

Analysis of the challenges affecting teachers' motivation in Zambia

The Study Report

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ABBREVIATIONS

8NDP	Eighth Sixth National Development Plan
CPD	Continuous Professional Development
EOL	Education Out Loud
FGD	Focus Group Discussion
GRZ	Government for the Republic of Zambia
LSEN	Learners with Special Education Needs
Moe	Ministry of Education
MoESP	Ministry of Education Strategic Plan
MPs	Members of parliaments
MSTVT	Ministry of Science, Technology & Vocational Training
MYSCD	Ministry of Youth, Sport & Child Development
NIF	National Implementation Framework
NQF	National Qualification Framework
OVC	Orphans and Vulnerable Children
PTC	Parents Teachers Committee
SEN	Special Education Needs
SPRInG Zambia	Strengthening Policy Response to Inclusive and Gender Responsive Education in Zambia
SSDS	Sector Skills Development Strategy
TEVET	Technical Education, Vocational and Entrepreneurship Training
TLMs	Teaching and Learning Materials
TPR	Teacher Pupil Ratio
UNICEF	United National International Children's Education Fund
UPE	Upper Primary Education
ZANEC	Zambia National Education Coalition
VSO	Volunteers Services Overseas

EXECUTIVE SUMMARY

1. INTRODUCTION

This is a report on the analysis of the challenges of teacher's motivation in Zambia by the Zambia National Education Coalition (ZANEC). The objectives of this study are;

- 1) Identify and document the key challenges affecting teacher motivation in Zambia,
- 2) Assess the impact of these challenges on teachers' professional efficacy and overall well-being,
- 3) Document case studies of successful strategies from other countries,
- 4) Generate evidence-based policy recommendations to address identified challenges in the short, medium and long term.

2. OVERVIEW OF THE PUBLIC EDUCATION SYSTEM

This chapter discusses motivation within the context of performance management. It reviews the performance management practices of the Ministry of Education (MoE).

Educational policies and strategies

Educational policy had a strong focus on quantitative expansion since 1964 with an emphasis increasing the number of children who enter and stay in school. There has been little attention to whole spectrum of education for learners as an integrated system such as how the schools were managed and improving performance management practises until 1996, in the Educating Our Future policy document and in the Strategic Plan (2022 – 2026).

Continuous Professional Development

It is recognised that there is relationship between Continuing Professional Development (CPD) of teachers as a means of enhancing their performance and their motivation. The MoE has established a structure and systems of supporting teachers CPD through Provincial Resource Centres, District Resource Centres, and Zone Resource Centres (Moe, 2007a). However, these have not been effective. Most CPD carried out by teachers is done on the basis of their own personal initiatives.

School administration

The school administration and teachers interact in the school environment could contribute to their performance and the motivation levels. Even after Independence, observations and experience have shown that the majority of schools heads exhibited autocratic management styles in managing schools and supervising their subordinates. This style of management and leadership is not supportive to the motivation of teachers.

Urban and rural differences

The location of schools either in urban or rural areas influences school administrators and the teaching staff performance management practises and levels of motivation as they are faced with different context and factors. Zambia experiences shortage of teachers, especially in the rural parts of the country. The MoE has in the recent years embarked on a massive reform in teacher deployment, including the development of teacher deployment guidelines, with emphasis on the needs of rural areas. There is a skewed deployment of teachers in favour of urban areas, deny the pupils in rural areas access to quality education. (Auditor General, 2014).

3. MOTIVATION THEORIES

Defining Motivation

Watkiss (2004: 3) argues that motivation is what drives a person to do something. The author further states that much of what is done is driven by the thought of a potential reward, or a consequence of not doing something. Ariely, Bracha and Meier (2007: 2) recognise two types of motivation; internal referred to as intrinsic and external, referred to as extrinsic; any material reward or benefit monetary or non-monetary, associated with giving.

Motivation Theories

Motivational theories provide a basis for understanding factors affecting the motivation of people in organisations. Motivation is classified into two or three-factor and multifactor models. These include the Herzberg Hygiene / Motivation Theory and the Theory X and Theory Y by McGregor. The Multifactor Models includes Functional Analysis of the Motivation model and Reiss proposed a theory that finds 16 basic desires that guide nearly all-human behaviour. Maslow's theory indicates that human beings move from extrinsic motivation to intrinsic motivational factors. It proposed that human beings had different levels of needs in a particular order. He identified five levels of needs in order of hierarchy.

Effects of monetary benefits on motivation

When the provision of monetary incentives de-motivates an individual, the result is referred to as the "*crowding-out effect*". This means that individuals will provide less labour when monetary incentives are introduced. The opposite is that of the "*Crowding-in effect*".

4. APPROACH AND METHODOLOGY OF STUDY

Two qualitative methods were used in the collection of primary data for this study. These included the use of Focus Group Discussions of Heads of Departments and interviews with key informants. Further, a questionnaire was applied to a sample of teachers as a means of collecting quantitative data. A total of 60 persons were interviewed as key informants from the provincial, district and school levels and 580 teachers were interviewed from 16 schools selected from seven (7) districts from Lusaka, Southern, North-western and Western provinces. The schools were purposively sampled taking into consideration that two were primary and one secondary school and also that there is a balance between urban and rural schools.

5. STUDY OF FINDINGS

Levels of Teacher Motivation

On the whole, the key respondents stated that 51% of the teachers in Zambia were poorly motivated while 29.5% said they were well motivated and 19.5% said they were adequately motivated. When asked to rate their level of job satisfaction, the outcome from the survey of the teachers noted that 49.5% said their levels of job satisfaction were good while 20% said it was very poor.

In general, male teachers were said to be more motivated as compared to female teachers. A total of 56% of the teachers interviewed either strongly disagreed or disagreed that female teachers were better motivated than male teachers compared to 30% who either agreed or strongly agreed with the statement. Some key informants were very categorical that the young teachers were the ones who in most cases exhibited unethical behavior.

Key challenges affecting teacher motivation in Zambia

Staffing at the school: Most teachers interviewed (54%) from the rural schools said the staffing at their school was good compared to 43% in the schools in the urban areas. However, 25% of the respondents from schools from the rural areas said the staffing was very poor compared to 14% from the schools in the urban areas.

Most key informants said that there is a discrepancy in the distribution of staff in schools and that there are more than enough teachers in urban schools as compared with rural schools. This situation of uneven distribution of teachers has caused the teachers in urban schools to have very few periods to teach while those in rural places are overwhelmed with an overload of work. This problem has demotivated some teachers.

Conditions of Service: A total of 41% of teachers who were interviewed said their salary was good compared to 32% who said it was poor and 14% who respectively said it was very poor or excellent. The rural/urban dimensions indicate that more respondents (45%) among the teachers in the urban schools said their salary was good compared to 36% in the urban schools.

Teacher behaviour and management

Teacher behavior: Teacher behavior that includes absenteeism, being rude and timekeeping was assessed as a proxy of the motivation of teachers. It was noted by almost all key informants that this was not rampant in schools. Bad behavior was not a result of a lack of motivation but bad character. On the whole, 39% of teachers agreed that teachers at their school came to work on time, among these 42% were from the schools in the rural areas and 36% were from those in the urban schools.

Teacher management: Most teachers interviewed (56%) agreed or strongly agreed with the statement that teachers at their school were well managed. Only 18% strongly disagreed with the statement and 15% disagreed with statement.

Most teachers interviewed (56%) said that the head teacher at their school leads by example while 32% either strongly disagreed or just disagreed. Most of those teachers who agreed or strongly agreed with the statement were from urban schools 61% compared to 50% for the respondents from rural schools.

Career Development and Recognition

Teachers are upgrading their qualifications: All key informants stated the result that the MoE does not automatically upgrade their salary scales and it is a source of demotivation by most teachers after financing their upgrade using their financial resources. As some key informants said what is more demotivating is that those teachers who are recruited directly from the university are put on higher salaries on employment.

Opportunities for Continuous Professional Development: The key informants mentioned that CPD for teachers was uncoordinated and erratic both at the district and school levels. This was stated as the reason that individual teachers have taken it upon themselves to upgrade their academic qualifications. In terms opportunities for CPD, 38% of respondents on average said this was poor. The percentage was higher in the rural schools (42%) compared to the urban schools. Among the respondents in the rural schools, 33% said such opportunities were very poor and 17%.

Institutional Environment

Policy and regulation implication on motivation: Key informants identified the Re-entry Policy, the abolition of corporal punishment and the Free Education Policy as having a negative effect on the motivation of teachers. Another concern concerning the policy environment was that teachers are faced with unclear and constantly changing policies.

Perspectives on the Teacher Trade Unions: When asked how teachers perceive the teacher trade unions and how they contribute to the motivation of teachers, the key informants said the main concern was that the teachers had little faith in their unions, as they did not see their problems being solved. The teachers interviewed when asked if they thought their trade unions were doing a good job, 59% and only, 23% agreed or strongly agreed with the statement.

Teaching and Learning Materials

When asked if their school was well stocked in teaching and learning materials, more respondents from the rural schools (53%) agreed while only 44% among respondents from the urban schools agreed with the statement. Further, there were more respondents (49%) from the urban schools who either strongly disagreed or disagreed with the statement than the respondents (38%) from the rural schools.

The School Environment

All the key informants at the school level mentioned the inadequacy of the school infrastructure as one of the most important determinates of the demotivation of teachers. In particular what was mentioned that there were inadequate accommodation facilities at the school to the extent that teachers have to find their own accommodation for which they have to pay the rentals themselves.

The responses from the teachers concerning the working environment at the school were mentioned to be good by 46% of the respondents from both urban and rural schools although, there were more teachers (67%) from the rural schools who said that the working environment was either good or

excellent compared to 50% for respondents from the urban school. Among the respondents, 25% of respondents from urban schools said the working environment at their school was very poor compared to only 8% of respondents from rural schools that classified their working environment at the school as being very poor.

Successful strategies from other countries

The successful strategies included in-service training in developing countries has taken the form of short workshops, combined with increased opportunities for teachers to regularly share good practices and deal with professional problems. Other strategies are improving the managerial capacities of head teachers and developing mechanisms for teacher participation in decision-making at the school level. The last strategies are that non- remuneration and administrative issues are almost as important as the actual level of remuneration teachers receive. Another successful strategies for improving teacher motivation are the introduction of a merit-based reward system.

Impact and effect of poor motivation on teachers and teaching

The study findings indicate that all the key informants mentioned poor performance of learners as the impact of poor teacher motivation. Among the key informants, 47% said that as a result of poor motivation of teachers, there is an increased absenteeism and 44% said that would have an indifference attitude to teaching. The least effect was that that the teachers would have improper behaviour.

Recommendations from the Key Informants

The key informants were requested to provide recommendations for improving the motivation of teachers. Most key informants recommended upgrading and promoting teachers based on their qualifications and avoiding delays in confirming teachers on probation/acting positions. Another recommendation was to ensure that the remuneration related to the standard of living.

6. CONCLUSION AND RECOMMENDATIONS

Conclusion

The essence of this study is to identify challenges, which contribute to the motivation of teachers in Zambia. The study findings indicate that they are teacher motivation issues, which ultimately have a negative effect on their performance.

Key challenges affecting teacher motivation in Zambia: A key challenge is that teachers who have progressed in their academic qualifications are not upgraded or confirmed to positions they are acting in. The upgrade in the salary scale is an extrinsic motivational factor. The fact that this issue contributes to both intrinsic and extrinsic motivation explains its importance.

The other challenge is that of high salary expectations. This is an extrinsic motivational factor, the remuneration of teachers as a salary has a diminishing effect. This implies that there comes a time when money is not a motivator but a hygiene factor.

Age differences as a challenge in the motivation of teachers stems from that younger teachers derive their motivation more from their salary compared to older teachers whose motivation is the job satisfaction. Further, female teachers tend to be demotivated by the limited access to social and economic amenities compared to their male counterparts.

A good working environment is not a motivator but a hygiene factor. This means that being able to work in a good physical environment, with a suitable staff room and toilet facilities provide the teachers with a feeling of being appreciated but it does not contribute to enhancing their level of effort and the vice versa is applicable.

The effects of policies such as Re-Entry, Free education and the abolition of corporal punishment have a negative effect on the motivation of teachers but were not considered a priority among the key

informants. However, the Rural (Remote) Hardship Allowance was appreciated as it contributed to the extrinsic motivation of teachers since this was an additional income.

The availability of sufficient teaching and learning materials in the school is an intrinsic motivation for teachers who provide services based on a commitment to serve their society. However, this has little effect on those teachers whose extrinsic motivation is the salary.

Impact of challenges on teachers' professional efficacy and overall well-being: The primary impact of demotivated teachers is the poor quality of teaching which results in inadequate learning. This is as a result of teachers reporting late for work, poor preparation of lessons plans and increased absenteeism.

Successful strategies from other countries: The successful strategies included in-service training taken the form of short workshops. Other strategies are improving the managerial capacities of head teachers and ensuring mechanisms for teacher participation in decision-making. Further, non-remuneration and administrative issues are as important as the remuneration teachers receive. A merit-based reward system was also another successful strategy, which was identified.

Recommendations

The recommendations are presented as (a) Short Term, (b) Medium Term and Long Term. The summaries of the recommendations are the following;

- 1) Improving the system of upgrading and confirming teachers
- 2) Addressing the high salary expectations and other conditions of service
- 3) Improving the working environment
- 4) School Management and Leadership
- 5) Review of Policy Provisions
- 6) Ensuring the sufficiency of teaching and learning materials
- 7) Improving training and CPD opportunities
- 8) Improving the interface between the teachers and the teacher trade unions
- 9) High classroom workload
- 10) Recognition and Prestige (largely intrinsic) Individual ^[1]_{SEP}

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CHAPTER 1. INTRODUCTION

This is a report on the analysis of the challenges of teachers' motivation in Zambia. The objectives of this study are to;

- 1) Identify and document the key challenges affecting teacher motivation in Zambia,
- 2) Assess the impact of these challenges on teachers' professional efficacy and overall well-being,
- 3) Document case studies of successful strategies from other countries,
- 4) Generate evidence-based policy recommendations to address identified challenges in the short, medium and long term.

1.1 Background

Zambia National Education Coalition (ZANEC) with financial support from Education Out Loud (EOL) has been implementing a project called "Strengthening Policy Response to Inclusive and Gender Responsive Education in Zambia (SPRInG)". With this financial support, ZANEC conducted this study: Analysis of the challenges affecting teachers' motivation in Zambia.

The study is based on the background that the profession of teaching is frequently undervalued, yet it is indispensable to any education system. Teachers, as frontline workers, facilitate the acquisition of essential skills and knowledge for personal growth and national development. The critical role of teachers has been accentuated by pandemics, such as COVID-19 and epidemics globally. Remote learning initiatives faced challenges in numerous regions, including Zambia during the COVID-19 pandemic, as teachers were not effectively incorporated into these strategies. Despite their significance, Zambian teachers lack the necessary support, resulting in potential demotivation, absenteeism and compromised educational service delivery. This study thus aims to provide actionable policy recommendations to address these issues in the short, medium and long term.

1.2 Outline of the report

This report is presented in six (6) succeeding chapters; Chapter Two (2) presents an overview of the Ministry of Education with respect to the management practises aimed at improving the retention and performance of the teachers, Chapter Three (3) provides the theories which are the basis of analysing the study findings and making the conclusion and identifying the short, medium and long term recommendations. Chapter Four (4) is the presentation of the study methodology, while Chapter Five (5) presents the findings from the field data collection, which is complimented by a literature review. The last chapter is; Chapter Six (6) discusses the study findings, the conclusion and recommendations.

Annexes

- Annex 1: Case studies on the effect of demotivation on teacher
- Annex 2: Interview guide for the PEO/DEBS/Teaching Service Commission
- Annex 3: Interview guide - Human Resource Officer
- Annex 4: Interview guide - Union Leader
- Annex 5: Interview guide - Head Teachers
- Annex 6: Questionnaire - Teachers
- Annex 7: Observation Guide
- Annex 8: Focus Group Discussion guide: Heads of Department
- Annex 9: Focus Group Discussion: Patents-Teachers Association
- Annex 10: Letter of introduction from the Ministry of Education

CHAPTER 2. OVERVIEW OF THE PUBLIC EDUCATION SECTOR

Motivation is discussed within the context of performance management. This chapter thus reviews the performance management practices of the Ministry of Education (Moe) with the aim of putting the study into context. The literature review in this chapter in the first place assesses the policy environment under the Moe with the intention of identifying how it contributes to performance management and motivation of teachers. The chapter thereafter reviews the management and performance management practices at the school level by discussing the roles of the school administrators and those of the teaching staff.

2.1 Educational policies and strategies

2.1.1 Previous education policies on performance management

In Zambia, several education policies have been developed since independence in 1964 to provide a vision and strategies for the provision of education. To appreciate the role that educational policies have had on performance management practices at the public school level, it is essential to start from the time of independence in 1964 under the First National Development Plan (1966 – 1970) to the present time. It is important to review the intentions and focus of educational policies and assess how these policies contributed to improved performance management at the school level.

The educational system inherited by Zambia at independence was underdeveloped. The First National Development Plan - 1966–70 (GRZ, 1966) aimed at providing sufficient places to ensure that all children received at least four years of primary education. Although the Government was not able to meet these targets, primary education expanded dramatically during this period. The First National Development Plan further recognised urban and rural differences as the intention was to create sufficient places so that every 7 year old child can be admitted to grade 1 by 1970, all urban children can complete the full 7-year primary cycle, and 75 % of rural children can also complete the 7 year cycle (Institute for International Cooperation, 2007).

The Second National Development Plan - 1972 – 76 (GRZ, 1972), on the other hand, put more emphasis on primary education, recognising the need for secondary school expansion to be related to human resource needs but still the focus was on promoting enrolment. The main focus at the First and Second National Development Plans documents were that of increasing enrolment and increasing in the numbers of teachers.

The end of the Second National Development Plan (1972 – 76) saw the first significant policy reforms i.e. the Education Policy Reforms of 1977. However, these occurred in the context of economic decline as a result of falling copper prices on the world market. The implication was that there was very little investment in the education sector and thus there was low enrolment, efficiency and quality. This is the reason why in the subsequent years, the Government had a focus on increasing enrolment, pupil progression and teacher/pupil ratio.

The second major educational policy document was Focus on Learning, (Moe, 1992). It emanated from the World Declaration on Education for all, held in 1990 in Jomtien, Thailand. The Conference stressed the importance of access to educational opportunities: “Every person: child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs” (Ministry of Education, 2014a). The 1992 policy, therefore, stressed the mobilisation of resources for the development of school education for all, including children with special educational needs.

The third educational policy document, the Educating Our Future (Moe, 1996), paid particular attention to democratisation, decentralisation and productivity on the one hand, and curriculum relevance and diversification, efficient and effective management, capacity building, cost sharing, and revitalised partnerships on the other. Flexibility, pluralism, responsiveness to needs, and the protection of quality are recurrent themes. For the first time since independence in 1964, an education policy had a particular focus on management of schools.

The current education policy and strategy

The educational policy document, Ministry of Education, Strategic Plan (2022 – 2026) provides the basis of education strategies in Zambia. The Ministry of Education, Strategic Plan (2022 – 2026) has a Strategic Objective of improving human resource capacity and recognising the following enabling factors;

- 1) Adequate, qualified and committed human resource,
- 2) Members of staff adhering to the core values and ethics,
- 3) Supportive leadership and management,
- 4) Adequate education infrastructure,
- 5) Adequate office equipment and transport,
- 6) Ownership of the Strategic Plan by all the members of staff
- 7) Decentralisation of education functions.

2.2 Continuous Professional Development

The MoE recognises the importance of Continuing Professional Development (CPD) of teachers as a means of enhancing their performance. Continuous Professional Development in this regard is discussed within the context of performance management practises and motivation. Further, CPD should build confidence, skills and new strategies and help identify problems that teachers face in embracing change (Moe, 2010b).

To improve the ability of the Moe to ensure CPD of the teaching staff, the Zambian government constructed resource centres throughout the country, which are as close to the schools as possible i.e. these are Provincial Resource Centres, District Resource Centres, and Zone Resource Centres (Moe, 2007a). The purpose of the resource centres is to provide a meeting place for conducting of school-based CPD at a cost effective and sustainable. Above all the needs for the teachers will be localized and addressed based on the geographical needs of each school or resource centre (Moe, 2007a).

A report by the Ministry of Foreign Affairs of the Netherlands (IOB Evaluation, 2011), argue that providing (in-service) current teacher training is not very effective and should be improved. On the other hand, in their study, Banda *et al.* (2011) demonstrated how CPD contributed to improved learning at the school level. As a trait of capability development, the Moe recognises the importance of CPD as a means of improving performance of teaching and motivation.

2.3 School administration

The way the school administration and teachers interact in the school environment could contribute to their performance and the motivation levels. Research has also found out that the behaviour of managers and their style of management will influence the effort expended and level of performance achieved by subordinate staff (Mullins, 2002). Thus the core business of a school is to provide a favourable environment for teaching and learning (Moe, 2005: p. 76).

Performance management practises at the school level are supported by education standards officers based at the provincial and district levels. The district level education standards officers provide support to the school management teams in curriculum delivery by teachers, monitoring of assessment of learners at all levels and ensuring enforcement of local policies aimed at enhancing performance such as the homework policy (Moe, 2007a). Taking this into account, interviews were also conducted at the provincial and district level to ascertain how they influence motivation at the school level.

At the school level, it is cardinal to segregate performance management structures in the school administration, which includes the head teacher, the deputy head teacher, the senior teacher and the teaching staff. The supervisors on the subordinates that are the teachers do annual performance appraisals. The school head is the pivot of the school community because he/she is shouldered with the total management and administration of the school and also providing the vision and appropriate leadership for school improvement and effectiveness.

There are a number of important roles of the school head that are related to teacher performance and supervision (Moe, 2005: 47). Key among the important roles of the school head are that of supervision of school work of heads of departments and other teachers and giving responsibilities to all teachers. The school head is also responsible for managing and coordinating effectively the provision of all academic programmes and monitoring and evaluating regularly the delivery of academic programmes. Another responsibility of the school head is the managing staff and utilization of other resources at the school in order to facilitate the attainment of set objectives (ibid, 2005).

As regards to teachers, their most important roles in the school (Moe, 2005: 49) are that they are responsible for the teaching and direct supervision of the learning of pupils in their respective classrooms and that they are also responsible to their heads of department or senior teachers in respect of preparation of schemes of work, lesson plans, records of work, and progress reports of their pupils.

According to the Moe (Moe, 1992: xv), as key individuals in determining whether the school can bring its undertakings to fruition, teachers should be proficient in the subjects they teach and be resourceful in converting their knowledge into effective learning experiences for their learners. Further, teachers need to have a suitable and properly resourced working environment, and need to be adequately compensated to increase their commitment to their duties, adequately informed to promote innovations and reforms implementation, involvement in decision making, well maintained and furnished school buildings, sufficient classroom materials and resources (Moe, 1992: 85). This means that the performance of teachers on the one hand is a subject of their individual capacity to teach but on the other hand, the pre-requisites for teaching and learning which include compensation for individuals and also the availability of suitable infrastructure and resources such as books.

For the school to develop performance management practises, educational institutions require effective leadership and professional school heads. Besides teaching and managerial qualifications, educational leaders need to possess a broad variety of skills that enable them to function comfortably and effectively in changing environments (Mwanza, 2005).

Although the school head plays a crucial role in promoting a school environment, which stresses the importance of, learning and which encourages trust, effort and mutual respect among learners and teachers. Historical evidence in education however, has shown that undemocratic administration and management of education and authoritarian leadership styles have persisted in Zambia since the colonial period (Snelson, 2009). According to the author, (Snelson, 2009), the school head dictated its policy, exercised strict control over its organisation and discipline of teachers and students. Even after Independence, observations and experience have shown that the majority of schools heads exhibited autocratic management styles in managing schools and supervising their subordinates. What this implies is that there is limited adherence to the school administration and the teaching staff working as a team and further the school is integrated due to the autocratic tendencies of the head teachers.

2.4 Urban and rural differences

The location of schools either in urban or rural areas influences school administrators and the teaching staff performance management practises and levels of motivation as they are faced with different context and factors. The subjects of motivation of teachers in many rural schools across the African continent have continued to gain widespread criticisms because of the obvious difficulties rural schools face in attracting and retaining qualified teachers. (Adedeji, and Olaniyan, 2011).

In comparison to the urban areas, Majasan and Yoloye, (2012), states that staffing rural posts is more difficult because of the many challenges that teachers face. Rural teachers have little pedagogic support and have difficult access to hospitals. Because rural schools are further from the local district education office, there may be diminished opportunities for professional growth due to lack of contact with those in a position to evaluate performance compared to those in the urban areas. In addition, women are reluctant to accept rural postings. Single women are reluctant to take rural postings because of the poor

prospects for finding a husband in rural towns, and married women are unwilling to relocate at the expense of their husbands' jobs. One source cites women obtaining false marriage certificates to more easily justify urban postings (UNESCO, 2009, p. 23).

Rural teachers compared to those in the urban areas are less experienced, with one teacher in three having less than 2 years of experience and two teachers in five having been at their current school for less than 2 years (World Bank, 2011). There are half as many female teachers in rural schools as in urban schools. (UNESCO, 2009). In addition, Bennell, (2004. p. 98), emphasise that the main issue in most countries is the high rate of transfers of teachers between schools rather than attrition per se. A 'culture of discontinuity' often characterises teacher turnover in hard-to-staff schools in rural areas.

Zambia in particular still experiences shortage of teachers, especially in the rural parts of the country. While rural postings may not be desirable, the expansion of education in rural areas has increased the demand for teachers. The Moe has in the recent years embarked on a massive reform in teacher deployment, including the development of teacher deployment guidelines, with emphasis on the needs of rural areas ((Ministry of Foreign Affairs of the Netherlands, IOB Evaluation, 2011). But it has been observed that schools within the same district have more teachers than other schools, especially those in the urban areas. The skewed deployment of teachers in favour of urban areas, denies the pupils in rural areas access to quality education. (Auditor General, 2014).

Adedeji and Olaniyan (2011), argue that teaching is often of poor quality and is poorly supported in the rural areas compared to schools in urban areas. Isolated conditions in rural areas compared to urban areas fail to attract high quality teachers. This situation is made worse by the fact that poor infrastructure obstructs support from advisory agencies. Not only are teachers served less by support services; they often have fewer print and other teaching resources (ibid, 2011).

In an effort to make the rural basic schools attractive, the Moe introduced incentives such as fast-track promotions and upgrading opportunities; that is, in addition to the current hardship allowances paid to teachers. Provision of housing for teachers especially in the rural areas was also meant to be a tool to attract teachers (Auditor General, 2014). However, in spite of this initiative, most teachers have continued to prefer urban basic schools to rural ones claiming that rural schools have offered fewer opportunities for personal advancement. Most teachers in rural schools feel that the rural hardship allowances are inadequate and therefore do not inspire them enough (ibid, 2014).

CHAPTER 3. THE MOTIVATION THEORIES

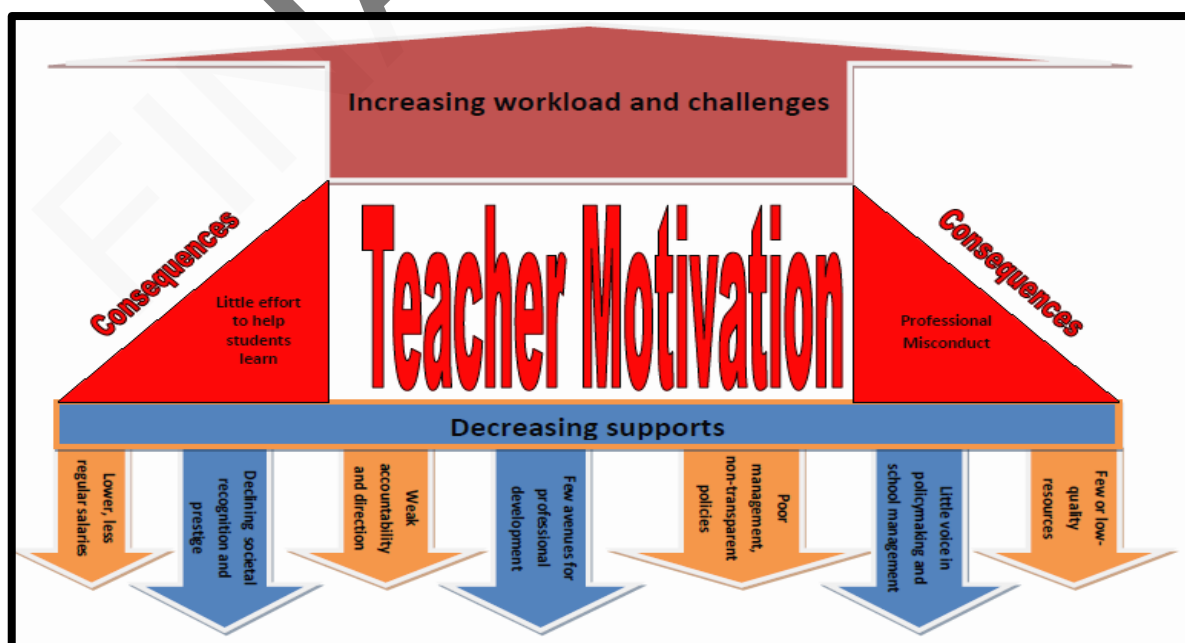
3.1 Defining Motivation

Motivation is one of those terms that can mean very different things to different people and at times confused with morale. Riley (2004: 2) stated that the Merriam-Webster Collegiate Dictionary defines morale as *“the mental and emotional condition of an individual or group concerning the function or tasks at hand.”* Riley’s definition of morale focuses on the mind or the mood and that morale could be either referred to a group or an individual.

Motivation is about giving someone a motive or an incentive or rather more darkly, about inducing something (Clegg, 2000: 03). By stating that motivation is about inducing, this definition emphasizes external factors and does not indicate any internal influences as inducing in its literal meaning, means to force. It also indicates unlike in the definition of morale, that motivation is only towards individuals and not a group. Watkiss (2004: 3) also argues that motivation is what drives a person to do something. The author further states that much of what is done is driven by the thought of a potential reward, or a consequence of not doing something. The rewards or consequences can be obvious tangible benefits, such as financial reward; enjoyment; or the risk of these being taken away through losing one’s job. This definition indicates that for anyone to be motivated there is a need for a reward or fear of the consequences. This definition seems to refer in particular to paid staff as it states the issue of financial rewards, which are not part of the definition of a volunteer.

Ariely, Bracha and Meier (2007: 2), recognise two types of motivation; internal referred to as intrinsic and external, referred to as extrinsic. The authors go on to state that intrinsic motivation is the value per se, represented by private preferences for others well being such as pure altruism or other forms of pro-social preferences. Extrinsic motivation is any material reward or benefit monetary or non-monetary, associated with giving.

Guajardo (2011: 10) identifies seven categories are motivational supports which give teachers the energy, incentives, purpose, etc. to tackle their workloads with sincere effort and professionalism. The seven motivational supports are divided into two types. The orange motivational supports are largely extrinsic, concerning teachers’ external conditions and material incentives. The blue motivational supports are largely intrinsic, effecting teacher’ internal feelings of esteem, achievement, and purpose. The author notes that sources of intrinsic motivation are more effective at sustaining teacher effort and professionalism in the long run, and more readily enhance student achievement



3.2 Motivation Theories

Motivational theories provide a basis for understanding factors affecting the motivation of people in organisations. Researchers have classified motivation into two or three-factor and multifactor models.

The Two-Factor Theories: Herzberg in 1959 in his Hygiene / Motivation Theory proposed that people had two types of needs. Herzberg identified “Hygiene Factors” as including supervision, interpersonal relations, working conditions and salary while the second type called “Motivators” included recognition, work, responsibility, and advancement (People In Aid, 2007: 9). The authors state that if Hygiene Factors are not met, employees get de-motivated. If those needs are met, the effect on the employee is limited. The Motivators are associated with long-term positive effects on job performance while the Hygiene Factors consistently produce only short-term changes in work attitudes and performance, which quickly fall back to their previous levels.

The other theory two-factor model is the Theory X and Theory Y by McGregor (1960). Theory Y assumes people and their work create space for bringing in an environment where they can feel motivated to perform at their best while Theory X assumes are characterised by certain traits, e.g. authoritarian style and tight control (People In Aid, 2007: 7).

Multifactor Models: The early 1990s saw the emergence of another model for understanding motivation –the multifactor model. The term multi-factor means that there are more than two factors influencing the motivation of a person. Esmond and Dunlop (2004: 15), argue that the Functional Analysis of the Motivation model by Clary and Snyder was concerned with

“...the reasons and the purposes, the plan and the goals, that underlie and generate psychological phenomena – that is, the personal and social functions being served by an individual’s thoughts, feelings, and actions...”

The authors further suggest that these functions are:

- 1) Values; acting on deeply held beliefs about the importance of helping others,
- 2) Understanding; involvement in activities that satisfy the desire to learn.
- 3) Career; seeking ways to explore job opportunities or advance in the work environment,
- 4) Social; conforming to the normative influence of significant others,
- 5) Esteem; enhancing the person’s sense of esteem,
- 6) Protective; escaping from negative qualities or feelings.

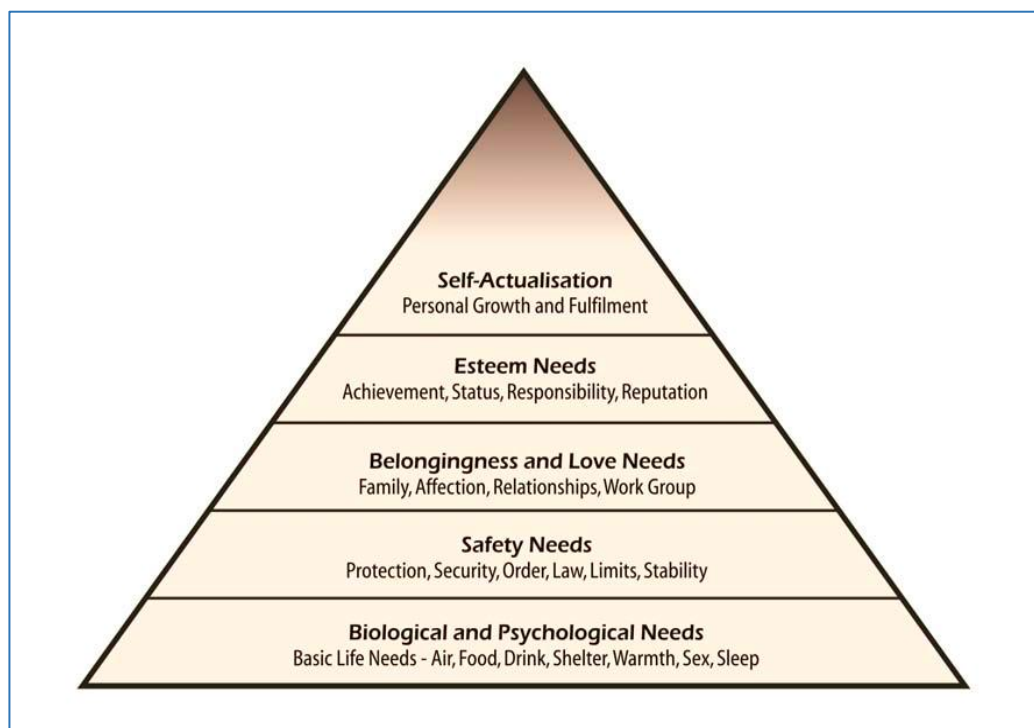
Ancans (2007: 9) argues that for some people, the human factor is paramount. Making and meeting friends, having social links and the feeling of belonging give them the incentive to continue. Taking this into regard, the author states that, Reiss proposed a theory that finds 16 basic desires that guide nearly all-human behaviour. The desires are:

- | | |
|---|---|
| 1. Acceptance, the need for approval, | 1. Physical Activity, the need for exercise, |
| 2. Curiosity, the need to think, | 2. Power, the need for influence of the will, |
| 3. Eating, the need for food, | 3. Romance, the need for sex, |
| 4. Family, the need to raise children, | 4. Saving, the need to collect |
| 5. Honour, the need to be loyal to the traditional values of one's clan/ethnic group, | 5. Social Contact, the need for friends (peer relationships), |
| 6. Idealism, the need for social justice, | 6. Status, the need for social standing/importance, |
| 7. Independence, the need for individuality, | 7. Tranquillity, the need to be safe, |
| 8. Order is the need for organised, stable, predictable environments. | 8. Vengeance, the need to strike back. |

In this model, Ancans (2007: 9) argues that people differ in their basic desires. These represent intrinsic desires that directly motivate a person's behaviour, and are not aimed at indirectly satisfying other desires. People may also be motivated by non-basic desires, but this does not relate to deep motivation, or only as a means to achieve other basic desires.

Abraham Maslow's hierarchy of human needs theory is one of the most widely discussed theories of motivation. Maslow's theory indicates that human beings move from extrinsic motivation to intrinsic motivational factors. It proposed that human beings had different levels of needs in a particular order. He identified five levels of needs in order of hierarchy. The most basic needs are the biological and physiological. At the top is the need for self-actualisation, which Maslow defines as growth motivation and calls it the "Being Need" (People In Aid, 2007: 7). The needs are listed from basic (lowest, earliest) to most complex (highest, latest) are as illustrated in the Figure on the next page:

Figure 1: Maslow's Hierarchy of Needs



Source: (People In Aid, 2007: 7)

People In Aid (2007: 7) explains that at lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator; however, it tends to have a motivating effect on staff that lasts only for a short period. At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money.

The higher-order needs of Maslow's "*esteem*" and "*self-actualization*" could provide reasons why certain groups of people provide their labour for free to NGOs. This further implies that individuals at the lower level of needs will need to meet their basic needs of life while providing their labour without monetary compensation.

In their study, Fiorillo (2007: 10) indicates that intrinsic factors, which include opportunities for personal growth; recognition, achievement, and a desire to contribute to the community are some of the incentives for volunteering cited by past research.

Another study that was related to personal growth, recognition and achievement was that by Ancans (1992: 9), in a study to record the feelings and personal experiences of volunteers to increase the understanding of what was important to them about their work; and to identify factors which tend to keep staff involved (satisfiers) and those which tend to alienate them (turnoffs), the participants identified some incentives that had either influenced their decisions to become involved in staff work or that they thought might encourage others to join:

- 1) Achievement
- 2) Recognition and feedback
- 3) Personal growth
- 4) Giving something back
- 5) Bringing about social change
- 6) Family ties
- 7) Friendship, support, bonding and a feeling of belonging.

Concern for others and the less fortunate was identified in various multi-factor motivation models. A study conducted by Bang and Ross (2006: 8), identified the following factors;

- 1) Expression of values (concern for others, the success of the event, and society),
- 2) Community involvement (helping the event as being part of the local community),
- 3) Inter-personal contacts (meeting and interacting with people and forming friendships),
- 4) Career orientation (gaining experience and career contacts),
- 5) Personal growth (gaining new perspectives, feeling important and needed),
- 6) Extrinsic rewards (getting free uniforms, food, accommodation, and admission), and
- 7) Love of what the person is doing.

Effects of monetary benefits on motivation: The review for this study isolates the relationship between motivation and monetary incentives. The reason is that as a single source of motivation, there has been a lot of interest in the relationship between motivation and monetary incentives.

Thomas, Bateman and Crant (2005: 5), state that the concept of intrinsic motivation evolved independently of and after the behaviourist tradition of extrinsic contingencies but met when Deci (1971) argued that not only that extrinsic reinforcement is not needed for motivation, but also that tangible rewards undermine intrinsic motivation. When the provision of monetary incentives demotivates an individual, the result is referred to as the “*crowding-out effect*”. This means that individuals will provide less labour when monetary incentives are introduced.

Frey and Jegen (2001: 4), argue that the “*crowding-out effect*”, is one of the most important anomalies in economics, as it suggests the opposite of the most fundamental economic “law”, that raising monetary incentives increases supply. If the “*crowding out effect*” holds, raising monetary incentives reduces, rather than increases supply. Under relevant circumstances, it is therefore not advisable to use the price mechanism to elicit a higher supply, and one should moreover rely on a quite different type of incentive, namely intrinsic motivation.

The conditions under which monetary incentives could undermine motivation include introducing extrinsic incentives, or increasing them, affecting pro-social behaviour, directly by heightening the extrinsic rewards, and indirectly through image motivation. Image motivation is defined as the desire to be liked and well-regarded by others (doing good). In such a case, offering a greater material reward may backfire, depending on which effect is stronger—higher extrinsic reward or lower image motivation (Ariely, Bracha, Meier, 2007: 8).

Frey in Peter (2000: 34) argues that an external intervention crowds out intrinsic motivation when it is felt to be controlling but crowds in intrinsic motivation when it is perceived to be supporting self-determination and self-esteem. Thus the “*crowding-out effect*” is stronger when the:

- 1) More rewards are expected. Unexpected rewards have a weaker or no negative effect on intrinsic motivation,
- 2) The more salient the reward is;
- 3) Contingent the reward is on the task or on performance,
- 4) More deadlines and threats are used;
- 5) The more intensive the surveillance is.

CHAPTER 4. APPROACH AND METHODOLOGY

4.1 Core Research Principles

The process of making this analysis was premised on the principles of ownership, inclusiveness and participation within the Ministry of Education.

- 1) **Accountability and Ownership:** At the end of the whole process, ZANEC and the Ministry of Education can own the study and the subsequent recommendations,
- 2) **Inclusiveness:** An attempt was made to ensure that all the key persons at all levels of the structure of the Ministry of Education were consulted during the assessment process. These included provincial, district and school-level staff within the Ministry of Education.
- 3) **Participation:** All approaches, which were used in the analysis of the challenges of teacher motivation in Zambia, were aimed to ensure participation.

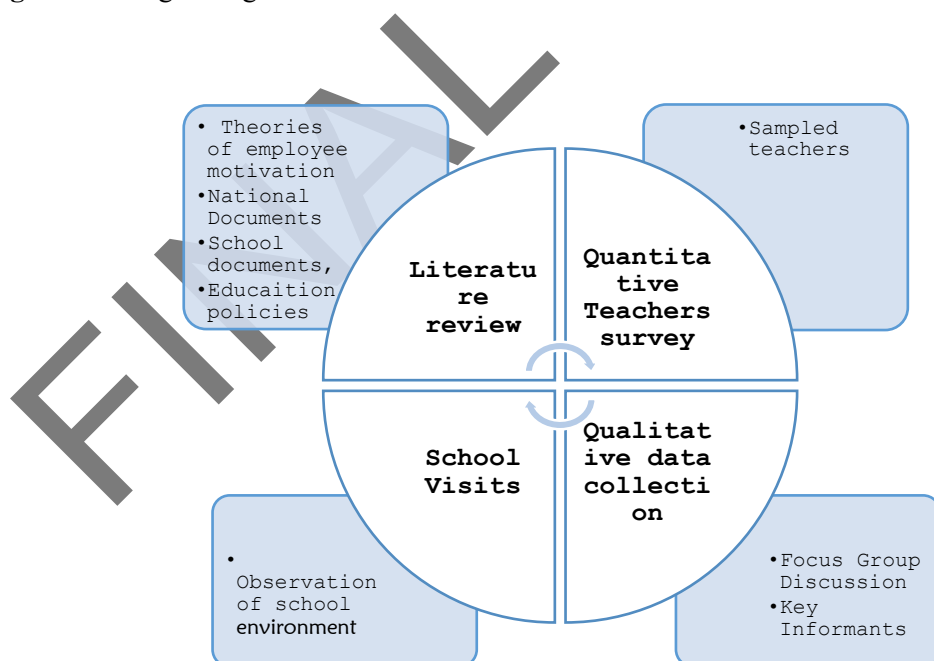
Data was analysed using a rigorous and transparent analysis framework, summarized, and presented back to ZANEC to aid in the prioritization and identification of recommendations. The details of the methodology is stated below.

4.2 Research Design

This was a mixed method study using a combination of qualitative methods of data collection and analysis. A literature review preceded and anchored the study. Documents, which were reviewed, formed a basis for preparation of tools, validation of primary data collection and triangulation of findings.

Two qualitative methods were used in the collection of primary data for this study. These included the use of Focus Group Discussions of Heads of Departments and interviews with key informants. Further, a questionnaire was applied to a sample of teachers as a means of collecting quantitative data. The Figure below gives an overview of the research design.

Figure 2: Resign design



4.3 Inception Phase

Based on the reviewed literature and preliminary interviews, a detailed approach and methodology including data collection and analysis tools were developed showing how the study was to be conducted, the actual schedule of activities as well as clarification of roles and responsibilities for the consultant and ZANEC. At this point, a clear list of identified outputs or deliverables was identified.

4.4 Review of documents

These included studies on motivation especially in the public sector and in particular in the Ministry of Education in Zambia. Other documents included international studies on motivation in the public sector. The review of the literature also included a chapter on motivation theories.

4.5 Location of the study areas

Selection of the provinces/districts: Consideration of the target provinces was based on taking into consideration the predominant urban and mainly rural provinces. These criteria were applied to the selection of the districts within the province (a predominantly urban and a predominantly rural district). The selected provinces, districts and schools are presented in Table 1.

Table 1: List of Provinces, Districts and Schools

Province	District	School' (Primary)	The school (Secondary)
Southern	Choma	Batoka	Choma Day
		Harmony	
	Monze	Manungu	Rusangu
		Sichlyanda	
North-western	Solwezi	Beliya	Kikombe
		Kyapatala	
		Kamiteto	
		Kakombe	
	Mushindamo	Kabisapi	Kabisapi
		Kibobomena	
Lusaka	Chongwe	Chongwe	Chongwe
		Matipula	
Western	Mongu	Sefula	Mulambwa
		Litawa	
	Limulunga	Mukola	Limulunga
		Mupatu	

Selection procedure of the schools: At the school level, three (3) were selected per district; two were primary and one secondary school. In each district, one school was in the urban area, one in the peri-urban and one in the rural area. Two extra schools were selected in Solwezi District to compensate for the Lusaka Province whereas only three schools were selected due to logistical challenges.

The schools were purposively sampled taking into consideration the time allocated and financial resources for this study. These were purposively selected within the district with the assistance of the district education administration (DEBS office) based on a list of all the schools in a district - both primary and secondary schools.

4.6 Qualitative data collection and analysis

Primary Data Collection: Key informant interviews were conducted from the provincial, district and school levels. Focus Group Discussions of Heads of Departments and members of the Parents-Teachers Committees was also conducted. Interview guides as attached in the Annexes were developed to undertake these. Qualitative data provided an in-depth understanding of the motivation of teachers within the Ministry of Education in Zambia. Below is the number of key informants.

Table 2: List of Key Informants at the District, Provincial and National Level

No.	Level	Key informants	Total interviewed
2.	Provincial	1) Provincial Education Officer (2), 2) Standard Officers (1) 3) Human Resource Officer (2),	5
3.	District	1) District Education Board Secretary (8) 2) District Education Standards Officer (3) 3) Human Resource Officer (3)	14
4.	School	1) School Head teacher (21)	21
5.		Heads of Departments	15
6.		Members of the Parents-Teachers Association	5
		TOTAL	60

Analysis of data

The qualitative data was analysed manually. The information recorded in each discussion, major and sub-themes were developed and critical analyses of the various expressions were conducted to gain deeper insights into the subject matter. Interview guides were used to interview the key informants.

4.7 Quantitative data collection

Interview of teachers: A total of **520** teachers were interviewed from all the schools using the attached questionnaire. This was **20** teachers per school.

Sampling frame and sampling procedure: The sampling frame for teachers was designed with the assistance of ZANEC and the Ministry of Education staff at the district level. Purposive sampling was used in which 20 teachers from each school were selected based on the criteria that 50% of them should be women. However, the gender balance could not be achieved due to the non-availability of teachers during the data collection and some schools did not have a gender balance in terms of teacher numbers. The age and years of teaching experience were also considered in the selection of teachers.

Engaging and orientation of Research Assistants: Research Assistants were engaged to assist with the primary data collection in each project area. These were selected from each respective region. A half-day orientation of the Research Assistants was conducted which also included pre-testing of the data collection. The focus of the research assistant orientation was;

1. The purpose and objectives of the study;
2. The contents of the questionnaire and question guides;
3. The responsibilities of the researchers and of the Research Assistants;
4. How to conduct the data collection and the tools to use.

Data collection tools

A questionnaire was administered to the 520 teachers.

Analysis of data

Quantitative data analysis used descriptive statistics. To ensure that the report was completed in the suggested time frame, data analysis was done along with the data collection and one extra day was allocated to finalize the analysis.

4.8 Summary of key informants and discussants (FGD)

Below is a summary of the total number of key informants, and teachers who were interviewed. The total number is 580.

No.	Category	Method of data collection	Total No.
1.	Key Informants	Interview guide	60
2.	Teachers	Questionnaire	520
Total			580

4.9 Data Quality Assurance Control

Quality Assurance System (QAS) and standards and good practice of the survey were applied. The quality of data collected from the field was improved through a regular briefing by the Team Leader and other members of the research team to review the daily challenges experienced and to seek corrective measures needing addressing by phone and the WhatsApp Forum that was created for the Consulting Team for on-going interaction since the teams in different locations. Team members were involved in daily consultations to discuss any issue that came up during data collection to correct identified errors made the previous day.

4.10 Ethical considerations

The conduct of this study raised moral and ethical issues. For this study, ethical issues concerned three parties: the researchers, ZANEC and the respondents i.e. those at the province, district and school level levels. The interaction of each of these three parties identified a series of ethical questions, which were to be considered in the collection, analysis and presentation of data. Accordingly, the study took into consideration the following:

- **Voluntary participation.** Participants had the right to retract participation during the data collection period if they felt that their participation could cause them harm.
- **Informed consent.** The researcher secured the Informed Consent of the intended respondents in writing.
- **Privacy or Anonymity.** To preserve anonymity in this research, participants remained nameless. Their identities were protected from disclosure and remain unknown.
- **Confidentiality.** For this purpose, this research presented data only in aggregate form.

CHAPTER 5. STUDY FINDINGS

This chapter presents the study findings based on the key informant interviews and teachers who were interviewed based on a questionnaire. The chapter is complimented with a review of literature to support the primary data.

5.1 Levels of Teacher Motivation

5.1.1 Level of teacher motivation

The respondents during the key informant interviews were asked on the level of motivation of the teachers in Zambia taking into consideration the rural and urban dimensions. Using the levels of (a) well motivated, (b) adequately motivated and (c) poorly motivated, the key informants noted the following as depicted in the Table below;

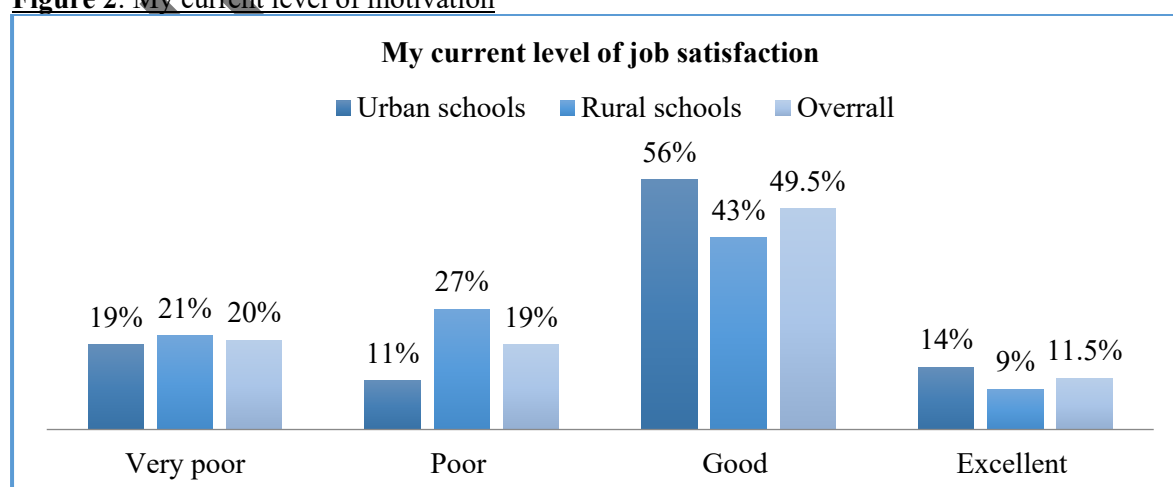
Table 2: Level of motivation of teacher

Location of Schools (N = 60)	Level of motivation			Total
	Well motivated	Adequately motivated	Poorly motivated	
Urban	33%	21%	46%	100%
Rural	26%	18%	56%	100%
Overall	29.5%	19.5%	51%	100%

On the whole, the key respondents stated that 51% of the teachers in Zambia were poorly motivated while 29.5% said they were well motivated and 19.5% said they were adequately motivated. As depicted in Table 2, there is a rural/urban perspective on the levels of motivation of teachers whereas, 56% of the respondents said the teachers in the rural areas were poorly motivated, the percentage was said to be 46% for those in the urban areas. The high number of poorly motivated teachers in rural areas was attributed to insufficient social and economic amenities compared to those in urban areas. *“There are no grocery shops, banking or recreational facilities in the rural areas and teachers have to travel to the nearest urban centre. This takes away their time to teach in most cases¹”*.

When asked to rate their level of job satisfaction, the outcome from the survey of the teachers noted that 49.5% said their levels of job satisfaction were good while 20% said it was very poor. Only 11.5% said that their levels of job satisfaction were excellent. Table 2 gives the distribution of responses on the current levels of job satisfaction from the teachers.

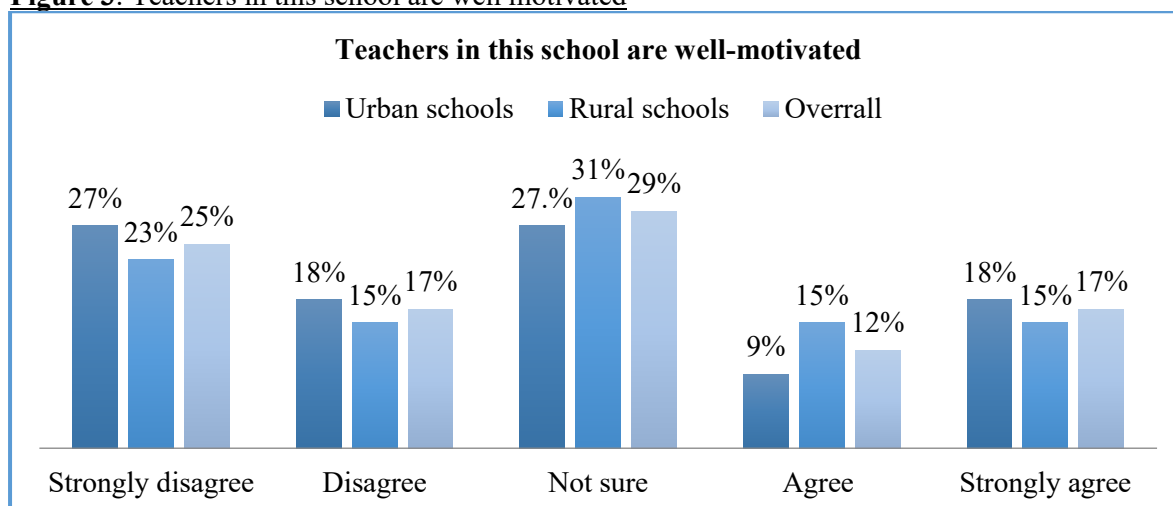
Figure 2: My current level of motivation



¹ Key informant interview; Litawa Primary School, Mongu District

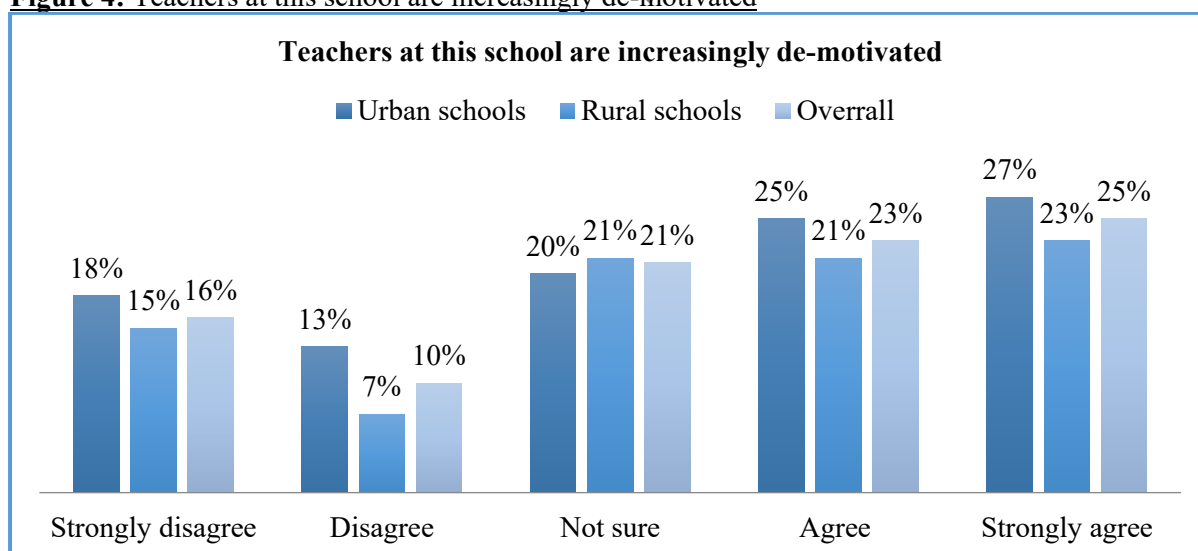
When asked to respond to the question that in general teachers at their school are well motivated, 29% of them said they were not sure, while 25% strongly disagreed with the statement and only 17% strongly agreed with the statement. In comparison, more respondents (27%) from the schools in the rural areas strongly disagreed with the statement compared to 23% with those from the schools in the urban areas. Figure 3 gives an illustration of the distribution of responses.

Figure 3: Teachers in this school are well motivated



Most teachers who were interviewed (50%) either agreed or strongly agreed with the statement that teachers in their school were increasingly de-motivated compared to 26% who either strongly disagreed or disagreed with the statement. It was said that this was because the Government or their teacher unions were not addressing most of their concerns with the high cost of living and working environment. Figure 4 gives the details.

Figure 4: Teachers at this school are increasingly de-motivated

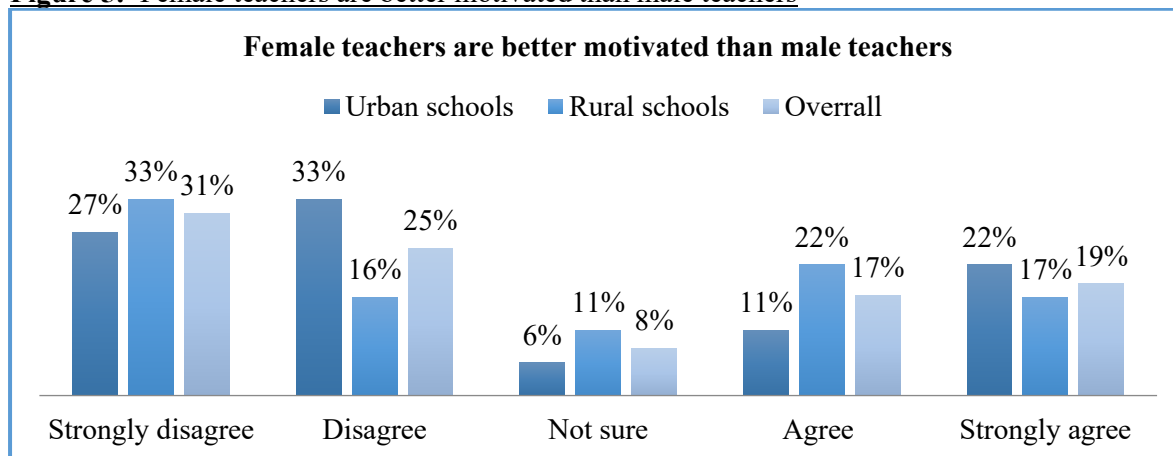


5.1.2 Gender differences in motivation

When the key informants were asked if there were gender differences in motivation between the two genders, male and female, most of them said there were noticeable differences. They stated that in general, male teachers are more motivated as compared to female teachers. It was stated in one FGD that, *“it cannot be denied that male teachers seem to be more content financially/materially compared to female teachers which act as a motivation factor for them as individuals”*. It was also stated by a key informant interview that female teachers are faced with a world of materialism and lack of financial resources makes them demotivated.

With respect to the gender differences, Figure 5 indicates that 56% of the teachers who were interviewed either strongly disagreed or disagreed that female teachers were better motivated than male teachers compared to 30% who either agreed or strongly agreed with the statement. During the key informant interviews, most of them stated that the opposite is true. Male teachers are more motivated than female teachers especially in rural areas. An indication was that there were more female teachers asking for transfers from the urban to the rural areas than their male counterparts.

Figure 5: Female teachers are better motivated than male teachers



5.1.3 Age of the teachers and motivation

Some key informants were very categorical on who among the teachers exhibited poor behavior. They specified that the young teachers who were referred to in the teaching circles as “Ba 30 pin”, in reference to the 30,000 teachers who were recruited in 2022 were said to be the most truant. It was said that some of “Ba 30 pin” were in informal business before recruitment and they have continued even after and this makes them abscond teaching at times. Further, informants said “if one wants to find disrespectful teachers, you have to look among the “Ba 30”. It was, however, noted “the older teachers are more motivated as compared to the younger teacher because the old teachers seem to be content with their situation. For example, there are some teachers in the rural who have acquired land and keep livestock in their respective school of appointment which makes them to be at home²”.

5.2 Key challenges affecting teacher motivation in Zambia

5.2.1 Staffing at the school

One of the factors that were mentioned in all the key informant interviews was of the high pupil-to-teacher ratio, which results in the unmanageable number of learners to attend to. One teacher from a school in Solwezi stated that one class had over 70 learners and she had to attend three (3) classes. This means 210 learners. This makes it difficult to provide quality support. This is because of the few classrooms, and teachers but also the high number of learners as a result of the Free Education Policy. The result is that some teachers have double classes. The concern from the key informants was not that the teachers were complaining about teaching double classes but that they did not receive the Double Class Allowance on time. In the words of one of the key informants, “a teacher has to fight to get that double class allowance”. This has led to some teachers refusing to take up more classes than they expected as they claim that they will only teach according to the amount of money they are paid. Staff shortages are more evident in some subjects than others. In particular, it was stated in schools in Chongwe that there was also a shortage of teachers in Mathematics and Natural Sciences, which entails an overload of classes for these periods. Below is a picture of the classroom from Chongwe Secondary School. Three learners seat on a desk for two.

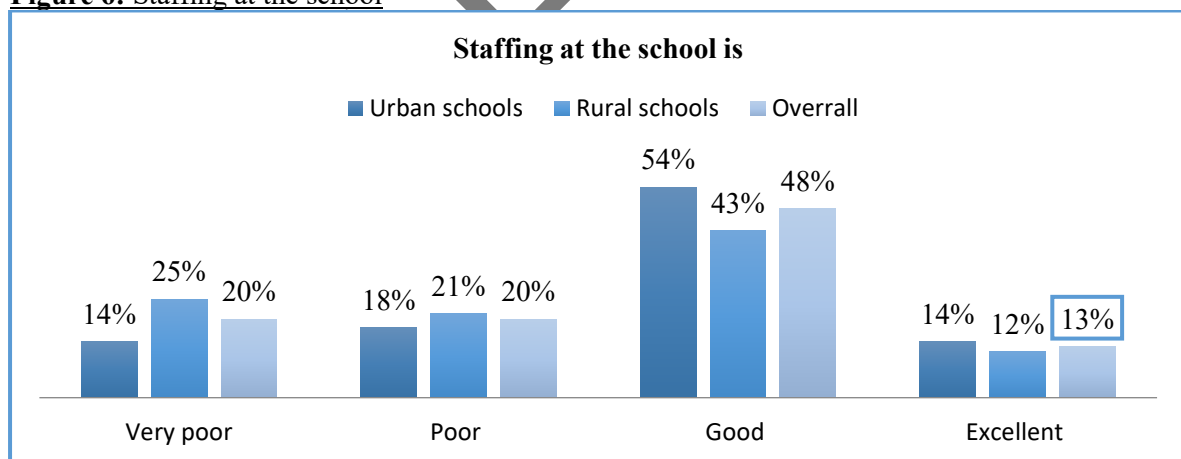
² Key informant interviewee, Limulunga District, Western Province



Picture 1: A classroom from Chongwe Secondary School

When asked about the staffing at their school, most teachers interviewed (54%) from the rural schools said the staffing at their school was good compared to 43% in the schools in the urban areas. However, 25% of the respondents from schools from the rural areas said the staffing was very poor compared to 14% from the schools in the urban areas. Only 13% of all the teachers interviewed said the staffing levels at their school were excellent among them 14% in the urban areas and 12% in the rural areas. This is demonstrated in Figure 6.

Figure 6: Staffing at the school



The Rural and Urban Staffing

Most key informants said that there is a discrepancy in the distribution of staff in schools and that there are more than enough teachers in urban schools as compared with rural schools. This situation of uneven distribution of teachers has caused the teachers in urban schools to have very few periods to teach while those in rural places are overwhelmed with an overload of work. This problem has demotivated some teachers.

Literature reviewed indicates that teachers facing heavy workloads need sufficient motivational

supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened. On the other hand, if teachers' workload is reasonable and motivational supports match or exceed this workload, teacher motivation is supported rather than threatened (Guajardo, 2011).

It is noted in literature that expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. Michaelowa (2002) finds that these challenges are negatively correlated with teacher job satisfaction and positively correlated to absenteeism in Africa.

5.2.2 Conditions of Service

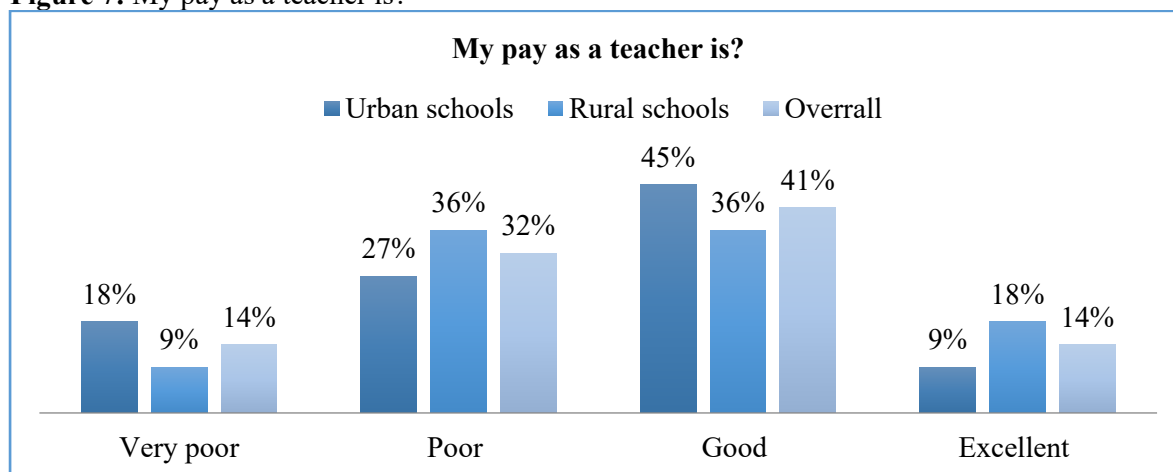
When the key informants at the district and school levels were asked about the main reasons for the current levels of motivation, most of them stated that it was conditions of service and in particular the teachers' salaries. During the interviews, most respondents used the term "meager salaries". They noted that the amount of money a teacher was paid in consideration of the cost of living and inflation was very low. They stated that the concern was that this salary was hardly corrected taking into consideration the inflation. The result according to most key informants is that the teachers obtain loans from micro-finance institutions to meet their household budget deficits. A case of the indebtedness of teacher's affects their motivation is presented below;

This is a case study of a teacher who has lived in debt for a period of ten years by getting loans from different lending institutions. The mentioned teacher claims that the salaries they get as teachers are very low and yet the standard of living is quite high to meet their needs. He would get a loan from one institution to repay another loan and remain with a little surplus for a month. In addition, the same teacher had got other two loans from local moneylenders. The teacher was so overwhelmed with loans that he would only get ZMK500 per month. One moneylender got the teacher's ATM and would every month go with the teacher every month to the bank to get the payment of the loan.

There was a concern from key informants that some Heads of Departments were appointed and made to act on administrative convenience for a long time without being confirmed. Further, there is a delay in payment for acting allowances for those who are entitled to it. However, some key informants noted that what provides them motivation is the support they obtain from the Provincial Education Office and the DEBS office when they are seeking to obtain loans from micro-finance institutions and commercial banks. Other motivating factors, which were mentioned, were the provision of insurance coverage like NHIMA, the funeral grant and payment of retirees. This means that a teacher knows that once they retire they will not need to wait for a long time to be paid.

On the question of their impression of their salary, Figure 7 notes that 41% of teachers who were interviewed said their salary was good compared to 32% who said it was poor and 14% who respectively said it was very poor or excellent. The rural/urban dimensions indicate that more respondents (45%) among the teachers in the urban schools said their salary was good compared to 36% in the urban schools.

Figure 7: My pay as a teacher is?



The literature reviewed indicates that when teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues 2010). One such secondary employment activity, private tutoring, can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell and Akyeampong, 2007).

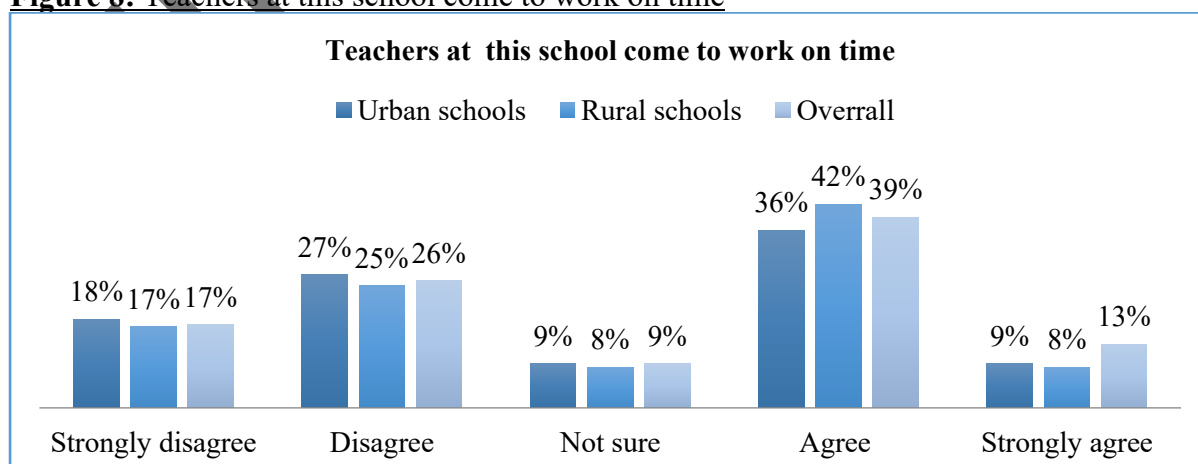
5.2.3 Teacher behaviour and management

Teacher behavior

Teacher behavior that includes absenteeism, being rude and timekeeping was assessed as a proxy of the motivation of teachers. It was noted by almost all key informants that this was not rampant in schools. There are very few teachers who exhibit rude behavior. As noted by one key informant *“There are teachers who are rude and some come drunk but these are in the minority. For those coming late for school, in most cases this is not a habit but a result of a specific circumstance”*³. Bad behavior according to most key informants was not a result of a lack of motivation but bad character.

On the whole, 39% of teachers interviewed stated that they agreed with the statement that teachers at their school came to work on time, among these 42% were from the schools in the rural areas and 36% were from those in the urban schools. With respect to the rural/urban dimensions, respondents from the urban areas tended to agree with the statement more than those in the rural schools.

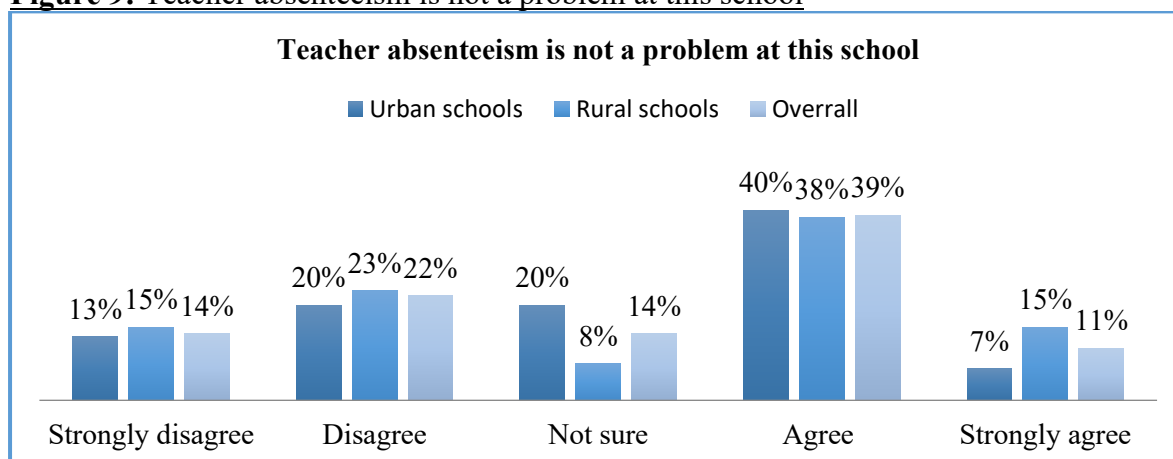
Figure 8: Teachers at this school come to work on time



³ Respondent from Batoka Primary School

A total of 39% of teachers interviewed agreed with the statement that teacher absenteeism was not a problem at their school. Among these 40% were from urban schools and 38% from rural schools. However, 36% either strongly disagreed or disagreed with the statement of which 38% were from rural schools and 33% were from urban schools.

Figure 9: Teacher absenteeism is not a problem at this school

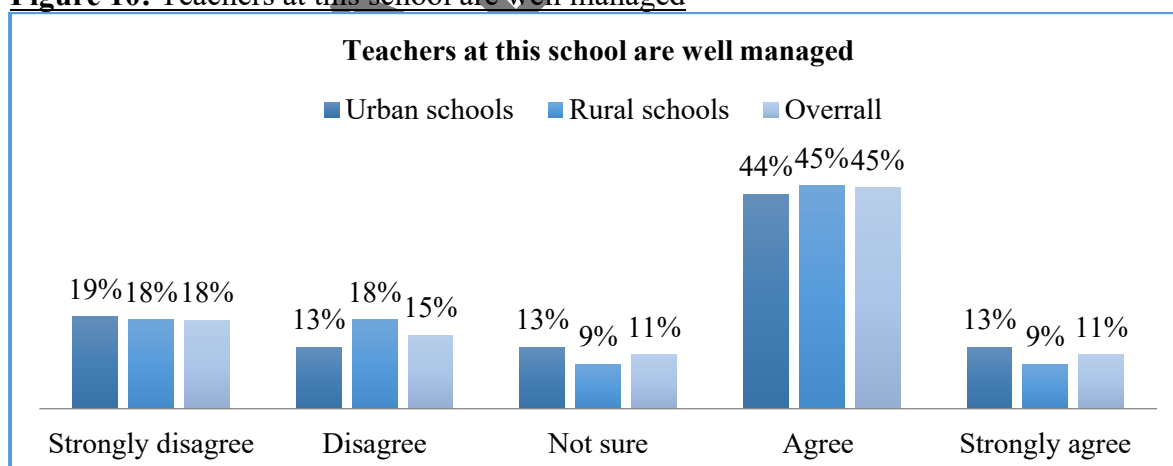


Teacher management

The key informants were asked to describe the management practice at the school level and how it contributes to the motivation of teachers. The biggest problem, which was mentioned, was the bureaucracy in decision-making. Most key informants said teachers are always complaining about the decision-making processes and the length of time it takes to make a decision between the Head Teacher and the PEO. This means the problems of the teachers are not attended to promptly.

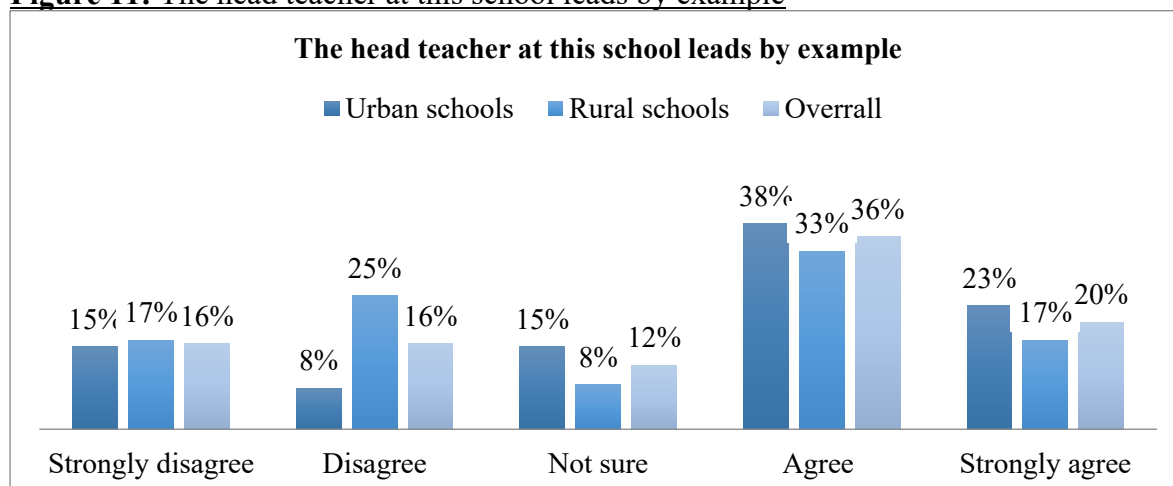
Most teachers interviewed (56%) agreed or strongly agreed with the statement that teachers at their school were well managed. Only 18% strongly disagreed with the statement and 15% disagreed with statement. Figure 9 above gives the distribution of responses.

Figure 10: Teachers at this school are well managed



Most teachers interviewed (56%) said that the head teacher at their school leads by example while 32% either strongly disagreed or just disagreed. Most of those teachers who agreed or strongly agreed with the statement were from urban schools 61% compared to 50% for the respondents from rural schools. The responses from the teachers are provided in Figure 11.

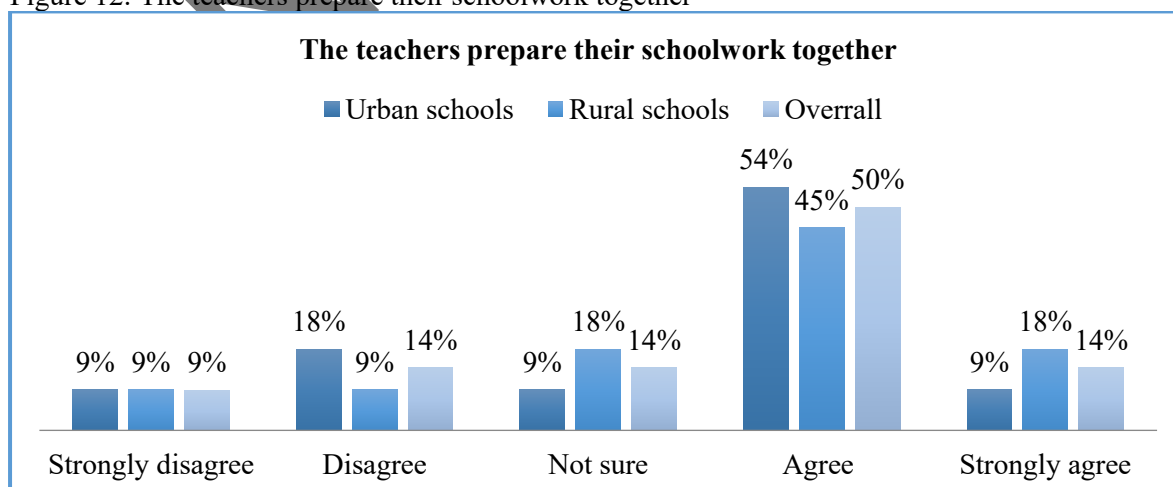
Figure 11: The head teacher at this school leads by example



Between both the teachers who were interviewed from urban and rural schools, 64% said that the teachers prepare their schoolwork together. There are minimal differences between the teachers interviewed from the urban schools compared to the respondents from the rural schools in the responses as indicated in Figure 12 below. Fewer respondents among the teachers tended to strongly disagree (9%) and 14% disagreed with the statement among rural and urban teachers.

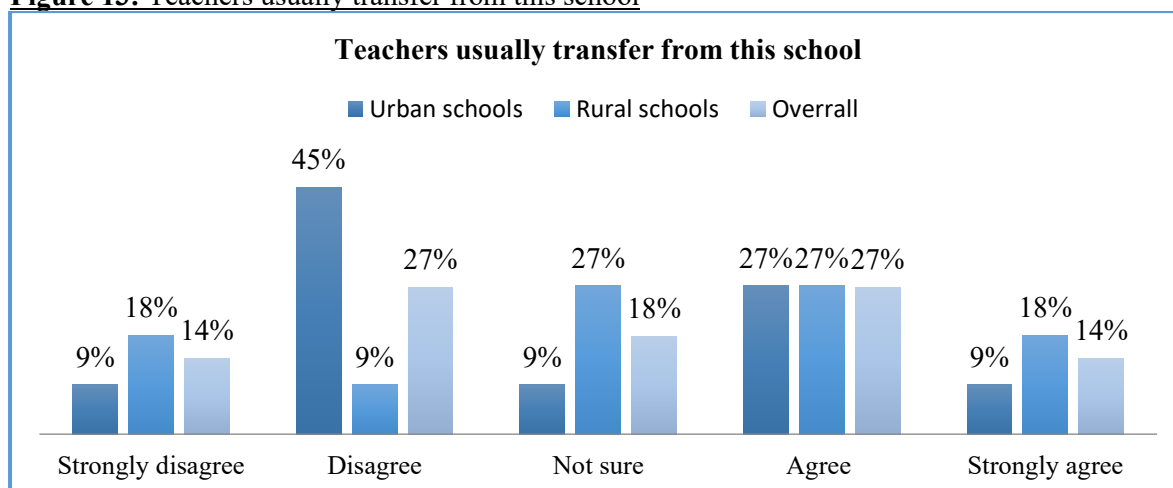
A VSO study found that the role of headmasters was critical for enhancing teacher motivation and improving student learning outcomes (Mpokosa and Ndaruhutse 2008). Further another study by Bennell and Akyeampong, (2007) identified that effective management training programs for head teachers can... “Lead to noticeable improvements in teacher behavior and performance.” This was because school headmasters can play an important role serving as examples and leaders (Javaid 2009), but they lack the necessary training and experience. It was stated that headmasters rarely receive training, and they themselves are often promoted to such a position through political influence. Many headmasters still have pedagogical responsibilities that prevent them from sufficiently supervising and supporting teachers (Charron and Chau 1996). Other conditions limiting the effectiveness of headmasters to improve teacher motivation include weak management systems for headmasters, overly tight fiscal management policies, and constrained powers of headmaster’s vis-à-vis teachers (Mpokosa and Ndaruhutse 2008).

Figure 12: The teachers prepare their schoolwork together



As a proxy indicator for the quality of management, the teachers who were interviewed were asked if the teachers usually transferred from their schools. Most respondents from the urban schools (54%) either strongly disagreed or disagreed with the statement compared to the 27% of respondents from the rural schools that either strongly disagreed or disagreed with the statement. Figure 13 notes that only 41% of both the respondents from the urban and rural schools either agreed or strongly agreed with the statement.

Figure 13: Teachers usually transfer from this school



However, literature indicates that where the headmasters are too harsh can just as readily damage teacher motivation. A large degree of management oversight decreases teacher job satisfaction, although these measures also increase student achievement and decrease teacher absenteeism (Michaelowa 2002). Finnigan and Gross (2007) warn against the de-motivating consequences of continually sanctioning of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve their performance.

5.2.4 Career Development and Recognition

Teachers upgrading their qualifications

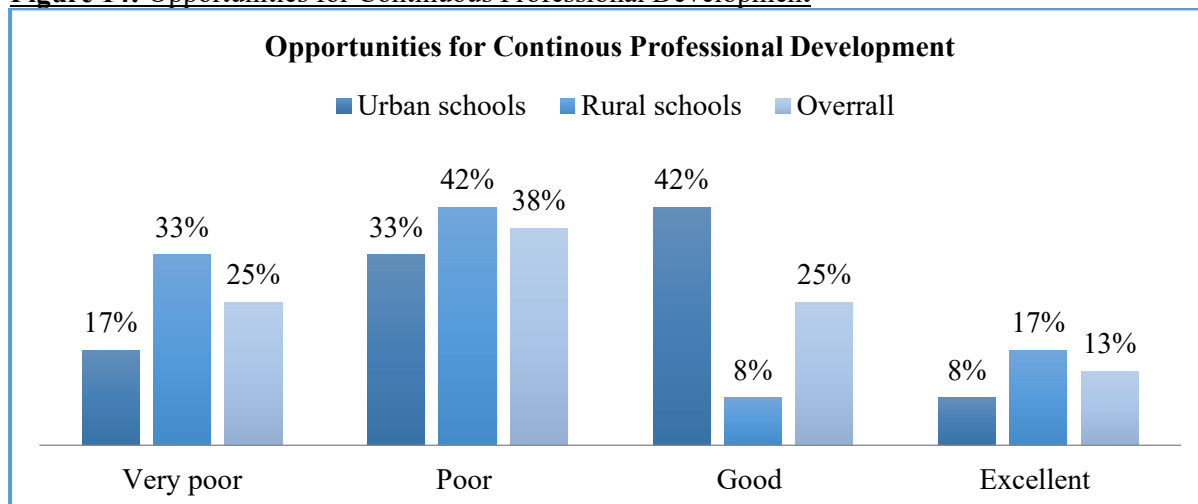
The key informants indicated that most teachers are upgrading their academic qualifications as in-service students, for example from diploma level qualification to a university degree qualification. All key informants stated the result that the MoE does not automatically upgrade their salary scales and it is a source of demotivation by most teachers after financing their upgrade using their financial resources. As some key informants said what is more demotivating is that those teachers who are recruited directly from the university are put on higher salaries on employment. A key informant said, *“What is discouraging is that most of these teachers were even our students and now they earn more than us”*. Further, it was also noted that the teachers who migrated from primary schools to secondary schools were really demotivated due to the lack of upgrading of their salary scales.

Opportunities for Continuous Professional Development

The key informants mentioned that CPD for teachers was uncoordinated and erratic both at the district and school levels. This was stated as the reason that individual teachers have taken it upon themselves to upgrade their academic qualifications. One key informant mentioned that there was a time when teachers were taken to Chalimbana Teachers In-Service Institute and the National Institute for Public Administration for in-service. Now teachers only attend short workshops but this too is uncoordinated with the needs of the school. Another key informant stated that Teacher Resource Centres which were created with the purpose of ensuring that CPD for teachers at the provincial and district levels are poorly stocked with relevant materials and do not serve the purpose they were created for.

In terms opportunities for CPD, 38% of respondents on average said this was poor. The percentage was higher in the rural schools (42%) compared to the urban schools. Among the respondents in the rural schools, 33% said such opportunities were very poor and 17%. The details are provided in Figure 14.

Figure 14: Opportunities for Continuous Professional Development



According to Bennell and Akyeampong (2007), to improve teacher motivation, there is need for more attractive career structures and more opportunities for teacher professional development. In-service training (INSET) in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved student outcomes (Ginsburg, 2009).

5.2.4 Institutional Environment

Policy and regulation implication on motivation

With increased reform, teachers face constantly changing policies, which can confuse and de-motivate. (Bennell and Akyeampong 2007). In discussion with key informants, they identified various policies and regulations which enhanced and those which affect the motivation of teachers. Key among the policies and regulations, which enhance the motivation of teachers such as the Rural Hardship Allowance. Further, recruitment and deployment is very positive for the motivation of teachers as they relieve overloaded teachers and supplement on staffing levels at a given school. Most key informants appreciated the transparency in which the recruitment and deployment were done as they said that it would ensure that deserving people are provided with the opportunity to be teachers. This has also ensured that there is no uneven distribution of teachers causing an artificial shortage of staff in rural places. However, key informants identified the Re-entry Policy, the abolition of corporal punishment and the Free Education Policy as having a negative effect on the motivation of teachers. Another concern concerning the policy environment was that teachers are faced with unclear and constantly changing policies.

The Re-entry Policy: All the key informants appreciated the intentions of the Re-entry Policy as it provides a “second chance” to a female learner who falls pregnant. However, there were concerns that some learners’ when they come back after giving birth are disrespectful to the young female teachers. This creates a conducive teaching environment. As stated by some key informants, when some learners give birth, they are under the impression that they are not adults who can only take instructions to a person they consider as being elderly to them. There have been complaints, especially the young female teachers of the unbecoming conduct of some learners when they come back after giving birth and this disturbs their teaching environment.

Abolishing of corporal punishment: Most respondents said corporal punishment was a deterrent for misconduct by the learners. However, the key informants has noted that there has been an increase in misconduct by the learners and this according to some key informants was exacerbated by the awareness of Civil Society Organizations of children's human rights. The results are that teachers are always on the edge and find it difficult to take control of the classroom for fear that they will be accused of abusing the learners' rights even when they are of the opinion that the learner was wrong. The key informants stated that the permissible means of correcting the learner have not been very effective. Regulations banning student corporal punishment were recognized in a study by Ramachandran and Pal (2005).

In amplifying how the case abolition of corporal punishment has contributed to the de-motivation of teachers, a key informant narrated the following;

A learner was making noise in the classroom and despite the caution from the teacher, the learner continued. Out of frustration, the teacher held the hand of the learner and as she resisted, she fell and hurt herself. She reported the situation to her parents who lodged a case of assault against the teacher. Despite the school administration supporting the teacher, she felt that has authority in the class had been diminished and felt that as long as she was teaching, she did not seem to care.

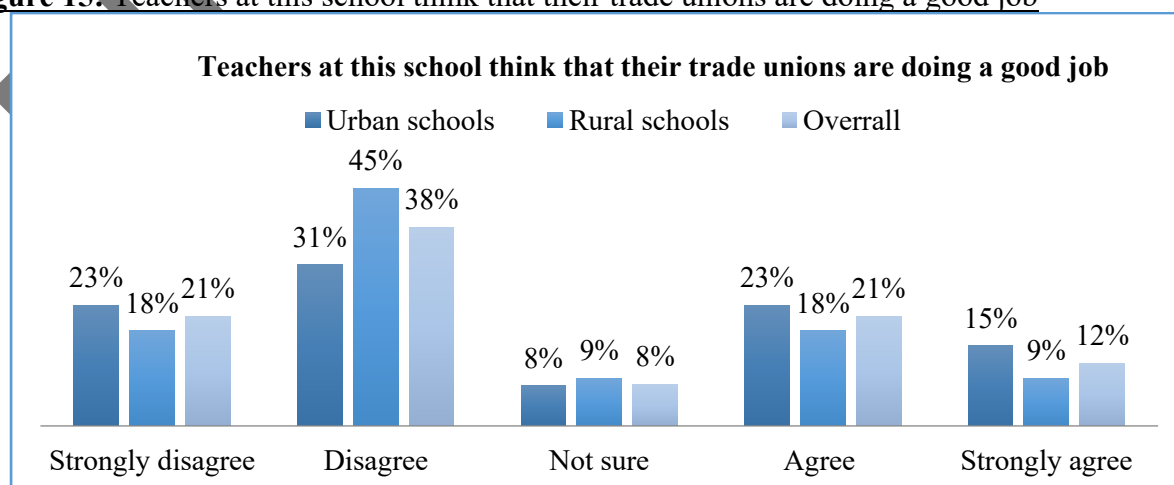
Free Education Policy: The Free Education Policy has improved access to education but has also contributed to the very high pupil-to-teacher ratio. The key informants stated that this has meant teachers have a heavy workload. In the words of one key informant, "Entering into a classroom is very discouraging. It is like getting into a crowded church. Some learners are standing and leaning on the window sills as the class is too small even if there were sufficient desks". With the high number of learners in a classroom comes also the high number of books to attend to, as this is overwhelming.

Perspectives on the Teacher Trade Unions

When asked how teachers perceive the teacher trade unions and how they contribute to the motivation of teachers, the key informants said the main concern was that the teachers had little faith in their unions, as they did not see their problems being solved. There are a lot of complaints from teachers as to why the teacher trade unions automatically deduct money from their salaries when they do not see solutions to their problems. One key informant said the frustration with the teacher unions translates to low motivation and trust in the teaching profession. "The teacher trade unions are too fragmented to make an impact on the conditions of service of the teachers.

When the teachers who were interviewed were asked if they thought their trade unions were doing a good job, 59% as indicated in Figure 15 either strongly disagreed or disagreed with the statement. Only, 23% agreed or strongly agreed with the statement.

Figure 15: Teachers at this school think that their trade unions are doing a good job

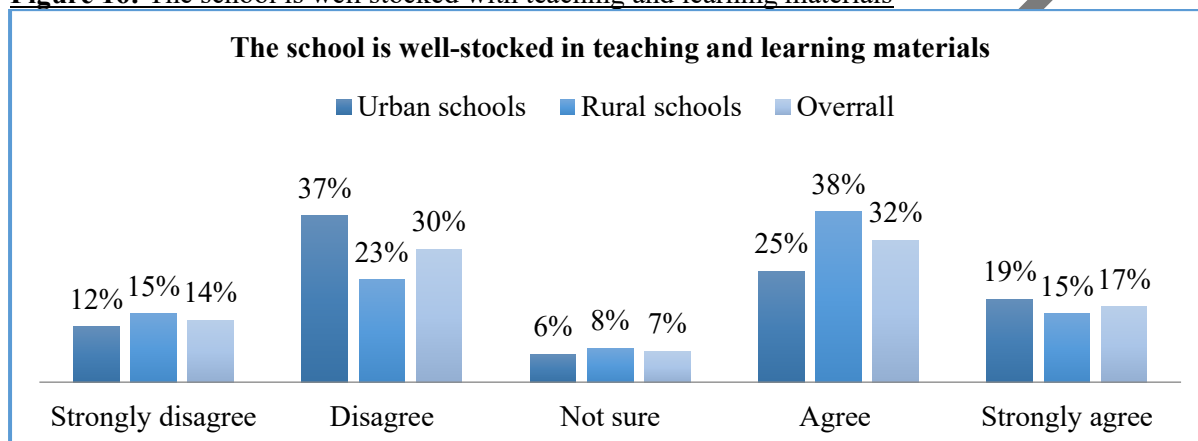


It was cited in Michaelowa (2002) that in Africa Union membership increases job satisfaction. However, unionization also carries risks. Even when teachers want to teach, they may be pressured by unions to strike, which interrupts their teaching and serves as a source of de-motivation (Cifuentes, 2011).

5.2.5 Teaching and Learning Materials

When asked if their school was well stocked in teaching and learning materials, more respondents from the rural schools (53%) agreed while only 44% among respondents from the urban schools agreed with the statement. Further, there were more respondents (49%) from the urban schools who either strongly disagreed or disagreed with the statement than the respondents (38%) from the rural schools.

Figure 16: The school is well stocked with teaching and learning materials



It is noted in the literature reviewed that in many countries, teachers increasingly have to do more with less. A small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. In Africa, Michaelowa (2002) finds that adequate provision of textbooks can improve teacher job satisfaction and increase student test scores. The author concludes that textbooks are the single most important determinant of whether or not a teacher desired to transfer schools, a proxy for job satisfaction.

5.2.6 The School Environment

All the key informants at the school level mentioned the inadequacy of the school infrastructure as one of the most important determinates of the demotivation of teachers. In particular what was mentioned that there were inadequate accommodation facilities at the school to the extent that teachers have to find their own accommodation for which they have to pay the rentals themselves. One of the respondents from Choma, Harmony Primary School noted *“the rentals were very high and hardly available in the area so some teachers have to commute from Choma”*. This has resulted in teachers reporting late for class.

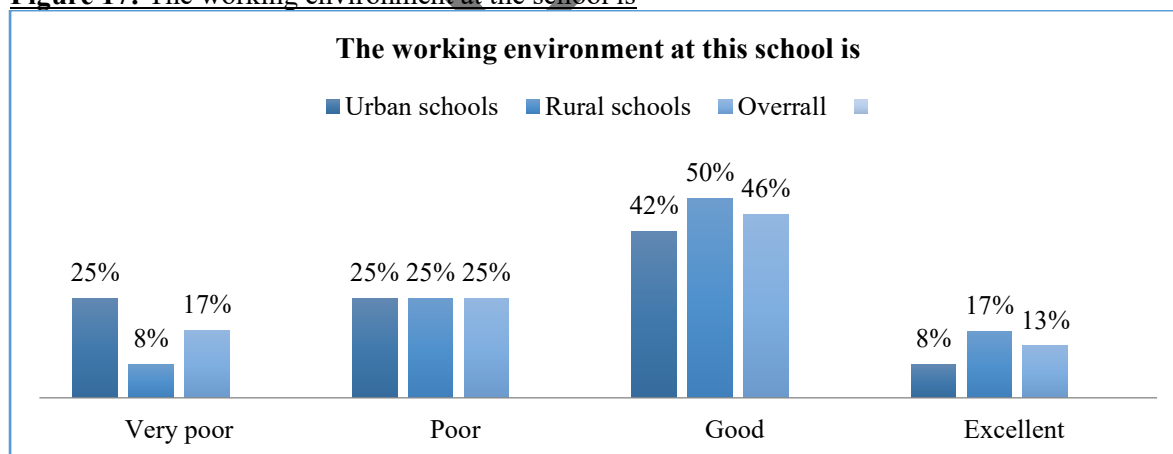
The other aspects of school infrastructure were the toilet facilities for teachers and learners, the staff rooms and the number of classrooms. The ratio of teachers per toilet facilities was very high. In one school, the ratio was 20:1 and there was no segregation between males and females. For the learners, this ratio was even higher and an example was given where the ratio was 200:1. As mentioned by most of the schools in the study, this made it difficult to maintain cleanliness of the toilet facilities. The other issue, which was mentioned in all the schools, was that of the pupil: classroom ratio. The urban school had a higher pupil-to-classroom ratio than the rural areas. Despite this difference, all schools both in the rural and urban areas noted that the high pupil: classroom ratio contributed to less pupil: teacher contact time and the high pupil: teacher ratio which contributed to the inability of teachers to provide individual support to the learners.



Picture 2: Mulambwa Secondary School – Computer room used as HOD offices

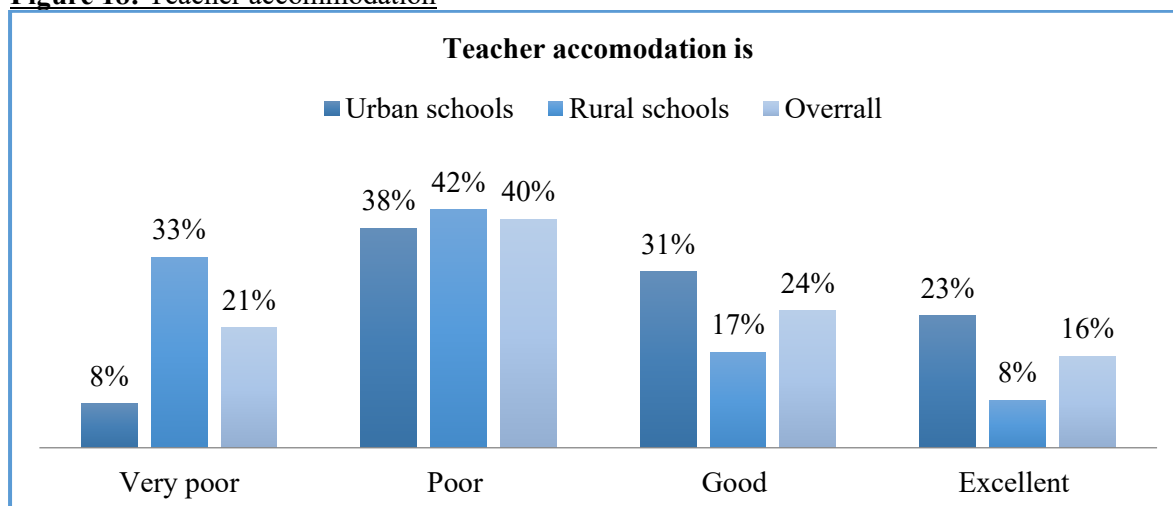
The responses from the teachers concerning the working environment at the school were mentioned to be good by 46% of the respondents from both urban and rural schools although, there were more teachers (67%%) from the rural schools who said that the working environment was either good or excellent compared to 50% for respondents from the urban school. Among the respondents, 25% of respondents from urban schools said the working environment at their school was very poor compared to only 8% of respondents from rural schools that classified their working environment at the school as being very poor.

Figure 17: The working environment at the school is



Most respondents (61%) as depicted in Figure 17 from both urban and rural schools stated their accommodation was either very poor or poor and among these 33% of the respondents from the rural schools said it was very poor and 42% said it was poor compared to 8% from the urban school who said it was very poor and 38% said it was poor. Further, 31% of the respondents from the urban schools said their accommodation was good and 23% said it was excellent. Literature indicates that basic amenities such as water and electricity are very important for teacher job satisfaction and motivation. For example, sanitary facilities are especially important to motivate female teachers to work at a given school (Ramachandran and Pal 2005).

Figure 18: Teacher accommodation



5.3 The impact and effect of demotivated teachers

All key informants mentioned that the effects, of de-motivated teachers were that they would not put in the required effort to ensure quality education. With the shortage of teachers, teachers would refuse to do double classes; they would not put effort into the preparation for lesson plans and ultimately the teaching. The ultimate result would be the poor performance of the learner and the education system. One informant said a demotivated teacher does not care about the performance of their learners. They do not put their “heart” into the teaching and just do not as a chore.

Another effect of de-motivated teachers, which was mentioned during the key informant interviews, was that their teacher retention levels would be very low. For the Moe to retain qualified and experienced teachers in public schools, there is a need to ensure that the issues, which disturb their motivation, are addressed. Table 4 below gives the perspectives of key informants on what they think would happen or is happening when teacher motivation is not addressed.

Table 4: What do you think will happen if teacher motivation is not addressed?

No.	What do you think will happen if teacher motivation is not addressed?	No. of key informants	Percentage (N = 57)
1.	High turn over of teachers	17	30%
2.	Refusal to conduct extra lessons/Make up classes	13	23%
3.	Inadequate preparation by teachers	23	40%
4.	Increased absenteeism	27	47%
4.	Indecorous teacher behaviour (Arrogance)	9	16%
5.	A teacher just does not care (Indifference to teaching)	25	44%
6.	There will be an increase in class boycotts/Work stoppages	21	37%
7.	Late coming	19	33%
8.	Poor performance of learners	57	100%

Annex 1 provides an analysis of the effects of motivated and demotivated teachers in schools based on three (3) case studies. These case studies consider that two are from rural schools and one urban school. The other consideration is that one of the schools was primary schools and the other two from the secondary schools. The case studies are from Western Province; Litawa Primary School and North-western Province; Kabisapi Secondary School. The secondary school is from Lusaka Province; Chongwe Secondary School. This information is compiled from the FGDs and key informant interviews with the school staff. The case studies are an amplification of the responses on what happens if teacher motivation is not addressed.

5.4 Successful strategies from other countries,

5.4.1 Improving training, support and CPD

A study by UNICEF, (2010), observed that in many developing countries, a high percentage of teachers lack the requisite level of education and training needed to rise to the challenge of school reform. This study, goes on to state that, for many reasons, the motivation of teachers in these countries may be low. Thus, if schools are to improve their performance, which ultimately means improving their teaching and learning, it is critical to establish well-designed training and mentoring programmes that build competencies, strengthen capacity and improve the morale of teachers.

Successful in-service training in developing countries has taken the form of short workshops, combined with increased opportunities for teachers to regularly share good practices and deal with professional problems. This approach enables teachers to assist, train and support each other on a regular basis and benefit from the professional and personal support available from formal training centres, especially vital for teachers in remote locations i.e. rural areas. Further, teachers who participate in these mutual support schemes take ownership of the process and understand the issues and constraints they need to address. Eventually they are able to monitor, evaluate and implement the measures needed to improve their own classroom practice. Based on experiences in several countries, it is critical for this reciprocal approach to be understood, valued and supported by head teachers and education administrators (ibid, 2010).

USAID recommends training teachers in “continuous assessment processes that enable and motivate teachers to assess children on an ongoing basis and use that information to adjust their teaching practices to suit the identified learning needs.” (Literacy, Language, and Learning - Early Literacy and Numeracy Initiative 2011).

5.4.2 Performance management and managerial support to teachers

According to Mullins (2009), subordinates need motivation, development and guidance in order to perform well in the right areas. The manager needs to understand how best to make-work more satisfying for staff and to overcome obstacles to effective performance. The strength of performance management in education is located firmly in the work of individual teachers. Thus, the teacher provides a very important interface between the school and the learner (the pupil). Thus, Adedeji and Olaniyan (2011), argue that while literature has sufficiently emphasised the importance of teachers’ motivation and pedagogic practices, their classroom management remains a relevant and common indicator of student achievement, especially in developing countries. The authors (ibid, 2011), further argue that research evidence has successfully proved that the quantity and quality of teachers provide the opportunity to reach goals on education, it is, however, found that only effectiveness in actual management of teaching and learning process can deliver them (Adedeji and Olaniyan 2011). In essence, a good working environment will determine the quantity and quality of knowledge children receive; the level of skills to enhance the development of young minds; and the sense of security children feel (Snelson, 2009).

A great deal of research has revealed that when teachers are granted the right to individual choice, allowed to choose teaching materials and programmes, and given the opportunity to determine classroom organization and discipline and apply their own teaching methods, their teaching is greatly enriched and their motivation and performance levels increase (Kaiser 1981). In contrast, badly planned timetables, inadequate teaching materials, unsuitable working conditions and a large number of demands all hinder work and may result in dissatisfaction at work (Rowley 1996).

Fanfani (2004) recommends “redefining the division of teaching work, distinguishing functions and responsibilities by degree of complexity,” by allowing teachers to specialize in tutoring other teachers, evaluating other teachers and assisting with school management.

5.4.3 Teacher participation is decision-making

Literature indicates that teachers' participation in school decision-making [L]^[SEP] can motivate teachers to improve their performance and effectiveness in teaching (Bruns, Filmer and Patrinos 2011). Encouraging active participation can do this and involvement of teachers and headmasters in decision-making with clearly defined roles and responsibilities (Mpokosa and Ndaruhutse 2008).

5.4.4 The role of salaries and other condition of service

The general concern in most countries in Africa is that the low levels of personnel emoluments are the main cause of the demotivation among teachers. Williams and Alvarez (2000) caution that performance pay can be politically difficult to sustain over time. Umansky and Vegas (2007) argue that performance pay may not work everywhere. They note that effective incentives are those that:

- 1) encourage skilled people to become teachers,
- 2) encourage good teachers to continue teaching,
- 3) reallocate talented teachers to needy schools,
- 4) continuously support good teaching. [L]^[SEP]

A VSO report on teacher motivation, however, finds that “non- remuneration and administrative issues are almost as important as the actual level of remuneration teachers receive. Improving teachers’ motivation, therefore, may not be as difficult or expensive as it may seem.” (What Makes Teachers Tick?: A policy research reports on teachers' motivation in developing countries 2002) Others contend that pay by itself is unlikely to motivate teachers, but is nevertheless an important matter in the context of developing countries (Oluoch n.d.).

Literature reviewed recommends involving the community in non-monetary compensation; in order to both improve the community perception of teachers as well as to motivate teachers. (INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery, 2009).

In Brazil and Africa, the long- accepted mechanisms for improving quality of education (reducing class sizes, increasing teacher initial qualifications, more of the same INSET, and increasing salaries) show mixed or dismal results for changing teacher attitudes and improving student learning. Instead, many sources recommend merit awards and creative non-monetary incentives such as increased opportunities for professional development, enhanced resources and physical conditions of the school, and symbolic rewards. (Brazil: Teachers Development and Incentives: A Strategic Framework. 2000; Michaelowa 2002).

5.4.5 Recognition of individual teachers performance

To improve on the motivation of teachers, in Benin, the International Foundation for Education and Self-Help (IFESH) used merit- based rewards for its INSET program. The awards included trips for training in the United States and Senegal, electronic equipment, and being published in the “best teacher” section of the Pedagogical Exchange Journal (BEP – an IFESH quarterly publication). The annual IFESH awards reportedly improved teacher performance (Teacher Motivation and Training (TMT) in Benin 2009). This document also state that a successful award program in Chile demonstrated that schemes require competitively rewarding the highest performing schools with the best teachers. This resulted in improved lesson preparation, classroom instruction, attitude, effort, attendance, and student learning.

Action research finds that collaborative work among teachers is a successful criterion for awards, and that monetary incentives are more effective when awarded to teaching teams versus individual teachers. These awards should avoid as much as possible rewarding bad teachers within the team, and should ensure that the award is fair and transparent (Teacher Motivation and Training (TMT) in Benin 2009).

[L]^[SEP]

5.5 Recommendations from the Key Informants

The key informants were requested to provide recommendations for improving the motivation of teachers. Most key informants recommended upgrading and promoting teachers based on their qualifications and avoiding delays in confirming teachers on probation/acting positions. Another recommendation was to ensure that the remuneration related to the standard of living.

Table 4 gives the distribution of responses to the recommendations for improving the motivation of teachers. The least among the list is the recommendation that review the policies, which contribute to the de-motivation of teachers such as the Re-entry policy, Free Education Policy and the abolition of corporal punishment.

Table 4: Recommendations from the Key Informants

No.	Recommendation	No. of key informants	Percentage (N = 60)
1.	Upgrading and promoting teachers based on their qualifications (No delays in confirming teachers on probation/acting positions.	51	85%
2.	Ensuring that salaries are in line with the cost of living.	46	77%
3.	Improving the pupil: teacher ratio	28	47%
4.	Improving access to training and CPD opportunities	27	45%
4.	Improving schools infrastructure	26	43%
5.	Ensuring sufficient teaching and learning materials	24	40%
6.	The teacher's unions improve their representation of the teachers.	14	23%
7.	Improving school leadership and management	9	15%
8.	Addressing policy provisions of concern	7	12%

CHAPTER 6. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The essence of this study is to identify challenges, which contribute to the motivation of teachers in Zambia. The study findings indicate that they are teacher motivation issues, which ultimately have a negative effect on their performance. These challenges are each discussed below;

6.1.1 key challenges affecting teacher motivation in Zambia,

Teachers not upgraded or confirmed to positions

The drive for teachers to upgrade their academic qualifications has to do so in part because it is a means of career progression. The Ministry of Education requires that for a person to hold particular positions, there is a requirement of having a university degree. Secondly, university degree holders on recruitment would be on a higher salary scale than diploma or certificate holders with a lot of years of experience. This has compelled a lot of teachers to seek university education. This means this challenge is as a result of intrinsic and extrinsic motivation. By having advanced academic qualification, which is recognised by the Moe through an upgrade in their salary scale, teachers have a sense of achievement (intrinsic motivation). The upgrade in the salary scale is an extrinsic motivational factor. The fact that this issue contributes to both intrinsic and extrinsic motivation explains its importance.

High salary expectations

Financial gains are an extrinsic motivation factor. Discussions with the key informants noted that teaching was at one time a calling, where the motivation was intrinsic but with the limited job opportunities, people get into teaching just for the money. As an extrinsic motivational factor, the remuneration of teachers as a salary has a diminishing effect. This implies that there comes a time when money is not a motivator but a hygiene factor. In reference to Maslow's Hierarchy of Needs, a salary is only a motivating factor when it is able to meet basic needs. As a salary has a diminishing effect, the amount will never be sufficient as the needs are elastic. Thus, there is a need to find other means of smothering these expectations so as to improve the motivation of teachers within the same amount of salary.

Age and gender differences in motivation

The age and gender of the teachers are important considerations when investigating and identifying motivational factors. For the young teachers, their motivation is extrinsic such as a salary, which provides them with the basic needs and recognition of their performance. On the other hand, older teachers although, it is recognised that they require intrinsic motivation such as the salary, it is not at the level of that of young teachers. Older teachers have been able to sustain the basic needs and what motivates them is a sense of job satisfaction. As it is noted in the key informant interviews, the older teachers have personnel houses. Thus, the strategies for addressing the young teachers and those of the older teachers have to be different as they are motivated differently.

In discussing the gender dimension of teachers with respect to motivation, there is a need that considers female teachers have fewer opportunities to earn extra income than their male colleagues. Female teachers tend to have more demands to be met than their male counterparts. These demands include access to social and economic amenities. More young female teachers ask for transfers from rural to urban schools because of the limited social and economic amenities in the former. However, in discussing the motivation of female teachers, there is also a need to segregate them according to age. The young female teachers as per the key informant interviews were more demanding with the standards of their living conditions including teacher housing than the older female teachers.

Inadequate working environment

A good working environment is not a motivator but a hygiene factor. This means that being able to work in a good physical environment, with a suitable staff room and toilet facilities provide the teachers with a feeling of being appreciated but it does not contribute to enhancing their level of effort. However,

the absence of these facilities brings down the level of motivation. This means whereas it is important to have a very conducive environment for teaching, this should be accompanied by factors which contribute to intrinsic and extrinsic motivation such as adequate conditions of service and recognition.

De-motivating policy provisions

The effects of policies such as Re-Entry, Free education and the abolition of corporal punishment have a negative effect on the motivation of teachers but were not considered a priority among the key informants. However, the Rural (Remote) Hardship Allowance was appreciated as it contributed to the extrinsic motivation of teachers since this was an additional income. However, despite Re-entry, Free education and the abolition of corporal punishment not being on the priority list, there is still a need to consider them in making the classroom desirable for teachers.

Teaching and learning materials

The availability of sufficient teaching and learning materials in the school has a direct relevance to the teacher's inability to provide quality services. This is especially so for teachers with intrinsic motivation who provide services based on a commitment to serve their society. However, this has little effect on those teachers whose basis to teach is predominantly based on extrinsic motivation such as their salary.

6.1.2 Impact of challenges on teachers' professional efficacy and overall well-being

Poor performance of learners is considered as the most important impact and effect of demotivated teachers. Other effects of demotivated teachers which were considered critical as per this study is that teachers being uninterested to their work and that of increased absenteeism. Teachers who are demotivated do not find the reason to go to teach. Other important considerations, which impact on the teaching, as a result of demotivated teachers are that of inadequate preparations of lesson plans. The least effect on teachers as a result of not addressing their motivation was that of exhibiting ill-mannered behaviour.

6.1.3 Successful strategies from other countries

In conclusion the strategies, which were identified through the review of literature from other countries with respect to improving the motivation of teachers, include improving training, support and CPD. This can be done through in-service training in developing countries has taken the form of short workshops, combined with increased opportunities for teachers to regularly share good practices and deal with professional problems. The other strategies were those of performance management and managerial support to teachers. It notes that a good working environment will determine the quantity and quality of knowledge children receive; the level of skills to enhance the development of young minds; and the sense of security children feel.

The participation of teacher in decision-making can motivate teachers to improve their performance and effectiveness in teaching especially when there are clearly defined roles and responsibilities. Another strategy is that of recognizing the role of salaries and other condition of service. This notes, "non-remuneration and administrative issues are almost as important as the actual level of remuneration teachers receive.

The recognition of individual teachers performance was also identified as a motivating factor. This can include the use of merit-based rewards. Another approach is to provide award to teaching teams versus individual teachers.

6.2 Recommendations

In formulating the recommendations, it is very important to recognise the age and gender dimensions, the intrinsic and the extrinsic motivational factors and how these affect the performance of teachers. Thus, the recommendations are presented as (a) Short Term Recommendations (STR), (b) Medium Term Recommendations (MTM) and Long Term Recommendations (LTM);

6.2.1 Improving the system of upgrading and confirming teachers

The delays or non-upgrading of teachers after upgrading their academic qualification and also not confirming teachers who had been acting for a long time extinguishes both intrinsic and extrinsic motivation thus, there is a need to;

MTR 1.1: The Government to review the system of granting study leave so that it is based on the skills needed and on merit. This will ensure that only those provided permission will be given study leave and upgraded after completion of their studies.

MTRR.1.2: A system of tracking teachers who are on acting positions needs to be enhanced to ensure that teachers are confirmed on time or communicated to if they have not met the grade for the position they were acting.

6.2.2 Addressing the high salary expectations and other conditions of service

The most common complaint of most teachers is that their salaries are too low within the high cost of living. While recognising that teachers' salaries do not match with the cost of living, it is important to also note that, money as a motivator has a diminishing effect i.e. after a certain amount of money, it ceases to be a motivator. Another condition of service of consideration is poor housing, especially in rural areas. Thus it is recommended that;

LTR 2.1: The Government to ensure annual review of the conditions of service for teachers commiserate to the prevailing social and economic conditions.

LTR 2.2: Encouraging the formation and growth of teacher credit unions.

LTR 2.3: The Government policy should emphasize accommodating all teachers in institutional houses especially in the rural areas,

STR 2.4: The provision of good quality housing with running water and electricity for teachers especially in the rural areas,

MTR 2.5: Enhance community participation and contribution through the PTC in improving the housing for teachers. This can be done through non-monetary contributions such as labour.

MTR 2.6: Provide teachers with microfinance products such as housing credit, or small ^[T]_[SEP] income-generating credit,

STR: Provide bonuses for improved teacher attendance and student learning.

6.2.3 Improving the working environment

The working environment in most schools is below the teachers' expectations i.e. sufficient water and sanitation facilities, lack of poor standard staff rooms and an unkempt physical environment. As these are Government institutions, there is a need for;

LTR 3.1: The ratio of the number of teachers per toilet facility is improved,

LTR 3.2: There should be a minimum standard for a staff room,

LTR 3.3: There should be a grading of schools and one of the criteria is on the level in which they have been able to maintain their external environment.

6.2.4 School Management and Leadership

MTR 4.1: Provide head teachers with high-quality training in school management and leadership,

STR 4.2: Train teachers in strategic management so they can play a larger role in school-level decision-making, ^[T]_[SEP]

STP 4.3: Facilitate school-based management to allow teachers more input into school-level decisions. ^[T]_[SEP]

MTR 4.4: Ensure all schools have a furnished staff room for teachers to hold staff meetings, work together, and socialize. ^[T]_[SEP]

6.2.5 Review of Policy Provisions

Three policies were identified as contributing to the de-motivation of teachers i.e. the Re-entry, Free education and the abolition of corporal punishment. As a result of these policies, most teachers complain that it is not easy to maintain order in the classroom; thus, there is a need to;

MTR 4.1: Review the stated policies so that their provisions have minimal disruption in the class environment.

MTR 4.2: Sensitize the communities so that schools get their support in the cases where children take advantage of the Re-entry Policy and the abolition of corporal punishment.

MTR5.3: improve communications throughout the education system so that actors at all levels are aware of education policy, understand their role in implementing it and can make their views heard. ^[L]_[SEP]

STR 5.4: Create consultation mechanisms in cooperation with civil society for policy awareness among different stakeholders within the education sector.

6.2.6 Ensuring the sufficiency of teaching and learning materials

The lack of or insufficiency of teaching and learning materials has a tendency to extinguish intrinsic motivation but has a limited effect on extrinsic motivation. However, intrinsic motivation as a result of the availability of teaching and learning materials is a very important factor in improving the performance of teachers. Thus, the Government needs to;

MTR 6.1: Prioritize the provision of adequate textbooks to increase teacher job satisfaction and student ^[L]_[SEP] learning outcomes. ^[L]_[SEP]

MTR 6.2: Ensure that the pupil; book ratio is 1:1

MTR 6.3: Advocate for more funding for libraries and resources ^[L]_[SEP]

LTR 6.4: Invest in upgrading teaching equipment, and materials; involving the community in the ^[L]_[SEP] process through the PTC, ^[L]_[SEP]

6.2.7 Improving training and CPD opportunities

There are currently uncoordinated and inadequate training and CPD opportunities for teachers. The result is that is not clear how certain teachers are provided with these opportunities and others are not which leads to frustration and loss of confidence in the school administration. Thus, if schools are to improve their performance, which ultimately means improving their teaching and learning, it is critical to establish well-designed training and mentoring programmes that build competencies, strengthen capacity and improve the motivation of teachers. Thus,

MTR 7.1: The schools need to develop a CPD plan annually, which is linked to the annual performance appraisal,

MTR 7.2: Improve the functioning of provincial and district teacher resource centres in supporting teacher training and CPD,

LTR 7.3: Re-establish in-service teacher training centres such those at Chalimbana.

LTR 7.4: Incorporate leadership, management, and other skills into teacher training to promote career ^[L]_[SEP] development among teachers,

LTR 7.5: Incorporate performance evaluation techniques into teacher training so teachers can grow on ^[L]_[SEP] the job. ^[L]_[SEP]

LTR 7.6: Provide teachers with career development courses and assistance with career development plans. ^[L]_[SEP]

LTR 7.7: Ensure teachers have opportunities to upgrade their qualifications within the education system, ^[L]_[SEP] since avenues outside the system may increase absenteeism and decrease motivation ^[L]_[SEP]

6.2.8 Improving the interface between the teachers and the teacher trade unions

A teacher trade union is a hygiene factor, without it, teachers would be de-motivated, as they would not have a platform to present their grievances. However, the concern from the teaching fraternity is that the teacher trade unions are not effective enough in addressing their problems. The teacher trade unions should;

STR 8.1: Develop systems, in which they communicate effectively with their members so that they can provide them with their issues.

STR 8.2: Engage in capacity building of trade unions to help them develop well-informed positions in ^[L]_[SEP] educational issues and debates. ^[L]_[SEP]

6.2.9 High classroom workload

Teachers especially in the urban areas have to deal with a high number of learners in a particular class and in certain situations have to teach extra classes. This increases their work load.

MTR 9.1: Annual recruitment of teachers and replacement of teachers

MTR 9.2: Provide training on large class size management, active learning, and student assessment. [L] [SEP]

6.2.10 Recognition and Prestige (largely intrinsic) Individual [L] [SEP]

Teaching has historically been considered as a noble profession but there are concerns among teachers that they are being under-valued. These recommendations are aimed at societal recognition of the important role of teachers.

STR 10.1: Recognize and reward specific behaviors such as leadership and teamwork. [L] [SEP]

STR 10.2: Hold a “best teacher” competition at the school level. [L] [SEP]

MTR 10.3: Treat teachers as equal partners and professionals and promote a professional environment in [L] [SEP] the school through codes of conduct, [L] [SEP]

STR 10.4: Hold teacher achievement fairs or community recognition activities on Teachers Day,

MTR 10.5: Promote increased community and civil society involvement in education overall and in specific areas such as teacher motivation and performance.

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ANNEXES

Annex 1: Case studies on the effect of demotivation on teacher

RURAL SCHOOLS

Western Province: Litawa Primary School

School Background: Litawa Primary School in Nalikwanda Constituency, Mongu District. It is a rural school, which is approximately 70km from Mongu. It has very few social and economic amenities. Most of the teachers are above 30 years of age with an average of 8 years of work experience.

The motivating factors: One key factor, which was identified as a motivation for the teachers at Litawa Primary School, was that they lived as a family. When one teacher has a problem, all the others come together because they all live in the same locality. When one teacher goes to Mongu to buy groceries, the other teachers all contribute to the transport costs and give the person to also buy them groceries. The other source of motivation was the rural hardship allowance and the low cost of living compared to those in the urban areas. The teachers said in Litawa, there are no transport costs to go to school, no fuel and water costs and the cost of food was cheaper than in the urban areas. The teachers noted, “Those who have the ability grow their own maize then do not need to buy mealie meal”.

The demotivating factors: The demotivating factors for teachers at Litawa Primary School were first and foremost according to the teachers was the limited social amenities, which is exacerbated by the poor road network. This means that for every month, some teachers have to travel to Mongu to buy essential groceries, which cannot be obtained locally. The limited social and economic amenities also result in the high teacher turnover especially for the young female teachers. In the words of the school administration, “Most young teachers especially the female teachers come to Litawa Primary School because in their opinion, they have no choice. Immediately, they arrive at the school, they start looking for means and ways to leave the school”.

Another demotivating factor was the inability for some teachers to improve their professional and academic qualifications because of the rural nature of their locality. “There are a lot of academic institutions which provide on-line courses but the poor network in this area makes it difficult to apply for them”.

The effects of demotivated teachers: The effects of demotivated teachers as a result of limited social and economic amenities is that most teachers especially the young and female is that they are complaining of being in Litawa and do not put in effort in the teaching. As one teacher said “we go to school to teach because we have to and not because we love to”. This affects the quality of the teaching. The school administration also noted that the preparation of the lessons plans is very poor and sometimes not done. The high turn over of teachers also means that the learners do not used to the teachers, as they are always instability in the flow of the teaching.

North-western Province: Kabisapi Secondary School.

School Background: Kabisapi Secondary School under Mushindamo District is approximately 40km from Solwezi. As it along the Chingola-Solwezi road, there is easy access to the provincial capital. Mushindamo District is a relatively new district and the provincial education office in Solwezi is providing a lot of services and support to school.

The motivating factors: What is motivating the teachers at Kabisapi Secondary School is it proximity to Solwezi town. This means the teachers are able to go to purchase and access social and economic amenities but at the same time being able to get rural hardship allowance. The pupil: teacher ratio is also relatively lower than that for urban areas. “This means that they are fewer books or test papers to mark. As the number of learners is relatively low, the classrooms are manageable.

The demotivating factors: A demotivation factor was that it was very difficult to teach without the teaching and learning materials. Most of the materials, which could be used to support the teachers in preparation and teaching, were not available. The other demotivating factor is that there are insufficient institutional houses and some teachers have to rent houses. *“In this area, there are very few good houses which a person could rent”*. Another factor, which was mentioned, was the limited support for a person to improve their academic qualifications and lack of recognition for those who have. *“I completed my degree in teaching but I have not been put on the appropriate scale yet”*

The effects of demotivated teachers: It was noted that most teachers were motivated to teach but there are factors, which demotivate them and thus do not being a teacher desirable. The result is that teachers do not put effort in the preparation and teaching. The result is what the teachers called “mediocre learners”. In a discussion with some teachers at the school is that because the learners are not provided with adequate teaching; the learners opt to examination malpractices.

URBAN SCHOOLS

Lusaka Province; Chongwe Secondary School

School Background: Chongwe Secondary School is situated in the middle to the township. It is very close Lusaka and in the words of one of the teachers “one can go in the morning to Lusaka after having breakfast and come back before the lunch time. The DEBS office is also located within the vicinity of the school.

The motivating factors: Chongwe Secondary School has a conducive location especially for young teachers, as it is situation in the “heart” of a municipal council. As such it has a lot of social and economic amenities such as banks and supermarket. As one teacher noted during an interview “we have Choppies here and we do not have to go to Lusaka for our shopping”. However, the proximity to Lusaka, which is less than 40kms, is another reason why it is an attractive location for a lot of teachers. This indicates that the location of the school and the availability of social and economic amenities is a critical factor in the motivation of teachers. Within the school, the motivating factors, which were mentioned, was the school infrastructure such as the quality of classrooms some of them were recently renovated.

The demotivating factors: The location of Chongwe Secondary School in the centre of the town has met increase access of learners. This has resulted in crowded classrooms with for example three (3) learners sitting on a desk for two. This demotivates teachers who have to teach in a very not so conducive class as well as having to mark for test papers. One teacher said, it is very difficult to control the learners in the classroom and the result is that the classrooms are very noisy. The other demotivating factor is that there are a lot of malingers among learners. Some of them seem to come to school drunk and this makes it difficult to control them.

The effects of demotivated teachers: The result of the demotivating factors in Chongwe Secondary School is that teachers go to class more as a formality. The high number of learners in a class makes it difficult to teach and have provided one-one supports to learners who are lagging behind. Being in the middle of town makes it much easier for learners to access beer drinking places. Some teachers despite noting that some learners have a behaviour which indicates that they under the influence of alcohol “just do not seem to care and go ahead and provide the lessons without regards of who is learning and who is not”

Annex 2: Interview guide for the PEO/DEBS/Teaching Service Commission

Analysis of the challenges of teachers' motivation in Zambia

- 1) When did you join the teaching service as a teacher;
- 2) How long have you been the PEO/DEBS?
- 3) How would you describe the current levels of teacher motivation in Zambia?
- 4) Have there been noticeable trends in the motivation of teachers in Zambia in the last 10 years?
- 5) What is the key challenges affecting teacher motivation in this district/province?
- 6) What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?
- 7) Are there any noticeable differences in the motivation of male and female teachers, young and old teachers?
- 8) What have been the main complaints of teachers which have resulted in work stoppages and go slows?
- 9) What would you comment on the following;
 - ⇒ Teacher recruitment and deployment?
 - ⇒ Teacher's pay and benefits?
 - ⇒ Conditions of service?
- 10) How would you describe the schools in your jurisdiction in terms of staffing and workload, teaching and learning materials?
- 11) What do you think should be done to improve teacher motivation?
- 12) What do you think will happen if teacher motivation is not addressed?
- 13) Any other comments

Thank you, for your participation

Annex 3: Interview guide - Human Resource Officer

Analysis of the challenges of teachers' motivation in Zambia

- 1) How long have you been in this office?
- 2) How would you describe the current levels of teacher motivation in Zambia?
- 3) What have been the main demands of teachers during your tenure of office?
- 4) What are the key challenges affecting teacher motivation in this district/province?,
- 5) What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?
- 6) How have you succeeded in meeting these demands?
- 7) What have been the main constraints in meeting these demands?
- 8) How would you describe the current levels of teacher motivation in your province/district?
- 9) In line with teacher motivation, would you comment on the following;
 - ⇒ Teacher recruitment and deployment,
 - ⇒ Retention
 - ⇒ Promotion and professional upgrading
 - ⇒ Staffing and workload,
- 10) What do you think should be done to improve teacher motivation?
- 11) What do you think will happen if teacher motivation is not addressed?
- 12) Any other comments

Thank you, for your participation

Annex 4: Interview guide - Union Leader

Analysis of the challenges of teachers' motivation in Zambia

The Union;

- 1) How long have you been in the union?
- 2) What is your position in the Union?
- 3) What have been the main successes of the union in the last five years?
- 4) What are the main constraints?
- 5) What have been the main complaints of teachers which have resulted in work stoppages and go slows?
- 6) How would you describe the current levels of teacher motivation in Zambia?
- 7) What are the key challenges affecting teacher motivation in this district/province?
- 8) What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?
- 9) What would you comment on the following;
 - ⇒ Teacher recruitment and deployment?
 - ⇒ Teacher's pay and benefits?
 - ⇒ Conditions of service?
- 10) How would you describe the schools in your jurisdiction in terms of staffing and workload, teaching and learning materials?
- 11) What do you think should be done to improve teacher motivation?
- 12) What do you think will happen if teacher motivation is not addressed?
- 13) Any other comments

Thank you, for your participation

Annex 5: Interview guide - Head Teachers

Analysis of the challenges of teacher's motivation in Zambia

Section One: General Information

1. How long have you been head teacher at this school?

2. Tell me about the teachers?

Females Male.....

Primary certificate Diploma.....

Bachelor's degree..... Master's degree.....

PhD.....

Age group; Below 30 yearsAbove 30 years

3. How many classes per stream?

Stream	Number of classes
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	

4. Are the numbers of teachers adequate?

5. Are the number of classrooms adequate?

6. Are there opportunities for professional continuous development?

Section B: Teacher motivation in schools

7. How would you describe the current levels of teacher motivation in this school?

1. What are the key challenges affecting teacher motivation in this district/province?,
2. What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?

10. Are there any significant differences between teacher motivation in this school and other schools

11. What could be the main reasons for the current levels of motivation at this school?
- a) Personal characteristics (age, education, gender)
 - b) Institutional characteristics (school management, supervision)
 - c) Work environment (Location, surroundings and infrastructure),
 - d) Accommodation and housing (Availability, quality, distance) ,
 - e) Staffing and workload (class size, number of periods per week)
 - f) Promotion and upgrading,
 - g) Teaching and learning materials,
 - h) Recruitment and deployment,
 - i) Condition of service,
 - j) Remuneration.
12. How do the current levels of motivation influence teacher motivation and commitment?
13. What would you say about absenteeism and timekeeping among your teachers?
14. Comment on the teachers' behaviour/conduct (drunkness, rudeness, sexual relations with students)?
15. What is the percentage of teachers who are; (a) well motivated, (b) asquately motivated (c) poorly motivated.

Section C: Suggestions

- 13. What do you think should be done to improve teacher motivation?
- 14. What do you think will happen if teacher motivation is not addressed?
- 15. Any other comments

Thank you, for your participation

Annex 6: Questionnaire - Teachers

Analysis of the challenges of teacher's motivation in Zambia

General information

Sex:

Females Male.....

Education:

Primary certificate Diploma.....

Bachelor's degree..... Master's degree.....

PhD.....

Age:

Age group; Below 30 yearsAbove 30 years

Length of teaching service

How long have you been a teacher?

Circle ONE response from the following statements

1. My current level of job satisfaction?

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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2. My pay as a teacher is?

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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3. The working environment in this school is?

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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4. Opportunities for professional continuous development

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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5. Staffing at this school is

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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6. Teachers accommodation is

(1) Very poor	(2) Poor	(3) Good	(4) Excellent
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7. Teachers in this school are well-motivated

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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8. Teachers at this school come to work on time

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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9. Teacher absenteeism is not a problem at this school

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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10. Teachers at this school are well managed

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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11. The head teacher at this school leads by example

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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12. The teacher sat this schoolwork well together

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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13. The school is well-stocked in teaching and learning materials

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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14. Teachers at this school are increasingly de-motivated

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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15. Teachers usually transfer from this school

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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16. Female teachers are better motivated than male teachers

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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17. Teachers at this school think that their trade unions are doing a good job

(1) Strongly disagree	(2) Disagree	(3) Not sure	(4) Agree	(5) Strongly agree
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Annex 7: Observation Guide

Analysis of the challenges of teachers' motivation in Zambia

Section One: Work Environment

1. Observe the cleanliness of the school environment i.e. the lawns, flower gardens, walkways,
2. Observe the quality of the staff room, Departmental preparation rooms and classrooms,
3. Observe the furniture, classroom desks and other furniture.

Section Two: Teachers accommodation

1. Observe teacher's houses especially those on the school premises,
2. Observe house maintenance and the standard of living,
3. Find out the supply of water and quality of sanitation,

Annex 8: Focus Group Discussion guide: Heads of Department

Analysis of the challenges of teachers' motivation in Zambia

General information

Sex:

Females Male.....

Education:

Primary certificate Diploma.....

Bachelor's degree..... Master's degree.....

PhD.....

Age:

Age group; Below 30 yearsAbove 30 years

Length of service as Head of Department

How long have you been a Head of Department?

Questions of motivation of teachers

- 1) How would you describe the current levels of teacher motivation in your department?
- 2) What are the key challenges affecting teacher motivation in your department?,
- 3) What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?
- 4) Are there any noticeable differences in the motivation of male and female teachers, young and old teachers in your department?
- 5) What would you comment on the following;
 - ⇒ Teacher recruitment and deployment?
 - ⇒ Teacher's pay and benefits?
 - ⇒ Conditions of service?
- 6) How would you describe the schools in your jurisdiction in terms of staffing and workload, teaching and learning materials?
- 7) What do you think should be done to improve teacher motivation?
- 8) What do you think will happen if teacher motivation is not addressed?
- 9) Any other comments

Thank you, for your participation

Annex 9: Focus Group Discussion: Patents-Teachers Association

Analysis of the challenges of teachers' motivation in Zambia



Position in the PTA		
No.		
1.	Executive position	
2.	Non-executive position	
3.	Others	
DEMOGRAPHICS		
Question	Codes/Instructions	Responses
1. Age of	1. Between 20-25 years 2. Between 26-30 years 3. Between 31-35 years 4. Between 36- 40 years 5. Between 41-45 years 6. Between 46-50 years 7. Above 50 years	
2. Gender of	1. Male 2. Female	

- 1) When did you join the PTA?
- 2) How would you describe the current levels of teacher motivation at the school?
- 3) What are the key challenges affecting teacher motivation in this school?,
- 4) What impact have you noted from these challenges on teachers' professional efficacy and overall well-being?
- 5) Are there any noticeable differences in the motivation of male and female teachers, young and old teachers at the school?
- 6) What would you comment on the following;
 - ⇒ Teacher recruitment and deployment?
 - ⇒ Teacher's pay and benefits?
 - ⇒ Conditions of service?
- 7) How would you describe the schools in your jurisdiction in terms of staffing and workload, teaching and learning materials?
- 8) What do you think should be done to improve teacher motivation?
- 9) What do you think will happen if teacher motivation is not addressed?

Any other comments

Thank you, for your participation

Annex 10: Letter of introduction from the Ministry of Education

<p>All communications should be addressed to: The Permanent Secretary, Ministry of Education Not to any individual by name</p> <p>Telephone: 250855/ 251315/ 251283 251293/ 211318/ 251291 251003/ 251319</p>	 <p>REPUBLIC OF ZAMBIA MINISTRY OF EDUCATION</p>	<p>In reply please quote No.</p> <p>MOE/4/15/4</p> <p>P. O. Box 50093 LUSAKA</p>
<p>13th November, 2024</p>		
<p>The Executive Director Zambia National Education Coalition Plot No. 3061/2 Cnr Makishi LUSAKA</p>		
<p>REF: SEEKING CLEARANCE FOR DATA COLLECTION FOR THE ANNUAL STATUS OF EDUCATION STUDY</p>		
<p>I acknowledge receipt of your correspondence dated 30th October, 2024 on the above captioned subject matter.</p>		
<p>I am pleased to grant you permission to collect data for the Annual Status of Education Study. However, in view of National Examinations going on, data collection can only commence on 29th November, 2024 after examinations are conducted. Kindly ensure that your exercise does not disrupt the school programmes as end of year assessments will be going on during this time.</p>		
<p>All officers scheduled to be engaged in the exercise should only be engaged when they are free.</p>		
<p>By copy of this minute, all Provincial Education Officers are informed and advised accordingly.</p>		
<p> Joel Kamoko (Mr.) Permanent Secretary – Educational Services MINISTRY OF EDUCATION</p>		
<p>C.C. All Provincial Education Officers</p>		
<p>el</p>		