of others as well. Therefore, the connectivity and reactivity makes the family members interdependent. So this emotional interdependence certainly promotes cohesiveness and cooperation among members. The opposite results in members becoming anxious, distressed, withdrawn and isolated (Kariuki,2014).The absence of a spouse in long distance marriages leave members lonely, experience difficulties in interpersonal relationship and lead to depression, alcoholism, extramarital affairs, boy/girl child sexual molestation, among others.

Maslow's theory (1997) on human need re-affirms the family systems theory. He stated that people are motivated to achieve certain needs and some needs take precedence of others. He named his model as a five-stage model which is a pyramid; physiological, safety, love/belonging, esteem and self-actualization. A family has a direct link to the achievement of these needs for example, a good home is able to provide nourishment of the family, accommodation and love which will lead to self-esteem and actualization. The depth of this theory is extensively looked at on the theoretical framework of this study.

2.3 Divorce

A long distant marriage certainly has impacts for those who live it. Research conducted by Schwartz in America (Chege, 2012) has revealed that the life of a commuter or long distant marriage could have negative effect on the relationship of a husband and wife, and could increase the risk of divorce as much as 40% higher than none long distant marriage partners. Schwartz study was on the marriage phenomenology of commuter marriage spouse. He used a qualitative method research on 3 (three) pairs of couple practicing commuter marriage, which had minimum of 5 years and had at least one child. In his research, results had shown that wives tend to experience dissatisfaction in marriage, while husbands feel quiet happy in the marriage. The reasons being that marriage couples that do not have time to be together, have less time to communicate, and as a result become more stressful. This can consequently lead the relationship to divorce.

2.4 Distant Marriage results to Loneliness

The absence of a spouse in a home can bring about loneliness. Handayani (2015) has added that the commuter marriage couples experience loneliness and lack of social support. What Handayani proposes is in line with Cohen (2000) who states that the commuter marriage couples often feel lonely and frustrated. In addition, Wismanto (2017) has stated that the loneliness opens the couples' possibility for interest in other people than their partners. The three scholars have affirmed that, commuter married couples experience some level of loneliness and frustration. This may directly affect the workers, teachers inclusive as they perform their professional duties. In other ways, such teachers may fail to plan, teach and assess in time or not work at all during the time when they want to be with their spouses.

2.5 Economic Impasse

However, ideologies that promote demographic patterns of life are slowly raising women's position in the household and their chances of economical and emotional survival (Ryan, 2013). One major effect of demographic movement is that both men and women struggle to cope with the absence of either a wife or a husband in a home. This has adverse repercussions on the input/output of their profession, as well as social life. In European urban societies, relatively large groups of women and their families find it hard to cope, temporarily or permanently, without a male or female (adult) breadwinner, the presence of parents in a home is an important aspect to family's economic stability, (Wilson, 2003). The woman's economic dependence/ independence are central in shaping gender inequality in society, (Hobson, 1990). In her study, she cited that the power in decision making in the households is dependent on the economic power of a person. When women are economically empowered, they are fewer problems in the family because both husband and wife may put concerted efforts to achieve economic family goals. So, regardless the location of the job or business fortunes, a couple freely accepts to adapt.

In a contemporary world both male and female engage in productive employment in order to improve their economic status as both are co-providers /dual earners in the quest to reach self-actualization, (Wright & Roberts, 1997). Employment is a major factor for outward mobility with the primary motive of teacher couples living apart being financial stability, career advancement, education, and others, (<http://www.networkplaces.com> retrieved on 7 th February 2012). Economic changes have affected the family in different ways currently. The changes include; long-term inflation and the decline in purchasing power (Williams' et al, 2006).The salaries of teachers are over- burden by the high cost of living and high inflation rate. Teachers are so over- whelmed with the difficult economic environment which makes them difficult to manage families, 'especially two homes.

To improve the living standards of living, teachers in Choma district engage themselves in entrepreneurship skills. In as much as they balance their time between professional work and economic businesses, the pressure may reduce on their interest to work.

2.6 Child Upbringing

The absence of parents in a family may result in poor parental guidance. Children cement marriages and as such there is need for parental guidance throughout their growth, (Wesonga,

2012). Additionally, the presence of children in an African home is a sign of complete happiness and fulfilment. Therefore, when parents are not always together, it may be difficult to achieve complete family life because not all days are reproductive days. This may lower the population growth of the family and the country at large. Furthermore, any event that permanently denies a child the presence and protection of a parent jeopardizes the life of that child. A critical function of the family is parenting, this role must be absolutely be undertaken by both parents. This is because learning takes place in a home through parents.

The absence of parents leads to formation of dysfunctional families. These dysfunctional families produce four types of children namely; family Hero, who possesses negative traits such as workaholic, the scape goat who is hostile, gets angry easily as well as displaying other negative traits, lost child and a loner, mascot child who is fragile ,immature and needs a lot of protection and assurances from parents (Gichinga, 1999). The styles in which parents interact with their children are categorized in four namely; authoritative, indulgent, permissive and authoritarian. These styles have a major impact on child behaviour of children, (Meier, et- al 2004).The role of parents and care givers is critical in producing well balanced children. Behaviourist Powell (2004) viewed human beings as producers and products of their environment. That means that, what children observe from their parents, is replicated since males and females impart skills and competences that lead to formation of high performing children. Parents should therefore, provide the children with autonomy and self-reliance which is critical for the success of those children within and outside the family context, (Williams et al 2006, Saccombe 2005 and Meier et al 2005).Children feel secure in a home environment which has reliable and predictive routines.

The African value of children is directly opposite to that of America who views women's independence in the job market regardless of where the family is of great importance than parenting,(Swartze,2005).In America, a glimpse into the meaning of family disruption can be found in the growing children's literature on family dissolution. Rules that are associated with child rights have given so much power and independence to children there. Parents have little or no say to their children because of these Rights,(Popenoe, 1996).On the other hand, women have the right to chose where they would like to work from in order to enhance their economic independence.

2.7 Women's Financial Independence

The call to women's independence financially has in the long run contributed to distant marriage. Currently, women choose lucrative jobs at the expense of family, hence the demographic movements (Sawhill, 1999). Feminists, who had long argued that the path to greater equality for women lay in the world of work outside the home, endorsed this assumption. As a matter of fact, for many times, economic independence was a stepping stone to freedom from both home and marriage. As women begin to earn their own money they are less dependent on men or marriage, and marriage diminishes its importance. The marriage bond is supposed to be enhanced by every institution in order to promote family life at all levels.

Gainful employment can lead the woman to work and become a source of livelihood for husband and children left behind, (White & White, 2011). Economic impasse can reduce when any of the couple finds employment which has a benefit of power. Money primarily is a source of power in families as it creates independence and freedom from others hence reducing the dependency syndrome. Love can be enhanced better when the couple is financially stable because they are able to make any financial demand without limitations, (Williams's et al 2006). Employment is viewed therefore, as a way of empowering women financially. However, employment outside matrimonial home can have positive or negatives effects on teachers' families in long distance marriage.

2.8 Family Satisfaction

Instead of negative impact, the positive is also perceived in the commuter marriage, Dahl (2013). Dahl states that the commuter marriage does not necessarily bring a bad effect on the couple. The study has found out that the marital relationship that lived remotely would make their relationship become increasingly more powerful, there is equal participation, commitment and mutual trust rather than couples who do not have a remote relationship. Positive commitment is evidenced by the presence of trust, honesty, dependability and faithfulness. Spending quality time together as a couple provides the spouse with an opportunity to learn from each other and thus deepening understanding, (Sulivani, 1996). A family in long distance marriage should have the view to cope with stress and crises brought by physical separation. This is on how well they are able to adapt to situations, resilience, and openness in sharing issues, resolving conflicts and seizing opportunities. Family members should also be able to care for their spiritual life by

having faith and hope, humour, compassion, shared ethical values and oneness with human kind (Olson & Defrain, 2003).

Couples who live in different locations may be able to meet their financial goals, for example, rural settings in Zambia attract more allowances compared to urban. Certainly, the possibilities of couples making huge investments can be high because of advantages of farming, ranching, serving income which will benefit the whole family. To the contrary, lack of proper planning as couples can bring fights which may result to gender based violence. Married couples who fail to plan together financially or otherwise may open their marriage to Gender Based Violence (GBV). This may be as a result of suspicions of extra marital affairs in their absence.

2.9 Gender Based Violence (GBV)

The above assertion is different in Zambia because, high rates of gender based violence in marriages may be reduced when couples live apart, (Daily Mail, 2017). In Zambia, a high rate of gender based violence (GBV) may be reduced when couples leave apart from each other. A lot of lives have been lost as a result of solvable problems, such as financial pressure, high demand from extended families, extra marital affairs to mention but a few, (Wafula & Gisesa, 2014). Long distance marriage can help to lower such family pressure in the view that both work independently and run their homes unless they decide to meet as they would want. Not only that, the absence of both partners may create a blissful re - union when they meet, it may be honeymoon for ever. However, communication constraints can tear apart happy married couples.

2.10 Communication

Good communication is a by-product of marital satisfaction. Married couples, who continuously talk to each other, can reduce pressures of life by constantly ironing out family problems. Further, communication skills can enhance effective conjugal achievement which in –turn promotes efficiency in every area of a couples’ life. However; a research in Indonesia (Manning, 2003) on Indonesian Armed Forces (TNI), has identified the presence of constraints in communication. The distance rises less intensive in communication, thus giving to negative thoughts, mistrust and misunderstandings that lead to couples to a conflict. Dewi & Sudhana, (2013) add that the on-going conflicts make couples relationship apart. For the pairs of long distant marriage the roles and responsibilities will be much heavier because they do not face and

bear them together Sheri & Strit, 2012). Couples who live together undoubtedly have to adjust each other all the time and need to share roles well. So couples who are apart as physical may not attain it. This can certainly influence satisfaction and harmony in the pairs of commuter marriage.

One type of works that provide frequent rotation that splits a husband and a wife can be found in the Indonesian Armed Forces (TNI). Separation can probably be avoided if the soldiers bring the family to move, but it is not always possible for some reasons. Therefore, some families choose to live in a fixed city, while the soldiers keep moving to different areas. Based on the fact above, it is very interesting to know how relationship of husband and wife in the Indonesian Armed Forces (TNI) fair because of separate geographical locations.

Communication plays a key role in the welfare of the family in it being verbal or non-verbal (Sawhill, 1999). Non- verbal communication is based on internal inferences and is expressed externally. Gender difference is an important aspect of communication in marriage. Jane Tear (cited in Meier, 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 focused on responding. They are conservative to information about themselves than women. Women on the other hand, use communication in an effective way in the faith of establishing friendship. They use body gestures, eye contact, and facial expressions in order to pay much attention to the speaker to an extent of taking details, voice tone and expressions of the speaker. They seek clarity on matters of importance in order to enhance the understanding of another person. Women folk inter –connect as they speak to each other, (Olson and Defrain, 2003). Lack of communication can result to weakening the already vulnerable teachers' marriages.

Communication is vital to family welfare on distance marriage since it promotes understanding and wholeness between spouses. Fritz in (Hana & Dittmer, 2004) Gestalt therapy explains the concept of wholeness. Wholeness refers to the individual's total experience- physical, sensory, emotional and intellectual. In his assertion an individual's non- verbal communication is often indicative of the real message which she seeks to convey to herself and others. The situation may not be possible in a long distance marriage to use non- verbal communication, unless through the use of technology. The position can be difficult especially to rurally and remotely placed teachers.

Visual connection is another important tool for effective communication in the welfare of families in long distance marriages. Visual communication is done through the use of various form of technology that includes internet- Skype and enable people to communicate in real time. This makes the couple to keep good memories of the physical changes occurring to spouses. Pictures in a form of photographs are also good for communication because it keeps people together .Where this networking in communication lacks, spouses may get disappointed when they meet physically as they observe the current situation. Married couples are expected to use all forms of communication so that marriages can as blissful as possible.

2.11 Modernization

African homes are slowly discarding their values of family life through the theory of Modernization. Families no longer value the power that lies in a family bond in a quest to meet economical, material, firm or accrued status, which is directly opposite of African values on marriage and family life. African man and woman are trained on family bonding as their responsibility and do not accommodate child and human rights in its setting. This has been as a result of political influence that each country embraces on citizens. Political ideologies in most African countries surround western forms of leadership. In early 1990's institutions of higher learning were few in many African countries. This is a factor that contributes to individuals travelling abroad for further studies (Kariuki, 2014). Others travelled abroad for greener pastures, as a result of economic challenges. Certainly, availability of vacancies in different towns of the country makes it difficult for families to blend well together when a man and woman are far apart.

2.12 Reasons for Marriage related literature

Human beings get married for varied reasons such as, for companionship, emotional support, sexual fulfilment, procreation, among others. These have a crucial role in a couple's lives as it cements a couple's relationship. Distant marriages contribute to high level of girl or boy sexual molestation as a result of lack of frequent sexual intercourse between married couples, so men and women resort to getting sexual relief from young girls and boys. The absence of a man or woman in a matrimonial home can be a source of promiscuity among couples. In addition, Sexually Transmitted Infections (STIs) and HIV/AIDS are more prone in distant marriages and if

not handled well they can cause marriage breakdown or escalate the figures of the already infected population.

Every marriage has its own expectations, strengths and weaknesses. The real expectations must be accomplished in a functional family. The strategies utilized in a family, determine whether the marriage survives or scrambles under the pressure of weaknesses. A couple is expected to prepare for the absence by defining what needs to be put in place as milestone to the family as well as weighing what is important to them before they travel back to their stations. The success of a long distance marriage largely depends on how each individual perceives the temporal separation. Mutual trust must be cardinal in order to continuously maintain peaceful marriage regardless of it being on distant.

In Kenya, long distant marriage is common to those that migrate to other countries either for education advancement or greener pastures. A study by (Ryan,2013) reveals that many couples do not live together, but in a distant city, and are called along distant marriage. He found out that women in these marriages were not getting marital satisfaction. A woman or man may fail to accomplish their goals in life if marital satisfaction is missing. In addition, Kariuki of University of Nairobi Kenya, pointed out that long distance marriage geographically separates couples locations in kilometres, country or continent for short or long durations, (Kariuki, 2014). The separation normally causes disturbances to both professional and marital life. In the sense that, insecurity on partners, may play a negative role to their work or marriage effectively. The study is not different to our Zambian scenario; the couples on distant marriage fail to conform and comply with this type of marriage, as it is rather burdensome and difficulty to manage.

A study which was undertaken by Ntseane, (2004) in Botswana highlighted the trauma of transfers on teachers' families. In his findings, he suggests that transfers are a source of great strain when separate residences have to be maintained as a result of the transfer. Generally, couples enormous challenges in their marriages, such as, difficult in parenting at a distance as well as financial burdened due to maintaining two separate homes. In the study needed literature on the impact of personal transfers was provided in order for policy makers and practitioners to have a sound information base for the development transfer policy that takes families into consideration.

In Zambia, deployment and postings is one of the contributing factors towards broken marriages. Teachers are posted to mostly rural schools, far away from their matrimonial homes and provinces. They are given four (4) years to serve before they apply for transfers. Many teachers fail to resist the temptations of extra marital inferences which are the cause of marital breakdown. Lack of many job opportunities and poor political will makes it difficult for employees to have a choice of employment around their matrimonial boundaries. The situation was different in the colonial, post-colonial, independence and in the third republic because family life was also the base when it came to transfer, promotion and deployment of teachers. When a husband is promoted or transferred to another station the wife automatically will be transferred as well. Currently transfers are accorded on the availability of PMEC vacancy in the named town.

Marriage was highly valued so much so that, when a wife is promoted or transferred to another town, the husband is given a place to work from there and vice versa. However, the situation is different now because teachers find it difficult to join their spouses' in-case of transfer or deployment. A teacher takes so much time or rather fails to join her spouse in the name of service. This reduces on teacher input / output and happiness. As much as government desires to increase teacher-pupil ratio, the social and economic fulfilment of teachers must be a matter of priority. The economic state, does not give room for teachers to running two households. This can be a source of conflict because basic needs are rather too expensive.

Furthermore, child up-bringing in the absence of both parents puts children in an awkward situation especially on moral up-rightness. African values are evolved around child bearing and moral up-bringing. The absence of both parental guidance, compromises on some of those values. This makes it difficult for men to continue to take care of the children alone hence opt to divorce and re-marry.

Zambian nutritional levels are not adequate in households that have no women. The problem of distant marriages cannot be over emphasized. House Helps fail to prepare delicious meals for the family compared to the wife. The maids that manage to prepare delicacy meals sometimes end up taking over marriages from their mistresses due to the teachers' absence, (Daily Mail volume 15, 2017).

Whereas the issues highlighted above not necessarily unique to families in distance marriages, the absence of a spouse created unique challenges to these families hence this study. This study therefore, was to assess the phenomena of lived experiences of teachers in long distance marriage on selected secondary schools of Choma District, how it could have contributed to unfulfilled family life and may have lowered professional proficiency in terms of output/input and thereafter suggest what can be done to overcome these experiences.

2.13 The Identified Research Gap

There are a few studies that have been done on Long Distance Marriage on workers, but less or little has been done on lived experiences of secondary school teachers of Choma district in particular. Thus this research endeavours to fill in the gap by carrying out a study on exploring the lived experiences of teachers in long distance marriage in selected secondary schools of Choma District.

2.14 Summary

This chapter has reviewed various forms of international and local literature on distant marriage. It has reviewed women financial independence in America as a result of distance marriage. Furthermore, it related to the effective communication among armed officer's families in Indonesia. Career development, education advancement and greener pastures were the base for distant marriage in Kenya, which resulted to loneliness in the quest to meet the aforementioned areas of development. In Zambia, gender based violence may be reduced as a result of distant marriage in the sense that tension among couples is not rampant on LDM couples as compared to those living under one roof continuously. However, exploring the lived experiences of teachers on long distant marriage was rarely tackled especially in selected secondary schools of Choma District. A review of this study has been done to bring out the uniqueness of this research.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter presents the methodology used in the study. It started with the description of the research design employed, the target population for the study, sample size, sampling procedures and how data was analysed. Ethical considerations are explained and finally, a summary is drawn.

3.1 Research Design

A research design refers to a plan of how one intends to conduct a research (Lincoln & Denzin, 1996). For the purpose of achieving the objectives of the study, the researcher chose to use an ethnographic /phenomenological study research designs which are qualitative in approach. The ethnographic approach was used to enable the researcher to closely examine the group within a specific context for a period of one year at three schools in Choma District where the researcher works. The researcher also used phenomenological design to collect data in all schools.

This study applied ethnographic and phenomenological approaches, which aim to uncover the psychological, emotional and cultural dynamics of marriage, especially marital and professional satisfaction as explained earlier. It used qualitative research design. According to Denzin and Lincoln, (1994), qualitative research is the use of multi-methods in its focus, involving, and naturalistic approach to its subject matter. This attempts to study things in their natural settings attempting to make sense, or interpret, phenomena in terms of meanings people bring to them. It also, aims at publishing research in a qualitative form not quantitative one. The aim of methodology is to describe and analyse the methods used throwing light on their limitations and resources, clarifying their pre-suppositions and consequences, relating their potentials to the light zone at the frontiers of knowledge. It is aimed at renting generalizations from the success of particular techniques, suggesting new applications, and to unfold the specific bearing of logical and metaphysical principles on concrete problems, suggesting new formulations, (Marion, 1997).

Qualitative research design was relevant to this study because of the nature of the study which is phenomenological and ethnographical. Phenomenological research is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group (Creswell, 2013). Ethnographic research is a type of qualitative research that gathers

observations, interview and documentary data to produce detailed and comprehensive accounts of different social phenomena ([https:// www.research.net](https://www.research.net)). The research design used was ethnographic by observing the trends of teachers at one school where the researcher works, as well as phenomenological by focusing on the lived experiences of teachers in distance marriage. They were important to this study because it explores the culture that surrounds people and the common experiences that they go through. The researcher also used phenomenological research design to gather data on teachers who are living in long distance marriages.

3.2 Sample and Sample Size

Target population refers to all members who meet the particular criterion specified for a research investigation (Alvin, 2016). The Study covered male (8) and two female (2) who were 25 years and above, three (3) Head Teachers, one (1) SHRO, one (1) DEBS and one (1) PESO. According to Kothari (2011), a sample size is defined as group of relatively smaller number of people selected from a population for investigating purpose. The members of a group are called participants. This study consisted of, 10 teachers who were 25 years and above, 3 Head teachers, 1 Senior Human Resource Officer, 1 District Education Board Secretary, and 1 Principle Education Standards Officer. Thus this sample size that the research picked is sufficient to provide the much needed information for the research. This according to Rwegoshora (2006), who posits that the researcher can choose the number that he or she feels sufficient to form a sample.

3.3 Sampling Procedure

The process through which a sample is extracted from a population called sampling. In the investigation, it is impossible to assess every single element of a population so a group of people (smaller in number than the population) is selected for the assessment. On the basis of information obtained from the sample, the inferences are drawn for the population. The more the sample representative of the population, the is the accuracy of the inferences and better are results generalizable .A sample is said to be represented when the characteristics of elements selected are similar to that of the entire target population (De Vos, 2005).

In this research purposive sampling (maximum variation) was used on respondents such as Head teachers and while snowballing was used on teachers in long distant marriage. According to

Alvin (2016), when using purposive sampling the sample is approached having a prior purpose in mind. In addition, observation checklist was also used on one school to observe trends on the reporting, teaching and behaviours' of teachers in long distance marriage at the named institution.

3.4 Research Instruments

The study used open and closed structured questions interview protocols for the phenomenological design method and observation checklist for the ethnographic design method as research instruments in data collection. The researcher used open and closed structured interview protocols to collect information from teachers who are in long distant marriage; the same was done to Head teachers, SHIRO, DEBS and PESO. In addition an observation checklist instrument was used to observe the lives of the teachers in long distance marriage in the three schools.

Interviews are widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings of reality. Based on the degree of structuring, interviews can be divided into three categories; structured interviews, semi-structured interviews and unstructured interviews (Fontana & Frey, 2005). Certainly, observation checklist is another type of instrument which was used to help those who are being observed and those who are observing.

3.5 Validity and Reliability of the Instrument

Reliability refers to the extent to which the questions are able to elicit similar responses. Validity refers to the extent to which the research instruments are able to address all the research objectives (Brynard and Hanekom, 2006). The interview protocol was tested for reliability during the pre- test to ensure that respondents understood the questions. The observation checklist was formulated in an easy way, so that the observer was able to record information accurately (Creswell, 2006).

3.6 Data Analysis

Data Analysis refers to examining what has been collected in a surveying experiments and making deductions and inferences. It is a manipulation of collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study, it

involves uncovering underlying structures, extracting important variables, detecting any variance and testing any underlying assumptions (Rwegoshora, 2006).

In this research, data was analysed qualitatively as the open and closed structured interview protocols and observation checklists were used for data collections. Thematic analysis was used to organize common themes or patterns that emerged from the responses from the interview protocols and observation checklists from the participants and schools so that appropriate conclusions would be made.

3.7 Ethical Considerations

The researcher ensured that the study was clearly explained and made known to the participants and that there were no emoluments or incentives attached to this study, thus the research was purely academic. The researcher also assured that the participants of their confidentiality and anonymously as no names would be published and that their responses would only be known by the researcher and that no data provided would be attached to the respondents. The information obtained was solely for academic purposes. The researcher did not force participants to be part of the study; consent was sought from respondents to be involved in the research. Only those that were willing to participate in the study were engaged. Those who declined were respected too. There was no harm experienced by the respondents attributed to their participation in the research. This was so because the researcher made sure that the research topic was strategically selected to make sure that that there was no harm whatsoever to the respondents.

3.8 Summary

This chapter outlined the research design, target population size, ethical considerations, and methods that were used in the collection and analysis of data in some selected secondary schools of Choma .The next chapter focuses on the research findings from the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

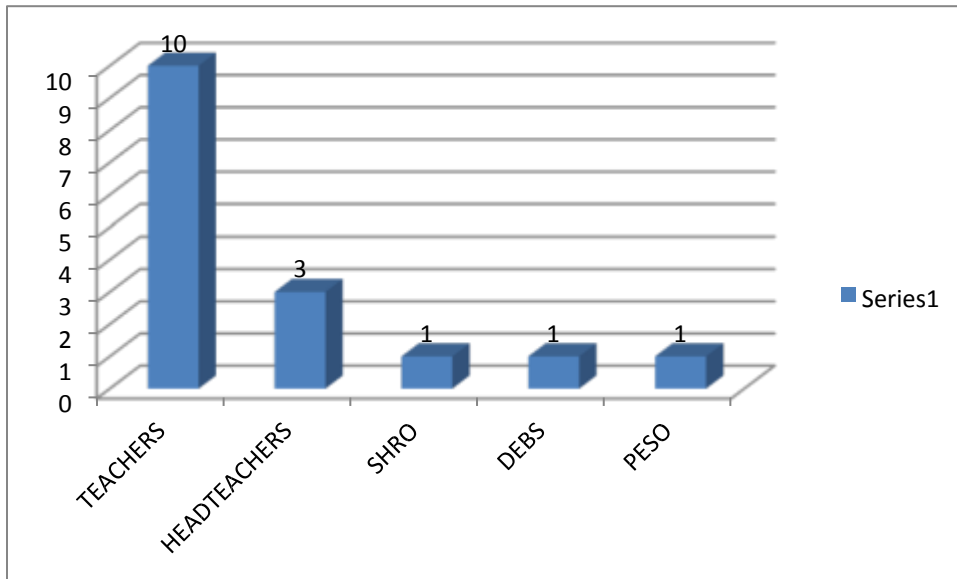
The previous chapter looked at the research methodology of this study. This chapter presents the findings of the study. The researcher was interested in knowing the views of the respondents on their lived experiences in long distance marriage of secondary school teachers on selected secondary schools of Choma district. The findings are presented line with the research objectives of the study. Actual words said by the respondents have been used as much as possible in the descriptions.

4.1 Research Objectives

1. To assess the challenges faced by teachers on distant marriage in Choma district.
2. To explore the performance of secondary school teachers in long distance marriage in Choma District.
3. To establish secondary school teachers' attitudes towards long distance marriage in Choma District.

This section gives a presentation of the demographic information of all participants who took part in the study.

Figure 2: Demographic Profile of Respondents

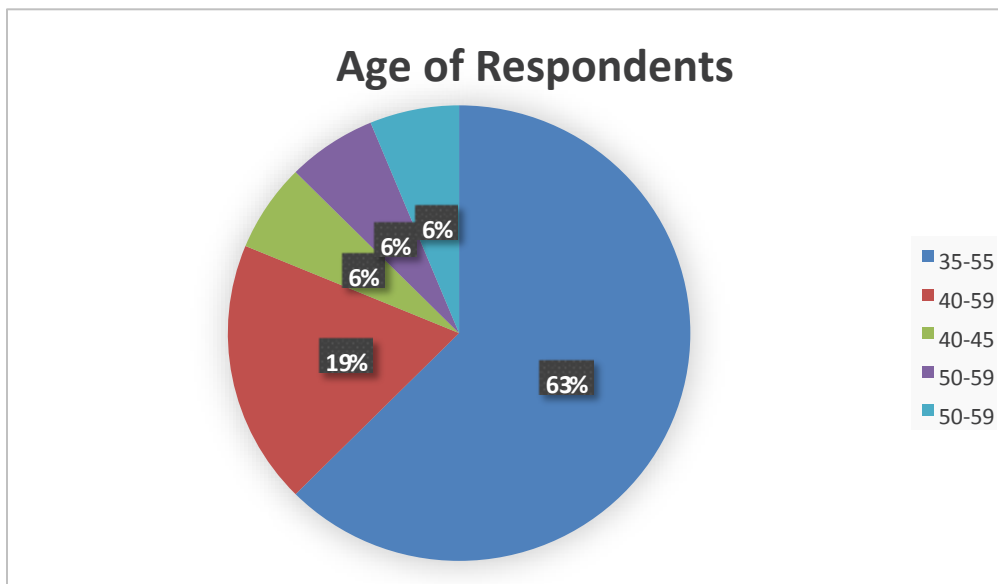


Teachers in LDM Head Teachers SHRO DEBS PESO

Source: Field Work, 2019

The researcher interviewed, 10 teachers are on distance marriage 8 male and 2 female, 3 Head Teachers, 1 SHRO, 1 DEBS and 1 PESO.

Figure 3: Respondents by Age



The total number of respondents was 16, 63% of respondents were above 35, those between 35 and 55 accounted for 63%. 19% of respondents were those between 40 and 59 while those between 40 and 45 accounted for 6%, those between 50 and 59 represented 6% while those between the age of 50 and 59 the total number of respondents.

Table 1: Respondents Views on Challenges faced by teachers on LDM

RESPONDENTS	AGREE TO THE CAUSES OF LDM	DISAGREE TO THE CAUSES OF LDM	
HEADTEACHERS	8	2	
SHRO	10	0	
TEACHERS	4	6	
DEBS	5	5	
PESO	2	8	

The total number of respondents was 16, 10 teachers, 3 Head Teachers, 1 SHRO, 1 DEBS and 1 PESO. The views of the respondents are reflected the table above.

4.2 Observations in the three schools

The challenges that teachers face on LDM are all the same. These are; Marriage, Deployment, Promotion and Transfers. Most teachers are sent to rural schools in order to feel the gap of professional shortage. Nevertheless, they keep their families in town because of lack of social amenities in rural areas that may affect their families in terms of good education and health facilities. The researcher also observed that teacher presence in schools was highly compromised. Most teachers were neither stable nor present at school often. Therefore, pupils' academic work especially homework policy was rarely attended to.

Teachers on LDM prioritise their families other than work because they feel fulfilled with their families, unlike when they are in part families. In her observations, the researcher noticed some strange behaviours of hostility to learners by teachers on LDM. Not only that, male teachers relied on tea- break at work feed themselves because of cultural beliefs associated with cooking and other House- hold chore which are dominated by female folk in an African society.

In addition, male teachers looked less presentable and hungry in almost all the days except Mondays when they came back from their wives. The Ministry of General Education requested to look in the plight of these teachers as quickly as possible, in order to avoid further damage to the profession life of these teachers.

Table 2: Teacher / Pupils Performance at Grade 9 ECZ (2019)

SCHOOL	PASS RATE
SCHOOL A SECONDARY SCHOOL	85%
SCHOOL B SECONDARY SCHOOL	100%
SCHOOL C SECONDARY SCHOOL	92%

Source: www.ecz.2019.zm

The schools represented the performance of the Grade Nine End of year Examination 2019 in school that had LDM teachers.

Table 3: The attitudes of teachers on Long Distance Marriage

TEACHERS	DID SUPPORT	DID NOT SUPPORT	TOTAL
MALE	2	6	8
FEMALE	0	2	2
PERCENTAGE	20%	80%	100%

The table represents the attitudes of teachers on long distance marriage, 80% were not for the idea while 20% were for the idea.

Observation check list which was done by the researcher at the period of one year from January to December 2019 on teachers LDM attitudes towards work and family life

Table 4: Observation Checklist conducted by the Researcher

ITEMS	NEVER	OFTEN	ALWAYS
Planned lessons		✓	
Reported for duty on time	✓		
Marked pupils work/home work		✓	
Teachers' availability to school professional meetings e.g. briefings		✓	
Economic sustainability of the teacher in LDM	✓		
Balance time for family and work	✓		

The table above illustrated the observations of the researcher on teachers who were in long distance marriage at a named secondary school for a period of one year.

4.3 Findings of the study from the Open/ Closed Interview protocols

4.3.1 To assess the challenges faced by teachers on distant marriage in Choma District.

When asked on the challenges that faced by teachers on distant marriage in selected secondary schools of Choma District all the sixteen people interviewed in the study agreed that; deployment / employment, promotions, transfers and marriage are the causes that lead to long distance marriage in Choma district. In support of this finding, research participant said the following: Administrator A said:

I have two teachers, one male and one female at my schools that are on long distance marriage. These teachers desire to join their partners, but the system has not yet availed them with a pay roll vacancy as a result of overcrowded PMEC. This is as the result of deployment and difficult to facilitate the transfer of my teachers and their partners.

This means that married individuals were living like singles yet married. The situation shows that married individuals live far from each other as singles resulting to special form of 'single or child parenting'. It also means women head a large number of households which denies them of complete comfort, companionship, presence and guidance from their husbands. Based on the observation of body language during the interview, it appeared that the subject LDM was an

emotional one, which evoked respondents' feelings. In addition to the aforementioned findings, teacher L stated that:

Promotions, transfer, deployment, and marriage are the challenges of long distance marriage because when one is transferred that person will stay alone and for the partner to get a transfer is difficult.

This age bracket corresponds with Maslow's (1997), hierarchy of needs on love and belonging where a partner strives to join the husband or the wife but is hindered as a result of barriers of 4 years at one station. In addition to the findings stated above, teacher M stated that:

Transfer, promotions, deployment, and marriage have affected the children upbringing, because they are left to be taken care of by one parent.

Other than children upbringing, it is cardinal to note that a woman has a specific timeframe to give birth (15-50). The process of staying apart might lead to the wife attain menopause making it difficult for her to bear any children. A number of respondents re-affirmed children as a source of happiness in their lives as a whole. Furthermore, teacher T stated:

transfers, promotions, deployment and marriage has affected the family life, I start to do evil things, and I may start admiring other women which will lead me to extra marital relationship that can result in breaking my marriage. This has led me to contract STIs which has led to problems in my marriage and at work. I have lost my good reputation in the community and at work because of my promiscuous behaviour as result of being far from my wife.

It can be concluded that marital satisfaction of a husband is ruled out. This is because of gap in accessing the wife because of distance limitation. Theoretically, infidelity is carried out by couples in the event of feeling lonely and also to get something he may not obtain from his wife who is distantly located. Because of the disharmony in sexual relation from his wife. This prompts a man to vent his sexual desire with other women who could be found easy?

In re-affirming the above assertion, teacher V stated that:

Transfer, promotion, marriage and deployment of teachers are the causes that lead to long distance marriage. For example, transfer takes us far from each other; it means that we will have more of a distance kind of a marriage. For promotion not really, it brings us together because at least for the sources of income we will have

something. But it affects us because he or I go for the promotion, it will further take us apart from each other.

However, some respondents expressed pleasure on promotion as it added value on their financial life. Their argument was that, a well financial balanced partner can be able to facilitate movements to and from work as well as a family.

Additionally, teacher Z stated that:

Bringing teachers together or nearer to each other will be ideal for couples.” Most of the respondents had following views; the aggressive system towards married teachers, teachers are ambitious and take up the opportunities to teach in every area as long as they are with their families in order to improve the education standards of the country. Most of these teachers were not steadily stationed at their stations and at home. They signalled that bringing them together may likely reduce such instability. Further, with the findings teacher W stated that: “Long distance marriage, emotionally, physically and socially affect the parentage of children and the intimacy of couples.

Often times, children tend behave strangely when both parents are not present at home. This respondent said he was on long distance marriage by employment and had no choice. His experience affirms that the absence of parents in daily life of children can lead to family problems due to dysfunction of family roles.

The Human Resource Officer affirmed that:

Transfers, deployment, promotion & marriage affect the family life in the sense that when if a family has a business in town and cannot leave that business in order to follow the other partner, husband maybe reluctant to follow the wife or vice versa. Deployment also for example, maybe this teacher is sent to this particular school then the wife has applied in Choma and she is sent elsewhere and vice versa. The husband will be may affected emotionally. He may miss behave in the end.” The Human Resource Officer also stated that:

It is very difficult for government to post teachers who are married to desired destinations as there was no policy to that effect where teachers are to teach where their spouses are. It is not there because teachers were producing fake marriage certificates to back

ways that where possible with evidence. However, when proven married we facilitate that movement when space is availed.

In addition with the above findings Administrator P stated that:

Long Distance Marriage does affect teacher's family life and work even further, family lives are not considered. Cases of gender basic violence is found among such teachers, wives maintain mistrust of husbands compared to men and women are even more heart broken. Teachers frequent my office, but the issue is there are no PMEC ID numbers.

In addition to the above findings teacher A stated:

LDM causes lack of companionship with my wife, I play double roles of the mother and father. I lack intimacy encounters with my wife. This has made me feel lonely when I think about her so much so that I lose focus on my professional duties. MOGE should consider matching people when transferring a man or woman within a reasonable time, in a period of 3 months not beyond to 1 year.

The respondent expressed high level of emotional attachment to his wife, so much so that he was even tearing. Marriage is supposed to provide companionship to the couple for such situations because the researcher could not do much to calm the situation which needed the spouse. Companionship from spouses was lacking among 8 respondents to this question because such matters are highly sensitive and secretive to some extent personal.

In addition to the findings teacher L stated that:

Transfer, promotion, marriage and deployment has affected family life especially the children, because there is no parental guidance from both parents. I find it difficult to rise up my children alone especially the girls, who normally require motherly attention during their adolescent stage.

Also, teacher W stated that:

Transfer, promotion, marriage and deployment does affect my family and professional life. In the other end I may develop relations. MOGE should always consider putting spouses in work places that are not far apart, by moving them closer.

Parenting is a full time job and should be undertaken by both parents. The absence of one parent leads to a gap in modelling and mentoring. Children learn by observing the significant others in their environment. Significant others emphasizes the importance of observational learning on children. Distance marriage set up may not avail a child with such type of learning. The results can be undesirable behaviour in children such as drug and substance abuse, truancy among others.

Furthermore, teacher D stated that:

MOGE must ensure that couples are transferred and kept together as much as possible.

This was in order to reduce suspicions from the community and couples them. Teachers felt scrutinized by the public about their movements, so their privacy was intruded. Child sexual molestation was more prevalent in schools that had high numbers of teachers in long distance marriage as compared to schools that did not have such teachers. Certainly, extra marital affairs looked to be high in the mentioned schools. Some teachers decide to have extra marital affairs in order to satisfy their sexual desires. The situation has led to broken marriages and frustrated workers. Sexual satisfaction was a matter of concern in these teachers. It is an element that raised concern because the respondent came out strongly on it. When sexual needs are not met properly it can result to marriage dissatisfaction. One aspect of marital satisfaction according to Saxton (2011) is the sexual aspect.

Additionally to the findings Administrator E stated that:

MOGE should be encouraged to re - check at the policy on teacher recruitment.

So that teachers should be transferred as couples not as individuals. This is one way of motivating teachers and also reducing the spread of HIV/AIDS and other STI's as well. Teachers are like any other human beings who have emotions and feelings too. Couples have needs that must be met for healthy relationships to excel. This places sexual encounter with a spouse on a high position. A healthy sexual relationship is a crucial element to a health relationship. Sex in marriage, serves as various purposes such as; bond to marriage, physical satisfaction, as well

as cementing of marriage- a legal component of marriage. Through sexual encounter conception and procreation is facilitated. This implies that spouses in long distance marriages are unfulfilled sexually since their partners come back home rarely or visits occasionally where possible. Unfulfilled sexual need is a path to sexual frustration and presents a possibility for infidelity.

Emotional distance was cited by teachers as an effect to the couple's relationship. These emotional needs include verbal utterances accompanied with a touch, a kiss and sexual intercourse strengthens a marriage. The absence of emotional relationship, results in emotional and social distance. The respondents gave integrity prominence shows value attached to faithfulness marriage and profession.

In addition, according to the findings Administrator Q stated that:

When these teachers ask for permission to visit their families, I facilitate that, though when that person is away the work suffers. Often time's teachers exceed their permission by days, this leaves their professional work an attended to. Eventually, the quality of teaching may be compromised.

Teacher presence is cardinal for quality learning and performance in schools. Respondents affirmed it as a result of running two homes, which sometimes leaves teachers fatigued and maladjusted. In line with the finding's teacher K stated that:

I find it very difficult to work in LDM because it is very expensive and turn it is demanding on my work and family life. Sometimes I fail to plan adequately for my work properly because I'm always looking for how to go and prepare my family back home

. The absence of teachers on duty makes it difficult for them to plan and teach effectively.

4.3.2 To explore the performance of secondary school teachers in LDM in Choma District.

Respondents said, they were emotionally detached from absent spouses misses an opportunity to connect emotionally with the family and this has a direct bearing on teacher work preparedness. The responses confirmed the importance of a complete family geographically, emotionally, socially and intellectually. In the same view, in affirming the findings teachers Z stated that:

LDM has affected my teacher's preparation where it comes to planning over the weekend I opt to see my wife. Long distance marriage has affected my teacher preparation when it comes to planning over the weekend. Instead of planning and reflecting over weekend I opt to see my wife.

In addition, another respondent teacher W echoed;

Teacher performance is definitely affected over the weekend and sometimes during working days because I either travel to see my wife or she comes over to visit me. Therefore, academically I have discovered that it is not good because my interaction time with learners is stolen by my family.

Effective teaching can only happen when there is proper planning which includes time 8 out of 10 teachers indicated that Monday and Friday lessons are affected as a result of travelling to and from the family, this has negative effects on lesson delivery and general practise of teaching.

However, to the contrary of the assertion above teacher M stated that:

LDM has not affected my professional preparations. Because we agree with my wife and planned for it, the only thing is that I miss her during the week, but I make it up to her over the weekend. My wife and i are both teachers and have made tentative plans in case of anything, this is order to accord our children with the desired education and comfort that they need, which is not here in rural schools

. However, away from the above finding administrator Y stated that:

We could do justice if we moved couples to one school, they would be productive within the district and we are trying as much as possible to be taking them at one school. For example, if a head teacher is transferred then his wife or husband should be transferred using a human face. A retired head teacher then may be affected psychologically if the wife is not moved to the same locality.

The administrators also use their human faces to try and put couples together in order to reduce long distance marriages as much as possible.

However, they are overwhelmed with the magnitude of transfer requests from teachers against few payroll vacancies. Certainly, administrator P highlighted that;

LDM Affects performance in schools greatly, for example when a child falls sick both parents have to nurse the child & and that affects the performance of the teacher's. This is so because both parents may take leave to nurse the sick child which may take more days than necessary." This has a negative turn over on teacher's quality. Administrator R echoed the assertion by stating that; "more often teachers are present and plan adequately but we do have some gaps when they go to see their spouses, they often times extend the days given to them.

The respondents indicated irrational conjugal rights encounter and family completeness that lead to them overstaying 6(60%) of teachers indicated that they want to prevent themselves from indulging in extra marital affairs. In addition to the above statement teacher W stated that;

When I want to prepare something for my professional work, I think of my life, I begin to think about my wife. I feel so bad when I do the house hold chores my energy is drained there is so much preparation of work that is affecting the sense that learners feedback is delayed, because sometimes my children interrupt my work because they want to be attended to. In my view distance marriage In general should not lower teacher's productivity because the commitment is a pre-requisite to every teacher, because we get paid to teach not to look after our families.

In addition to the above findings teacher C stated that:

Long distance marriage has not affected my professional preparations. MOGE should put couples together to cement marriages and work of teachers. I am present in school all the time when ever am needed, but not over the weekend. However Teacher productivity can be affected when one is mentally not stable, with issues related to marriage. Sometimes I may wake up on the other side of the day where I need my spouse to comfort me, both at work and at home. My reproduction at school can be lowered because I may not concentrate

. Teacher W affirmed the assertion that:

Teacher profession preparations are affected as a result of travelling unnecessarily during working days, to see the family. Although I try I fail to be around as much as possible throughout the week except the weekends but under difficult circumstances LDM has contributed to low productivity because I withdrew from work from time to time to attend to family matters.”

In addition to the above assertion Administrator A stated that:

Often teachers report to work under difficult circumstances. This compromises the standards of quality education because the mind is on the clock to go home. Teachers often report to work early and leave the station early to thereby reducing learner’s time further. When we talk about high productivity, those on LDM can reduce it because most of the hard work and extra free hours are done on weekends and during holidays when teachers are not there.

In affirming this assertion teacher K stated that:

My professional work is affected because I encounter a lot of marital issues as a result of suspiciousness from my husbands. This suspicions lead to fight and coequally separation twice pending divorce. I opted to work away from my married house because I wanted to get rid of our continuous fights and quarrels.”

However, administrator Q stated that:

My teachers in LDM report for work often based on the continuous reports from HODs and the Deputy Head teacher. They plan and teach effectively but sometimes are not at work because of having two families to look after

. Absenteeism is a weakness on teacher and child performance. However, reasons for being absent on duty were genuine because they either touched on children or parents’ lives.

4.3.3 To establish secondary school teachers attitudes in long distance marriage in Choma District.

In line view with above object teacher V stated that:

Long distance marriage is not favourable, it is expensive and demanding.

Teacher Z stated that; infidelity

LDM has brought among teachers. It has risks around it such as marital mistrust.

. The SHRO affirmed that,

Gender based violence is often among teachers on LDM. Teachers come with complaints like my wife has been going out with this man; there is infidelity among teachers in LDM. The magnitude of teachers' transfers is very high and we try as much as possible to harmonise the situation and find a neutral ground to place teachers nearer to their families. The ministry has not done anything on LDM because no policy has been put in place; a person has to serve where there is a vacancy. This has affected performance because; mostly these teachers are not there to teach. They do their work from Tuesday to Friday midday, some even up to Thursday, they will start of on Monday, come Friday they are preparing to travel back, efficiency may not be high on the pupils and performance may be lowered. However teacher M stated that; "I am working normally in LDM and my learners are able to perform well.

To the contrary, administrator R stated that;

LDM is not ideal for teachers because it has brought challenges in marriage, work and individual spouses. There is an aspect of divided attention which supersedes work. They also create excuses at the expense of work.

In addition teacher L stated that;

I lack conjugal rights by not having somebody by my side .MOGE should insure that when people are married they facilitate the transfer of the other partner to join the other spouse as much as possible because working insolation is very frustrating . LDM is not

convenient; I give instructions on the phone to my wife. I experienced infidelity sometimes back because of LDM. I also witnessed other teachers experiencing infidelity even with pupils. Many teachers encountered divorce and separation as a result of LDM.

There is a relationship between a happy family and productive work, because there is a connection of what you see in a family to work.

To the contrary, administrator Q stated that;

A call of duty should be respected at all costs. However, when it comes to the issues of marriages we are opening room to many problems. Keeping a couple within a reasonable distance is better for example, my teacher's husband is in Solwezi; it takes not less than a day to reach there. We are compromising and undermining the institution of marriage which is the bed rock in national unity in my view

. Additionally, to the assertion teacher K stated:

That LDM is not ideal for me because it opens room to loneliness, infidelity and GBV which can consequently lead to contracting STIs, HIV/AIDS and other diseases to the couple. It can also be a ground for divorce among teachers.

However teacher C indicated that;

LDM has been okay and has no issues so far, we are happy about it because we are planned for it.

The attitudes of teachers in distance marriage were not pleasant because out of the 10 teachers interviewed 8 were not happy with the LDM arrangement, while 2 were happy. Two administrators were against the arrangement while four were supporting the arrangement. Most teachers indicated the need to leave together as a complete family. Long distance marriage can be a ground for separation and divorces among couples, teachers inclusive.

4. 4 Summary

The chapter presented the findings of the study and the direct responses from the participants as well as the observations of the researcher. It was clear that long distant marriage exists among secondary school teachers of Choma District. Teachers face challenges of re –locating to their spouses once posted to various schools in the district and the country at large. It was evident that marriage, deployment, promotions and teacher transfers have a direct bearing on distant marriage. Teachers who are in this type of marriage can only get a transfer if the PMEC end users and super users are able to provide PMEC numbers where they intend to be transferred to. The running of two homes by teachers on distant marriage has come with a high economic oppression among teachers. Therefore, teacher in-put/ out- put are compromised as a result of a lot of family responsibilities. Most teachers are not happy with the arrangement of commuter marriage, because they feel that government is only interested in their service and not their social life. The next chapter represents the discussions of the findings. It will bring out views of respondents and the voice of the researcher extensively. This is by bringing out the challenges of teachers on long distant marriages, exploring their performance and finally establishing their attitudes towards distant marriage.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the research findings as guided by the objective study. Discussions of the findings are presented with reference to the research objectives of the study in the following order; to assess the causes that lead to long distance marriage among secondary school teachers of Choma district, to explore the performance secondary school teachers in long distance marriage in Choma district, and to establish secondary school teachers' attitudes towards long distance marriage in Choma district. The chapter will close with a summary.

5.1 Challenges faced by teachers on distant marriage in Choma District.

The research findings revealed that long distance marriage exists and is caused by; employment /deployment, promotions, marriage and transfers in Choma District. It was further revealed that teachers in distance marriage have no choice to where they want to teach despite being married. In addition, the findings revealed that teachers' families are located in different parts of the country making it difficult for them to have quality time with their families. According to the research findings 80% of teachers in long distance marriage are not happy with the idea of living separately from their spouses.

From the findings of the study, which will be presented in this chapter, several conclusions were arrived at based on the research objectives and reflective questions. On the first objective that was to investigate challenges that teachers faced on distant marriage in selected secondary schools of Choma District, it was clear that long distance marriage was present among teachers in secondary schools of Choma District. The causes that lead to long distance marriage were; deployment/ employment, promotions, transfers, and marriages.

On assessing how deployment/ employment led to long distance marriage on teachers, it was discovered that teachers have no control over the choices of stations to serve when deployed. The mandate to select schools is left to the Ministry of General Education by identifying the PMEC vacancy of any teacher. The policy on employment is concerned with the teachers only regardless of their marital inclination. Teachers accept to work in distant place from their families in the quest to economically empower themselves and their families. Despite accepting to work away from their families, teachers are not happy to be in such work stations. The MOGE

is working hard to find a lasting solution to long distance marriages among teachers in order to promote teacher retention in schools.

Promotions as good as they may be having contributed to teacher mobility. Teachers work hard in their stations in order to be identified and promoted in their profession. This is through education advancement, CPDs, SPRINT and others for them to be relevant to the education system. Teachers expressed happiness to promotions because of the lucrative conditions that come with it. However, they also desire that their families should be as closer as possible. The ministry however, has promoted teachers to place that needed to be filled, because the payroll vacancies are not available where teachers wanted. Teachers who are in distance marriage through marriage are not as overburdened financially compared to teachers who are occupying a lower salary scale.

Transfer of teachers of teachers is also a contributed to long distant marriages among secondary school teachers in Choma District. The research revealed that teacher transfer did not only disturbed homes but also create an atmosphere of uncertainty, (Ntseane, 2004). However the Ministry of General Education is mandated to transfer teachers in the quest to enhance performance by the provision of Education Act, (2011). The research further revealed that teachers who have over stayed at one station become less irrelevant to the system and reduce on input/output delivery.

Marriage itself is a major contributing factor to distance marriage. The research revealed that teachers who get married preferred to live in the same houses with their partners. However, these teachers were not given an opportunity to do because the system does not accommodate the high volumes of transfers to be accommodated at the same time. However, it the desire of MOGE to allocate teachers schools nearer to their spouses.

The general performance of teachers in long distance marriage was not impressive. Teacher inadequately prepare in terms of planning, teaching, assessing, and evaluating their work. This is because they lack stability in the stations. They spent most of their time moving or travelling to and fro marital homes. Supervisors and standards officers echoed on the continuous implementation of monitoring and evaluation of schools in order to promote high performance at all levels of education.

Teachers' attitudes, on long distance marriage are undesirable. The research revealed that most teachers who are in long distance marriage are not happy about the arrangement. Teachers are more complacent with their complete families than individual or part families. Of the ten teachers who were interviewed, eight were against and two were for the long distance arrangement. The observation by the researcher, indicated the teacher withdraw from social functions in the school because of absent spouse. Long distance marriage should be reduced as much as possible amongst teachers.

Distance marriage is common on working class employees'; be it in the Ministry of General Education or any other ministry or organization. Teachers in this type of marriage find it difficult to balance their work and family life. Teachers face economic challenges such as failure to formulate a family budget, which come as a result of spouse absence and choked financial muscle that results from having two separate homes. The teachers experience GBV as a result of living in separate geographical locations which is a hub of infidelity as a result of extra marital affairs. The research further revealed that, teachers in long distant marriage in selected secondary schools of Choma have inadequate time to prepare for their professional work proficiently, because they spent most of their time travelling to and fro their homes and work stations. The findings of the study on the assessment of long distance marriage in some selected secondary schools of Choma district is in line with the General Auditor's Report on Teacher Deployment (Chifungula, 2014), which echoed on the duration of teachers at a station to be four years on deployment. The existence of long distance marriage is supported by the same the same policy.

5.1.1 Teacher Deployment

Having been investigated the lived experiences of teachers in long distance marriage in Choma district. The research established that deployment/ employment is one of the main causes of long distance marriage. The deployment policy does not accommodate teachers who are married but rather individual teachers however married or not. Teachers find it a problem to be where their spouses are and this demoralizes them, because they have no choice but to be in employment than to lose their jobs as the system requires them to choose between the job and marriage.

The Ministry of General Education officials admitted that their teachers are posted to schools that have vacancies in rural and peri- urban areas because that is where pay roll vacancies are

found. The Head teachers have no input in the deployment/ employment of teachers but rather only receive teachers according to the shortage at their schools. The acquisition of employment is a foundation of a strong economic family, (Wilson, 2003). Teachers have no option but to trade off their family happiness in order to maintain their employment. From the findings, it is clear that teachers have no choice of work stations as that is determined by their employers. Most of these teachers male or female indicated to want to be closer to their families when deployed. Female teachers suffer the most because of their dual roles of household chores and professional duties.

5.1.2 Teacher Transfers

The transfer of teachers' from one district to the other is another contributing factor; this includes teachers' spouses who work from different ministries or organizations. The system does not offer automatic transfers to spouses but rather the identification of PMEC number for the teacher concerned. According to Ntseane (2004), on teacher transfers he highlighted family instability as a result of teacher transfer. Families fail to cope with the absence of one parent in a home, children and parents are happier together than when fragmented.

This has direct bearing on the teacher input/ output in the sense that teachers have emotional, psychological, social and physical attachments to their families. This is lacking when one partner is transferred to another distant, location. Couples' emotional attachment reduces through the transfer of one and this has resulted in poor communication, increased GBV, anxiety, fear, braised tempers, trauma in the minds, lack of trust and many more problems.

The Ministry of General Education has the is gusseted to transfer teachers to stations where they are required in the quest to improve teacher / pupil ratio and performance country wide in order to accomplish the vision 2030,(Chifungula, 2014). The implementation of these transfers however, has left a gap in family balance, as the vacuum of one parent has destabilizes the whole family unit. The Ministry of General Education is considering harmonizing with other ministries when it comes to teachers' transfers in order to make teacher as comfortable as possible.

5.1.3 Teacher Promotions

Teacher promotions are also a contributing factor to teacher mobility which has resulted to long distant marriage on teachers in Choma district. Teachers have expressed happiness in promotions. Despite their joy towards promotions, they also expressed their sadness in the failure to facilitate the transfer of the remaining spouse regardless of the ministry in which they serve. The Ministry of General Education through the offices of DEBS and SHRO facilitates the promotion of teachers basing it on dedication, hard work and qualifications of the concerned teacher. Ddamulira (2005) stated that promotions are a motivation towards employees' performance. His study was a case study on Ugandan Police Force and his findings indicated that promotions have inducement towards the members of the police especially owing to the fact that they always attribute to good payoff and general increased standards of living. The findings relate to the aforementioned study, teachers revealed their pleasure towards promotions. Promotions are one of the grounds to high performing schools in the sense that salary scale of the teacher is adjusted upwards and helps in lowering down the economic challenges of the teachers who are running two isolated homes. On the other hand, the MOGE is obligated to promote teachers based on the availability of vacancies which are often identified in rural schools. This implies dispossessing of teachers geographically. Therefore, quick arrangements are supposed to follow for the other spouse in the ministry or other organization in order to reduce the cases of long-distance marriage.

5.1.4 Teachers' Marriages

Teachers' marriages are another contributing factor to long distance marriage among secondary school teachers in Choma District. Most of these teachers are employed as single. When they get married, their partners may be in different geographical locations which required them to apply for transfers. Such mobility makes the system overwhelmed with the high magnitude of numbers of teachers who intend to join their spouses. A married woman's career history should be considered in light of the two sets of demands she faces as a wife and as a professional, (Cohen, 2000). Married female folks have indicated to have been overburdened in distance marriage in Choma district compared to the male counterparts because of added household chores and responsibilities. In that regard, they regularly attend to professional meetings and their importance to profession is sometimes over stressed. Not only that, they indicated that they get too fatigued as well as frustrated of travelling, to and fro work which makes them not to attain

marital satisfaction in their homes and at work. This has negative bearing on their professional input /output as it raises the tempers both at home and at work.

Male teachers who intend to marry after deployment face a number of challenges too in either transferring to their spouses or relocating their wives to their stations. During the process of doing so, most men have ended up in having extra marital affairs in order to quench the sexual feelings. The situation had left a lot of marriages broken and innocent girls having fallen victim of sexual molestation. This has resulted in lack of trust on teachers by the populace, teenage pregnancies, and broken marriages, among others.

5.2 Performance of secondary school teachers in long distance marriage in Choma District

The research revealed that performance of teachers in long distance marriage was not impressive as it made teacher fail to plan, teach, assess and evaluate effectively. Teaching profession requires the mentioned areas in order to produce excellent performance. According to the research findings Head Teachers, SHRO, DEBS and PESO confirmed that performance of secondary school teachers in distance marriage is below par. Teachers involved echoed that they good have performed much better in a complete home than in distance marriage. The observation checklist conducted by the researcher revealed inconsistency in terms of lesson planning, teaching, assessment and time keeping. She observed that most of the teachers in distance marriage missed Monday briefings and left school early on Friday. Teachers' absence was more prone to teachers in commuter marriage than those who were not in that type of a marriage. Teacher presence in school has a positive turn over on the performance of teachers and consequently the pupils. This was analysed by the comparison of grade nine 2019 summative results for the three selected secondary schools; where school B recorded 100%, school C 92% and school A 85% respectively, (www.ECZ.zm, 2019).

5.2.1 Planning

A good teacher knows that planning is important for effective teaching. The research revealed that teachers in long distance marriage in Choma, do not have adequate time to plan their lesson plans especially for Mondays and Fridays, this is so because they spend most of their time over weekend to attend to families. Those that manage to report on time become so tired to attend to

their professional duty in terms of preparing lesson plans, records of work and learning and teaching apparatus. A good teacher is also a good planner who decides on how to organize his or her classroom by identifying teaching pedagogical skills that favours him or her most. The content of the syllabus can be only being achieved when there is comprehensive planning and preparation of teaching.

Effective planning is largely dependent on the smooth delivery of lessons in the classroom by underlying every plan to time (Hanna & Dittmer, 2004). Apparently, most teachers in long distance marriage do not plan as they are required; the situation is more pronounced on female teachers who have complained on high magnitude of family and professional work. The research revealed that these teachers experience limited time to plan for teaching. Men however, find solace in preparing for their work at school because they have more time to work since they hardly cook demanding meals compared to women. The men are able to relieve pressure through continuous planning and preparations.

On devising measures to promote effective planning on teachers in distant marriage in some selected secondary schools of Choma district, affected teachers stated the need to balance between work and family life, because that may promote marital bliss and maximum professional output/ input. School Head Teachers recommended the swift move of teachers back to the manageable proximity to their families. Standards officers echoed the continuous delivery of quality education through the provision of qualified teaching personnel and in a palatable teaching /learning environment for both the learner and the teacher as much as possible.

5.2.2 Teaching

Effective teaching is another area which is not prevalent on teachers in distance marriage. Teaching is planned method of imparting, knowledge, values, skills and attitudes for the younger generation, (Farrant, 1980). The researcher revealed that, first and last periods of Mondays and Fridays are never attended to by the concerned teachers. Teachers decide to leave work without physically attending to classes by delivering the pedagogical skills as planned. The situation is different with teachers who have families within school or manageable distant localities.

Furthermore, the research revealed that an emotionally, socially, psychologically and physically balanced teacher is able to teach with high enthusiasm, (Maslow, 1975). Teachers who are well

motivated attend to their teaching with high level of energy. In her research, she found out that teachers in distance marriages struggle to deliver their lessons very well in the sense that their minds are with their families back home. Continuous professional and marital counselling is ideal for such teachers because it can help them succumb to life and professional pressure. The Head Teachers, Deputy- Head Teachers, Heads of Departments and Standards Officers should consider monitoring the pedagogy of the teachers in order to reduce on adamant in the teaching fraternity. Teaching must take place at all levels in order to improve performance.

5.2.3 Assessment

The research revealed that Assessment takes place in all schools. Assessment is the process of gathering about instructors' teaching and their students' learning (Hanna& Dettmer, 2004). The importance of assessment is that it is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or they understand course materials. It is also a base for both teacher and pupil motivation, (<https://study.com> academy).However; in as much as assessment was given to the learner's feedback was not availed in good time more especially on teachers who are squattier in long distance marriage. The Careers' Department found it difficult to obtain results from teachers who are on long distance marriage because compilation of results in schools is either done on weekends or during the holidays.

The researcher identified the gap in prompt feedback as the weakness in validity and reliability of the continuous assessment at all levels of learning. Teachers in long distance marriage are expected to be so prudent in dealing with assessment of their learners because the system requires them to do so.

5.2.4 Evaluation

Evaluation therefore, draws on one's judgment to determine the overall value of an outcome based on assessment, (Hanna& Dettmer, 2004).Evaluation in a classroom is used to provide useful feedback for the improvement of teaching and learning. In addition, evaluation uses methods and measures to judge student learning and understanding of the material for the purpose of grading and reporting, (<https://www.gadoe.org>> Documents).The researcher

observed that some teachers in long distance marriage hurriedly rushed to go home on a Friday and never evaluated their lessons.

There are two types of evaluation; teacher and pupil evaluation. Teacher evaluation implies making critical analysis of the teaching pedagogy effectiveness, while learner or pupil evaluation tends to dig further on the grasp of learning on learners. It helps teachers to fill the gaps identified in the lesson and make connection in the next lesson. Teachers are able to switch to new methodology or improve on the previously methods used. On the other hand, administrators are expected to have paid much attention to evaluation part of the lesson plan in order to have a feel on exact performance of learners and teachers. Teachers who are not present in school find it difficult to effectively evaluate their lessons compared to those that are ever available in school. LDM teachers are always a victim of absenteeism, hence the gaps in evaluation of both teachers and learners.

5.3 Secondary school teachers' attitudes towards long distance marriage in Choma

District.

The attitudes of teachers were similar against distance marriage out of the ten teachers who were interviewed only two supported the idea of distance marriage. The rest expressed unhappiness, demand fullness, and tempt fullness over this type of marriage arrangement. On the other hand, the two teachers are happy with the arrangement because they had put in place plans on how to conclusively resolve their family issues visa vie professional work. Respondents expressed their desire to resign and do other things in future if their plight was not looked at. The whole issue of LDM was blamed on Government of the Republic of Zambia which is swift to implement policies that do not favour workers but that of the donors.

Teachers in LDM have no zeal towards work in the sense that their effort is more inclined to their families back home. Not only is that financial independence reduced on teachers who are on LDM. This is as a result of trying to meet two homes' financial demands. This makes them to run from one lending institution to another in order to solve such problems. However, they end up choking their already low salaries. The situation leads to depression, hostility on innocent pupils, and tension between administration, to mention but a few.

5.4 Summary

The chapter discussed the presentation of the findings of the study. It highlighted the main challenges that teachers faced on distant marriage. The challenges include; Poor Policy on teacher transfers', lack of PMEC vacancies for teachers, poor conditions of service, poor social amenities in the rural areas. It explored teachers' performance which is not impressive because, teachers lack enough time to plan and prepare for their work. The situations leads to poor learner/ teacher performance and will eventually affect the quality of citizens we may off- load to our country as a whole. Lastly it established the attitudes of teachers towards work which leaves much to be desired as they tend to be moody and puts learners to be affected academically and otherwise. The study may help policy implementers to be more of the cautious of teachers' welfare when posting, transferring and promoting them to various stations. The next chapter will look at conclusions and recommendations of the study.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

This chapter concludes and gives recommendations for the study on the findings of the study. The conclusions will be made in line with the research objectives. Study recommendations and suggestions for future research will be provided. Lastly, the chapter will end with a summary.

6.1 Conclusions

Finally, the findings from the study reviewed that long distant marriage exists among secondary school teachers of Choma district. Teachers find themselves in this type of marriage as a result of employment, promotions, and transfers as well as when they get married. The employment policy on teachers does not allow them to choose the stations of work but where there is a P MEC vacancy which always in rural areas as township schools are over crowded with more teachers than rural schools. The problem of LDM can be over-come by Government of Zambia to re-design her employment policy in order, to consider married couples as well.

Teachers on the other hand are not happy to be in this type of marriages because it ends up wrecking their homes and their professional lives. The rate at which divorce is rising is as a result of such type of arrangement, where married couples stay far from each other. If this is left un- checked the standard of education in our country will always below the required standard, in the sense that social lives of these teachers have a direct bearing on their professional lives too.

6.2 Recommendations

1. There is need for the MOGE to accept the existence of long distance marriage on teachers so that policies are formulated and implemented to reduce the phenomena.
2. Policy implementers are expected to post teachers to school that can accommodate their complete families too.
- 3.
4. There is an agent need to redesign the deployment policy of teachers serving for four years at one station, to some manageable period of at least a year or less.
5. In addition, the Ministry of General Education should coordinate effectively with other key ministries such as: Local Government and Housing, Energy and Water Development

and Environmental Protection to ensure that teachers are in descent accommodations that have social amenities, especially in rural areas in order to motivate teachers to stay with their complete families (Chifungula, 2014). Because, most teachers fail to adapt to rural schools as they lack certain comfort which is found in town.

6. Certainly, good road network is cardinal for every worker. Government is expected to provide user friendly roads for workers in all areas especially in rural, in order to make their stay in schools easy.
7. Marriage is another source of happiness on LDM teachers therefore, MOGE is expected to consider marriage life of their teachers, in the sense that teachers and other workers feel happy and complete as families not as individuals.
8. This in turn will motivate teachers to work and be available on duty at all times, thereby enhancing quality education, (Gerald, 2004). It is frustrating for teachers to continue leaving apart as married partners in the name of Service.
9. On the other hand, teachers in long distance marriage are expected to balance their time between family and professional life so that there is no gap in teacher / pupil interaction.
10. Surely, good conditions of service for teachers are supposed to be a matter of priority. Teachers continue to leave under difficult conditions, while they are expected to work extra hard. Better conditions of service can help teachers to balance their stay in two homes financially or otherwise.
11. A data base should be created at district level which will identify teachers who are married and inter link the information to other districts, provincial and national levels respectively in order to reduce on un-availability of PMEC identification numbers.
12. Teachers are supposed to be as professional as possible when it comes to transfer issues, because some teachers went as far as forging married certificates in order to be brought to township school.
13. Not only that, all teachers expected to serve anywhere where their services are needed especially in rural areas in order to balance the teacher pupil ratio.
14. Promoting teachers to rural schools can be another way of motivating them, especially those in LDM because financially they may reduce on financial burdens which are a matter of concern.
15. In addition, couples are expected to accommodate one another professionally for the good of our country. Any of the two should be willing to follow a deployed, promoted,

transferred or married partner regardless of the location because marriage vows encourage them to do so, for it is 'for better for worse'. This can be through balancing of work and family life.

16. The attitudes of these teachers are supposed to be positive because they are dealing with a learner who is very innocent about their marital issues. Therefore, a learner must be taught effectively regardless of the teachers' situations.
17. The administrators are expected to give teachers support; is it professional, moral, social and otherwise in order to help them cope with the work environment steadily. A human face is required were rules and regulations are supposed to be followed strictly.
18. Additionally, Counselling services for teachers from the administrators are inevitable in extreme cases, therefore should be encouraged.
19. The MOGE through its structures is expected to consider teachers' life as the number one priority at the expense of professional life because a socially satisfied teacher is performing teacher.

6.3 Suggestions for further studies

The focus of the study was to assess the lived experiences of teachers in long distance marriage in selected secondary schools of Choma District. The study revealed enough information to show the relationship between family and professional life. A number of gaps were noticed during the study and therefore some of the issues for future research may include:

- No research has been conducted in Choma District on assessing the lived experiences of teachers in long distance marriage. Since this research was limited to three selected secondary schools of Choma there is need to carry out countrywide research so as to assess the lived experiences of teachers on long distance marriage in other parts of the country. This will help in formulating policies effectively, the impact of distance marriage on a Learner, Education policies and politics of education on a teacher. And Marriage phenomenology and the teacher.

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APPENDICES

APPENDIX 1: INTERVIEW PROTOCOL FOR TEACHERS IN LONG DISTANCE MARRIAGE

Age..... Sex.....

1. How long have you been working in long distance marriage?
2. Has distance marriage affected your teacher professional preparations?....
How.....
.....
3. Does transfers, promotions, teacher deployment, and marriage of your spouse and yourself affect your work and family life?.....
 - a) How.....
4. What measures do you think MOGE should put in place in order to reduce long distance marriages among teachers?
.....
5. How often are you present in school? Often....Less often....Very often.....
6. Is distance marriage ideal for teachers?.....
 - a) How.....
7. Have you encountered any infidelity in your marriage as a result of commuter marriage?.....
 - a) Explain briefly
8. Are you satisfied with this type of LDM arrangement.....

APPENDIX 2: INTERVIEW PROTOCOL FOR HEAD TEACHERS

Age..... Sex.....

1. Do you have teachers in distance marriage at your school?
2. How often do they report for work? Often....More often....Less often...
3. How is the teacher performance at work as result of long distance marriage?
Poor.....Good.....Very good.....Excellent.....
4. Do teachers in distance marriage prepare their work adequately?.....
5. What are the causes that lead to long distance marriages on secondary school teachers of
Choma
District?.....
.....
6. Suggest ways to MOGE of teacher motivation in
distance marriage.....
7. Is long distance marriage ideal for teachers?.....
.....
8. Are you teachers happy with this type of arrangement of LDM?
Why.....
.....

APPENDIX 3: INTERVIEW PROTOCOL FOR SHRO, DEBS AND PESO

Age..... Sex.....

1. Do you have teachers in long distance marriage in your district / province?
2. Does deployment, promotions, transfers, and marriage affect teacher work and family life?.....
 - a) How.....
3. Do you have cases of GBV on teachers who are in LDM?.....How often? Often.....Less often.....More often.....
4. Do teachers frequent your office in pursuant of transfers to join their spouses?...How often? Often.....Less often....More often
5. Does LDM affect teacher performance?
6. Is there a relationship between family life and work input / output?
 - a) How.....
7. As a Ministry what have you done to reduce long distance marriage?
8. Do you think government has done enough in reducing long distance marriage?
 - a) How.....
9. Are teachers impressed with the LDM type of arrangement?

APPENDIX 4: OBSERVATION CHECKLIST CONDUCTED BY THE RESEARCHER

ITEMS	NEVER	OFTEN	ALWAYS
Planned lessons			
Reported for duty on time			
Marked pupils work/home work			
Teachers' availability to school professional meetings e.g. briefings			
Economic sustainability of the teacher in LDM			
Balance time for family and work			

APPENDIX 5: PARTICIPANT CONSENT FORM

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH

ZIMBABWE OPEN UNIVERSITY

SCHOOL OF EDUCATION

TOPIC: ASSESSING THE LIVED EXPERIENCES OF TEACHERS IN LONG DISTANCE MARRIAGE ON SELECTED SECONDARY SCHOOLS OF CHOMA DISTRICT

Dear Respondent

My Name is **MUWANA KWALELA**. I am a master's student from the University of Zambia. I am carrying out a research on **assessing the lived experiences of teachers in long distance marriage on selected secondary schools of Choma District**. You have been purposively sampled into the study. If you are willing to take part in the study, please append your signature on this form. Be assured that the information being solicited is purely for academic purposes and will be treated with maximum confidentiality. Thank you for your cooperation.

Signature of participant.....

APPENDIX 6: APPROVAL OF STUDY LETTER



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
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APPROVAL OF STUDY

12th July, 2020

REF. NO. HSSREC: 2020-JULY-007

Kwalela Muwana
School of Education
P. O. Box 32379
LUSAKA

Dear Ms. Muwana,

RE: "LIVED EXPERIENCES OF TEACHERS IN LONG-DISTANCE MARRIAGE IN SELECTED SECONDARY SCHOOLS OF CHOMA DISTRICT"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,

Dr. J. Mwanza

Dip. Clin. Med. Sc., BA.M.Soc., PhD

**CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE IRB**

CC: Director Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies
Senior Administrative Officer (Research), Directorate of Research and Graduate Studies

Excellence in Teaching, Research and Community Service