

**PROFESSIONAL TEACHER DEMOTIVATION AND ABSENTEEISM: A  
CASE STUDY OF SELECTED SCHOOLS IN KASAMA DISTRICT, ZAMBIA**

**BY**

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DEGREE OF MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION**

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**2020**

## DECLARATION

This Research Project is my original work and has not been presented to any other university for a degree or any other award.

Signature\_\_\_\_\_ Date\_\_\_\_\_

**Alain Makumba S**



## APPROVAL

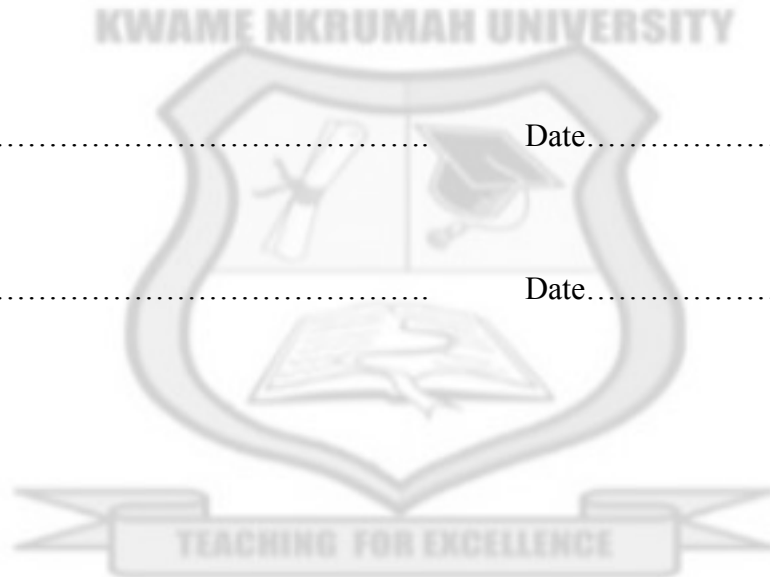
The dissertation of Makumba Alain is approved as fulfillment part of the requirement for the award of the degree of Master of Arts in Sociology of Education of Kwame Nkrumah University.

Examiners' Signatories

Signed..... Date.....

Signed..... Date.....

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## **DEDICATION**

I dedicate this study to my beloved children Njekwa, Thumelo, and Saboi Makumba

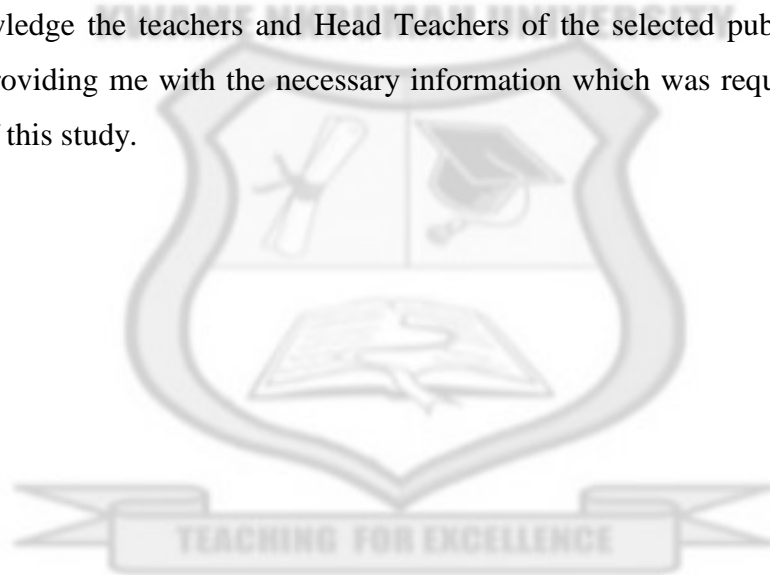


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I give glory and honor to God Almighty for giving me the energy, peace, and grace and resources to complete this Master's program.

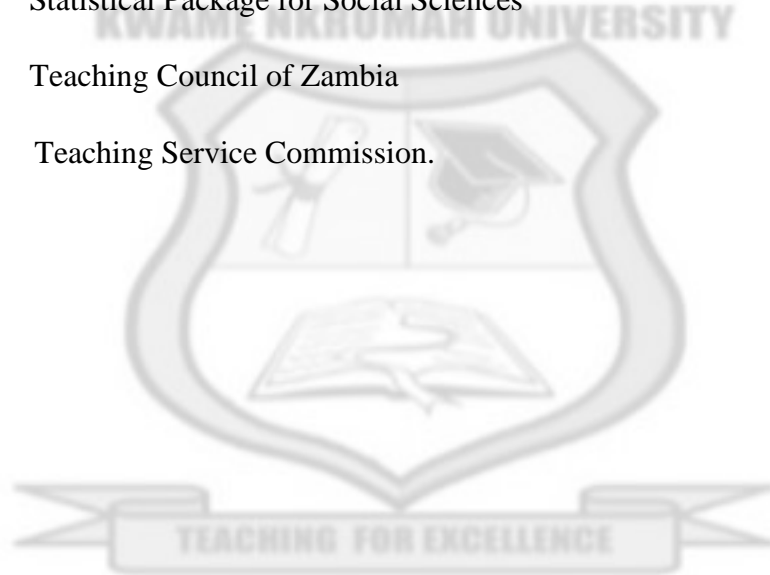
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I also acknowledge the teachers and Head Teachers of the selected public schools in Kasama District for providing me with the necessary information which was required for the successful completion of this study.



## ABBREVIATION AND ACRONYMS

<b>BOM</b>	Board of Management
<b>CPD</b>	Continuous Professional Development
<b>DEBS</b>	District Education Board Secretary
<b>H I V</b>	Human Immunodeficiency Virus
<b>H.O.D</b>	Head of Department
<b>QASO</b>	Quality Assurance and Standards Officer.
<b>SPSS</b>	Statistical Package for Social Sciences
<b>T.C.Z</b>	Teaching Council of Zambia
<b>T.S.C.</b>	Teaching Service Commission.



## ABSTRACT

The study looked at Professional teacher demotivation and absenteeism in selected schools in Kasama District, Zambia. The study used the following objectives; to determine the influence of job satisfaction on teacher motivation in public schools in Kasama District, to determine the effect of reward system on teacher motivation in public schools in Kasama, to determine the effect of professional training and development on teacher motivation in Public Schools in Kasama District and to establish the effect of work situational factors on teacher motivation in Schools in Kasama District Zambia. The study employed a mixed method approach in order to establish the relationship between teachers' motivation and absenteeism in selected schools in Kasama District. This research highlighted teachers' motivation in Zambia as viewed from Maslow's hierarchy of needs theory. The purpose of the study was to determine how teacher demotivation influence absenteeism in selected public secondary schools in Kasama District. Research techniques employed were interview and questionnaire. The sample consisted of fifty respondents with thirty-four questionnaires. Respondents were purposively selected from the schools in the district. Quantitative data were analyzed, using SPSS vision, while the qualitative responses were coded, categorized and analyzed into themes. The findings of the study show that motivation of teachers in Kasama district was affected by factors such as poor working conditions, low salary/pay, unfavorable policies on education, delay in promotions and community negative perception towards teaching. Based on the findings, the study recommends that Government should improve teachers' pay and improve working conditions. Furthermore, the Government and other Educational stake holders should work together to bring motivational incentives that can help in satisfaction of teacher's job. Similar study needs to be done in private secondary schools to establish if the causes of demotivation and absenteeism are Similar to those in public secondary schools.

**Key Terms:** Education, Implementation, satisfaction, Motivation and Training.

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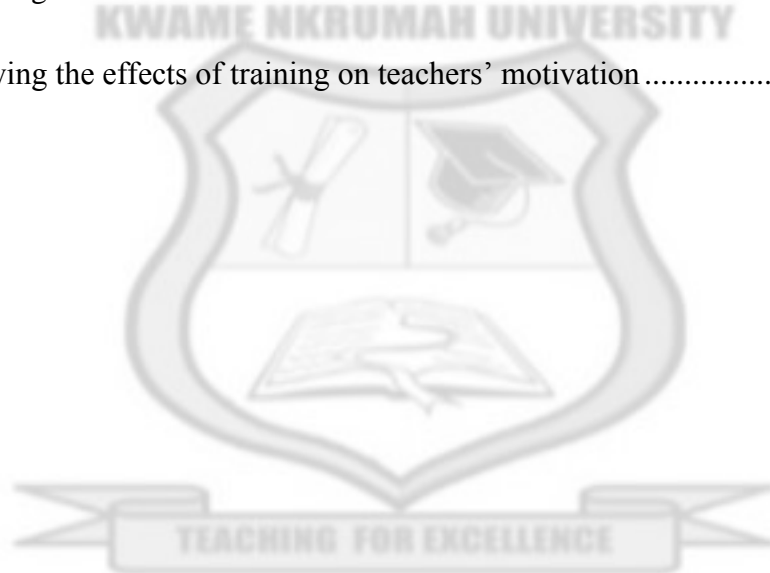
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# CHAPTER ONE

## 1.0 Introduction

This chapter explains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and limitations, theoretical and conceptual framework. It also looked at the dissatisfaction elements of a teacher that leads to absenteeism and reduces morale for work.

## 1.1 Background of the study

There are many aspects contributing to the success of teaching and learning process. One such aspect is the teacher. Teacher has a crucial role and is one of the main factors that contribute to the student achievement of learning acquisition. It is important to realize that the role of teachers not only to teach, but also to motivate learners. In the study of Brighton (2013), it is found that the ability of teachers to deliver to their students depends on how they are motivated. Mooij (2010) emphasized that there is a good opportunity for learning process when teachers are motivated as well. This implies that teacher motivation is a significant factor that contributes to the student motivation and achievement in the education target.

Unfortunately, there is a little attention to the issue of teachers' motivation in educational system. There are several publications discussing the nature of the motivation for teaching although some work is being done on related issues: such as teacher job satisfaction, (Gullant, 2009).

Educators often face unique and substantial challenges that can function as barriers to maintain their motivation to work as a teacher. So, highlighting motivation as conceptualization of job commitment and job satisfaction for teachers can help shed light on how this sub-construction may be related to the competence of teachers.

The purpose of this research is to determine how teacher demotivation, conceptualized as teachers' job dissatisfaction affect their commitment and results in absenteeism. The study is expected to contribute theoretically to the theory of motivation, especially teacher motivation in the teaching and learning process in schools by filling the gap between how teachers' motivation and performance competencies relate to one another, especially in Zambian context. Thus, it is

expected that the research paper provides overall condition how the motivation and competence of teachers takes place in Zambian high schools.

Professional teacher demotivation and absenteeism has become an important issue of concern to Education systems in Zambia today. Given their responsibility to impart knowledge and skills to learners, one can easily argue that if teachers are satisfied, generally they become more productive and can play significant role in the production and influence of their students and their institution achievements. On the other hand, Absenteeism is one of the most serious unethical practices facing many organizations in the world today. Few organizations can claim 100% attendance by all employees. Common practice is that occasionally employees will report for work late, leave early from work, extend tea, lunch and even toilet break, attend private business during working hours, forge illness, and extend time to collect tools of work and unscheduled absence from work. Organizations treat all this as absenteeism. These are probably one of the biggest problems that a managerial employee has to handle on an ongoing basis as it influences service delivery, staff morale, and could be conducive to financial losses. Unmotivated, unsatisfied workers do not show any interest in their work life. Demotivation gives room to absenteeism that is a considerable burden for enterprises to be competitive with the advent of the new economy driven by technological changes, as it will favor the rise of the knowledge workers who should use their intellect to convert their ideas into products, services, or processes (Jackson, 2016).

Professional Teacher demotivation and absenteeism are therefore a real problem that substantially drains scarce financial resources in Zambia and consequently requires urgent intervention. Teacher demotivation and absenteeism is a costly problem not in terms of monetary terms alone, but also contributes to lowering learner's achievement. It has been remarked that education has changed little in the past century. It still usually requires a teacher in front of a classroom full of learner, meaning that the physical presence of both is required. In a developing country settings such as Zambia where substitute teachers are uncommon, absence of a teacher may have various consequences such as doubling up of classes, idle time for learners and even student dropout if absence becomes frequent enough. Learning is not likely to be one of them. Research evidence worldwide indicates that teacher demotivation and absenteeism translates to lower learner achievements Ofoegbu, (2014). As such it is an agenda that requires

the attention of all stakeholders in the society. Addressing the impact of teacher demotivation and absenteeism requires information about the underlying causes and conditions that keep teachers from the classroom.

Studies conducted in developed countries on the issue of absenteeism have come up with conflicting evidence about the influence of personal characteristics on teacher absenteeism. For instance, studies that examined the influence of age on teacher absenteeism produced mixed findings. Cooper (2014) found that age was a significant factor in predicting absences of men and women during childbirth years. However, Bennell (2004) reported that teachers who were absent more frequently tended to be younger and less educated. The inclusion of other factors in their studies tended to confound their results. Studies indicate that absenteeism decreases with years of working experience Figlio (2007). Interestingly, Porwoll (2003) found that novice teachers with two to four years of experience and veteran teachers who have worked for between twenty-three and thirty years presumably miss the least number of days. Pitts (2010) however found out that women, younger teachers, teachers with fewer years of experience, and teachers in specialty schools had the highest level of absenteeism. Pitts (2010) suggested that older teachers might have fewer absences because they are just pushing days for retirement. Public school teachers in Zambia have a pension more or less based on their exit basic salary, they are likely to be absent more frequently on nearing retirement. Further, public school teachers in Zambia are poorly remunerated and are also held in low esteem in society compared to other professionals. Consequently, younger teachers are typically very mobile in search of better opportunities and thus are likely to be less committed to and more frequently absent from their teaching job than older teachers. The current study therefore seeks to establish the key factors leading to professional teacher demotivation and absenteeism in secondary schools of Kasama District, in Zambia.

Teacher demotivation and absenteeism are very serious challenges to many institutions of learning world over. Absenteeism is defined as a failure to report and stay at work as programmed, in spite of any cause, Filmer (2012). In relation to Human Resources management absenteeism is the proportion of work days missing through member of staff illness or absence in the place of work, Ivatts A (2010). In general absenteeism can be defined as a consistent failure to appear, particularly for work or other usual duty. Workers may take a leave or not report to work

for adversity of reasons, some of these may be unmanageable factors like illness, urgent situation, accidents and other reasons; on the other hand, also employees may also take leave while they are able to be present at work. For that reason, when recruits are absent in the workplace with any cause whether legally or not all these kinds of absence from work are termed as absenteeism of workers in the workplaces.

Although all employers are aware that sometimes absences are inevitable, reduced attendance by employees can affect the bottom line by harmfully impacting output, work excellence, self-confidence and customer service and satisfaction. There are numerous contributing reasons that impact on an organization's objectives but one of the most costly is absenteeism.

Teacher demotivation and absenteeism takes their path in a demotivated professional. Teaching and learning process is the core of education that determines the quality of education. Therefore, if there is a quality decrease of education, the first thing that should be evaluated is its teaching and learning process quality. The Education for All (EFA) global monitoring report of UNESCO (2011) also points out that Zambia belongs to countries which account 72% of the global population of illiterate adults. Those results show that quality of education in Zambia still dissatisfied. The quality of teaching and learning process depends on three aspects; (1) the students' participation level on learning activities, (2) teachers' roles in teaching and learning process, (3) learning environment. The second aspect is considered as crucial thing focused by the experts since teacher is the manager and leader of learning process. Recently, not only students' motivation but also teachers' motivation affects students' academic achievement. It is assumed that dissatisfied results of Zambian education quality is caused by demotivation of teachers and absenteeism. Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Hubbel (2008) describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to

ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the education goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Keeper and Khomani (2015), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Hamner, (2013) teachers who report low levels of motivation tend to perceive their students 'motivation levels as low. This implies that professional teacher demotivation and absenteeism are inclusive in the factors that lower Education standards in the country. Therefore, this study is so important in expanding knowledge about teacher demotivation and absenteeism in the workplaces specifically by studying the issue of Education delivery in Kasama District.

## **1.2 Statement of the problem.**

Teacher demotivation and absenteeism are very serious obstacles to the delivery of quality Education in many Zambian school systems today. The report on Grade 12 examination results analysis of 2018 in Kasama attributed low pass rate to teacher absenteeism and it revealed that on average two in every ten teachers are absent from school every week due to many demotivating factors that arises from their job. Demotivation is a major determinant of job performance in secondary schools. Gullatt and Bennet (2009) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

Demotivation and absenteeism are perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (2016), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed. Teacher demotivation and absenteeism is a serious obstacle to the delivery of quality education in many school systems over the world. The alarming reports on teacher absenteeism

indicate a need for research to establish the main causes of teacher absenteeism. This study therefore focuses on establishing how key factors influence teacher demotivation and absenteeism among secondary school teachers in Kasama District.

### **1.3 Purpose of the study**

The purpose of the study was to determine how teacher demotivation influence absenteeism in selected public secondary schools in Kasama District.

### **1.4 Objectives**

- i. To determine out the influence of job satisfaction on teacher motivation in public schools in Kasama District.
- ii. To determine the effect of reward system on teacher motivation in public schools in Kasama District.
- iii. To determine the effect of professional training and development on teacher motivation in Public Schools in Kasama District.
- iv. To establish the effect of work situational factors on teacher motivation in Schools in Kasama District Zambia

### **1.5 Research questions**

- i. What is the influence of job satisfaction on teachers' motivation in public schools in Kasama District?
- ii. What is the effects of reward system on the motivation of teachers in public schools in Kasama District?
- iii. What is the effects of professional training and development on teacher motivation in public Schools in Kasama District?
- iv. What are the effects of work situational factors affecting teacher motivation in public schools in Kasama District of Zambia?

## 1.6 Significance of the study

The study will be significant to the following categories of people:

**Ministry of Education:** The findings of the study will be of importance to the ministry of education as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers.

**Teachers:** The findings will also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students.

**The school management:** The study will be of importance to the management of the schools as it highlights on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

- i. Provide recommendations on teacher's incentives and motivation whereby teachers will be able to perform their duties well.
- ii. Identify key areas and issues in the area of teachers' demotivation and absenteeism which need further follow up and by doing so, teachers demotivation problems will be solved and they will be satisfied and perform their duties well.
- iii. Provide the framework for organizing and conducting research related to teachers' demotivation and absenteeism in schools which will benefit the Government by finding out what demotivates teachers and try by solving their problems.
- iv. **Ministry of Education:** The findings of the study will be of importance to the ministry of education as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Ministry will use the information to come up with the ways of motivating teachers.

### **1.7 Limitations of the Study**

The study was limited to Kasama District. This may affect the generalization of the findings of the study to the whole district. Financial constraint was another limitation faced by the study especially in meeting transportation needs to make movements in data collection easy.

### **1.8 Delimitations of the Study**

This study was undertaken in Kasama District of Northern Province. The study targeted government schools. By carrying out the study in one district, the researcher saved on the time and the resources spent in data collection.

### **1.9 Theoretical Background**

The teacher's role is not only to teach, but also to motivate the students. Therefore, it is necessary to understand why motivation is one factor among many contributing to the success of the learning acquisition. Motivation stems from the Latin word "movere" which means "move" King (2015). This implies that it is a condition that requires someone directions, actions to move. Some researchers have explained the definition of motivation. Murnane and Willet (2010) explain that "motivation is the internal state or condition, and is sometimes described as a need, want, or desire. Motivation activates and energizes behavior and gives direction to behavior. Meanwhile, Ryan and Deci (2012) perceive the basic meaning of the Latin word when they assert to be motivated means to be moved to do something. Then, Robbins (2003) also considered that motivation as "energizer of behavior. Furthermore, Rogers (2014:51) interprets that motivation as "a kind of internal drive that encourages a person to pursue the action." But, as he further says, someone driven internally when the goal he seeks to achieve is "quite interesting". All definitions seem to get to the point that no behavior without motivation. This implies that when people behave / act, he / she needs motivation. Thus, motivation plays a huge role to make people act. In education, motivation also contributes to make teachers and students behave/act. Demotivation on the other hand is a dissatisfactory drive in doing something. Hamner (2013:51) defines demotivation as "some kind of internal drive which pushes someone away in doing his / her job". According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in

work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a degree of personal control over these. Extrinsic motivation has also been explained by Cole (1996) as, rewards that are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. Gullant and Bannet (2009) states that demotivation is thought to be responsible for "why people decide to do something in the manner they want. Jackson (2016:54) state that to be demotivated means to be moved out of desire to do something." Hertzberg (2013) says that unmotivated people have lost impetus and inspiration to act, motivated people are energized and activated to the end of the task. Motivation plays an important role in teacher delivery, since its presence it's a driving force in individual, influencing the direction, strength and persistence of their actions to achieve goals. In the other words motivation is primarily determinant of teachers delivering to their tasks of imparting learners with required knowledge to meet teaching outcomes.

This research therefore is guided by Abraham Maslow's Hierarchy theory who attempted to synthesize a large body of research related to human motivation. Prior to Maslow, researchers generally focused separately on such factors as biology, achievement, or power to explain what energizes, directs, and sustains human behavior.

Abraham Maslow (2010) categorized human needs in a pecking order with physiological needs at the base. For Maslow, the physiological needs are satisfied by food, shelter, clothing, sleep and sex. Next is the need for job security and safe working conditions or environment. This need is followed by social needs satisfied by human contacts and assurances of belonging. This is followed by the desire for achievements, status, esteem and respect from others and finally the urge to achieve one's potential and new responsibilities which is self-actualizing. Maslow argued that lower level needs had to be satisfied before the next higher level need would motivate employees.

Maslow posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. Once each of these needs has been satisfied, if at some future time a deficiency is detected, the individual will act to remove the deficiency.

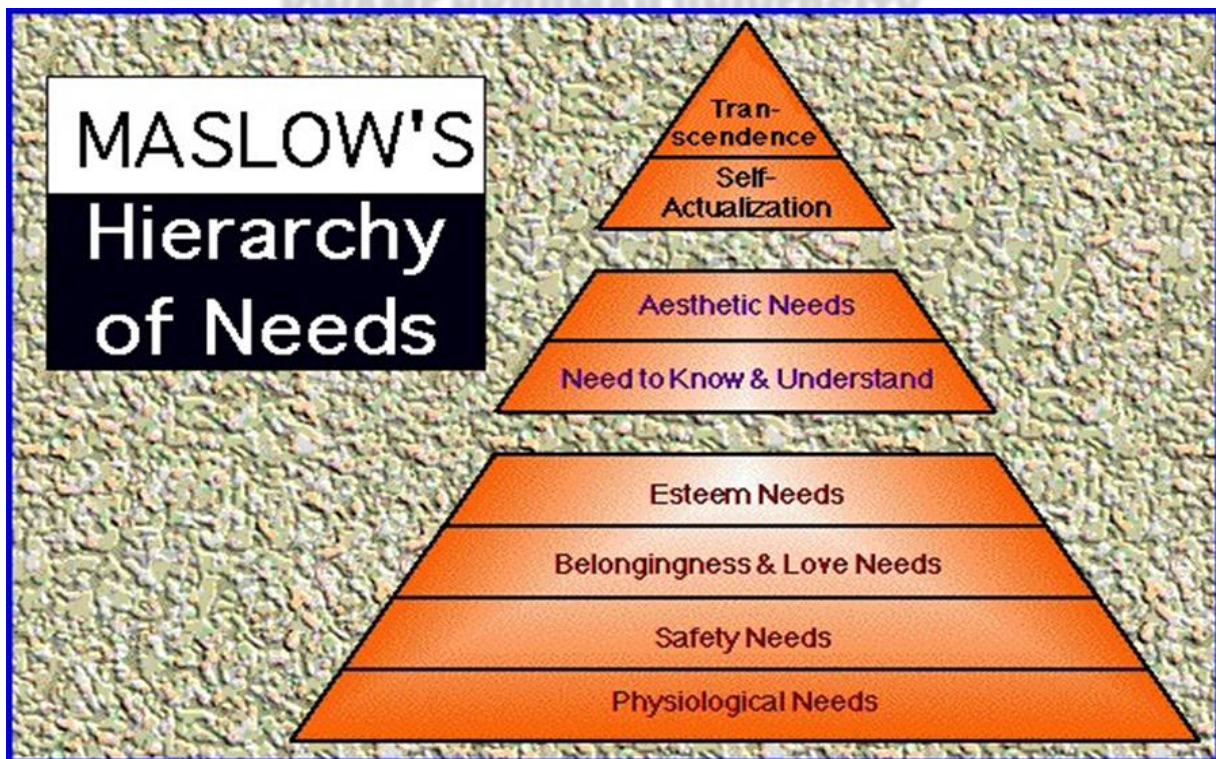
## **Maslow's Hierarchy of Needs Theory**

The theory of Maslow's Hierarchy is a well-established theory that has been accepted and applied by many researchers. This theory is one of the most widely recognized theories of motivation. Abraham Maslow (2010) theory based on the needs of motivation is probably the most cited theoretical content. The action to start, energize, direct, maintain and stop behavior is the central to this theory. This theory proposes that there are five main needs: physiological, safety/security, social/affiliation, self-esteem and self-actualization. The first need is physiological needs. It consists of basic biological needs. He went to see the need for someone to get food, water, air, sexual satisfaction and other primary needs such as shelter, clothing, good and comfortable working conditions etc. In the case of the school system, this requirement will be met when a reasonable salary received by teachers. These impacts on the productivity and quality of teacher in the workplace, that is, school.

The second requirement is the need for security / safety. This comes after the physiological needs have been achieved. These needs include the need to be safe, secure, protected from the dangers and accidents (threats, deprivation, psychological harm, economic disaster) and stability in the event of internal physical and everyday life. At school, teachers need to have the feeling that his / her work is guaranteed and it is also secured by the school linkages. The third requirement is the need for social / affiliates. It comprises the need for love, affection, friendship, acceptance and friendship, a sense of belongingness in one's relationships with others. At school, the teacher's social needs can be realized when teachers are satisfied with their colleagues in the group, formal or informal; teachers participate in making decisions that encourage teachers' needs are met. The expertise of teachers in the group and delegates of the right tasks is also driving the need met. In other words, teachers need some kind of affective relationships.

The fourth is a higher requirement includes: ego or self-esteem needs. This requirement involves the need for respect, prestige, recognition, self-esteem, status, personal sense of competence. In schools, this requirement can be met when the teacher autonomy delegated by the lower ratings to assign power by a higher authority; the ability of teachers and competence to recognize; reward tasks and responsibilities; recognize financial performance through profit or paid services, compliments and praise. The fifth requirement is the need for self-actualization. It comprises the need for growth, achievement, progress and fulfills oneself, Ngidi and Sibaya

(2002). In the case of the school system, teachers need to maintain their competence, achievement and progress. To achieve this goal, teachers must have the training and development through short-term and long-term programs in academics, seminars, and conferences. Scholarship awards are also worth doing to get high quality performance of teachers. When the motivational needs are met, it will affect the quality of teacher performance and output coupled with a guarantee of quality assurance in the education system. It can be concluded that the requirement of motivation is very important for teachers to be met. Teachers may be more committed to the improvement of their teaching. When teachers are more committed and dedicated to teaching, it will affect the quality of the performance that will directly contribute to the outstanding teachers of students in the learning process.



**Figure 1: Maslow's' Hierarchy of needs**

(Source: Field work, 2020)

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need, self-actualization. Self-actualized people are characterized by: 1) being problem-focused; 2) incorporating an ongoing freshness of appreciation of life; 3) a concern about personal growth;

and 4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization, specifically identifying two of the first growth needs as part of the more general level of self-actualization and one beyond the general level that focused on growth beyond that oriented towards self, (Maslow, 2010). They are Cognitive: to know, to understand, and explore; Aesthetic: symmetry, order, and beauty; Self-actualization: to find self-fulfillment and realize one's potential; and Self-transcendence: to connect to something beyond the ego or to help others find self-fulfillment and realize their potential.

Maslow's basic position is that as one becomes more self-self-transcendent one becomes wiser develops wisdom and automatically knows what to do in a wide variety of situations. Mackifie (2002) suggested that Maslow's ultimate conclusion that the highest levels of self-actualization are transcendent in their nature may be one of his most important contributions to the study of human behavior and motivation.

Motivation theorists have tried to discover why human beings are motivated to perform tasks without being told to do so. Theorists understand how hard it is for anybody to motivate people due to people's complexities and differences, and for anyone to motivate himself/herself. Expectancy theory suggests a relationship between effort and performance, performance and reward, and reward and personal aim (Lathan, 2008). When a person is motivated to do something, he/she puts some effort into performing the task. The person's ability to perform the task combines with his/her effort. Then, the person performs the task, and hopefully, he/she obtains positive outcomes. However, as the authors indicate, the outcomes which derive from the environment (extrinsic) or the individual himself/herself (intrinsic) may be negative.

There are two main sources of motivation. Luthans (2012:82) says that tangible benefits such as salary, fringe benefits and job security are known as extrinsic motivation. Ryan and Deci (2012: 71) state that intrinsic motivation is concerned with the performance of an activity to succeed in getting a separable outcome which contrasts with extrinsic motivation. The second is intrinsic motivation which can be defined as self-respect of accomplishment and personal growth. Intrinsic motivation is likely to be increased by a sense of relatedness. Konayuma (2008:8) defines relatedness as the degree of emotional security that teachers feel.

Katz R (2008: 372) states that the teachers with an internal locus of control are under less stress and more successful in teaching. Therefore, the students of these teachers feel less stress and take higher scores in their assessment.

According to Filmer (2012) intrinsic rewards are the most prominent and satisfying aspect of teaching. These motives concern the educational process, experiencing students' development as a result of the teacher's help or increasing both the teacher's and the students' level of competence and knowledge.

Filmer (2012:143) defines demotivation as a “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action”. Figlio (2007) use a similar term (demotivation), which means, “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals experiencing feelings of incompetence and helplessness when faced with the activity”. Cole (1996) differentiates between the two terms in the sense that demotivation is related to general outcomes and expectations that are unrealistic for some reason, whereas demotivation concerns specific external causes. The followings are the demotivating factors of teachers:

Teachers expressed their dissatisfaction with the number of students in their sections. Overcrowded classrooms make it very difficult for teachers to implement any new methods or techniques in teaching. They do not give the teachers any space to maneuver or move chairs around to try new techniques and activities or role playing in the classroom. Moreover, crowded classrooms are very difficult to control. The bad behavior of some students puts extra strain on the teachers and makes it more difficult to manage the classroom and consequently, reflects badly on the students' results in their exams and their performance and comprehension of the lesson and the overall academic atmosphere. Harmer (2001) states that overcrowded classrooms have more negative effects than any positive. They cause disturbance for students, embarrassment for some to participate and in general the students' development, confidence and understanding.

In addition to that it is a source of stress for the teacher. Filmer (2012) argues that overcrowded classroom can negatively affect both teachers and students. They can increase the teacher's burn-out rate, stress and exhaustion and can put strain, both physically and mentally on the teacher. Financial problem is also the teachers' demotivation factor. The teachers experiencing a high

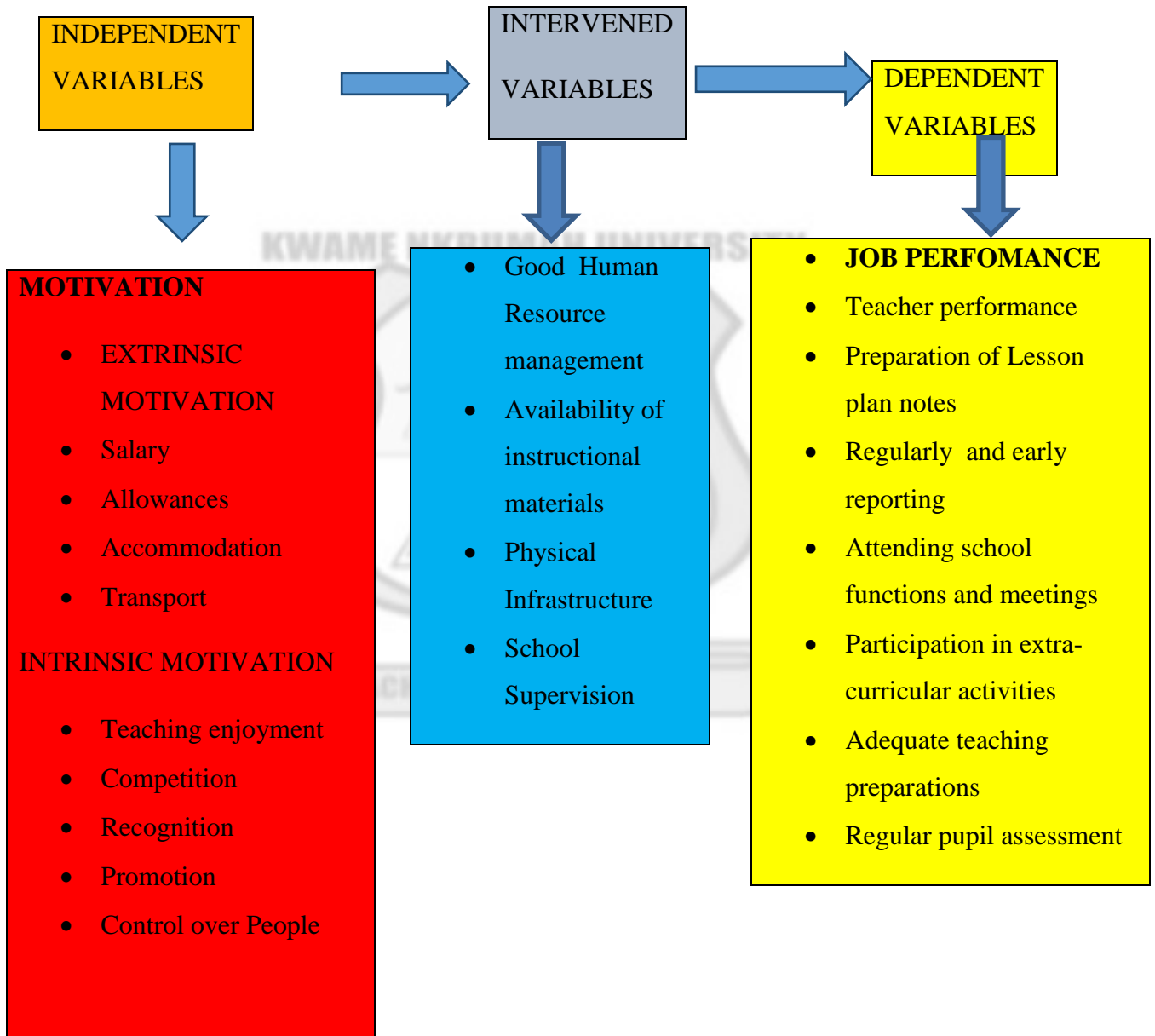
degree of dissatisfaction with their financial condition. One important factor that contributes to job satisfaction is that a teacher should be paid adequately. Financial difficulties cause a lot of stress and anxiety and thus, lead to a low level of concentration and achievement in turn some teachers abscond even from their work. Jackson (2016) states that low salaries are a major source of dissatisfaction for many teachers. Teachers feel that their efforts and achievements are not usually appreciated or rewarded by the Government. Rewarding achievers is one important way of enhancing the teachers' motivation and consolidating their efforts. Appreciating the teachers' achievements is a very effective kind of incentive and the teachers' response to such incentive is always positive and can generate more commitment to the institution and more dedication to the job they do. Teachers feel that they have no privacy and feel uncomfortable in their offices. Providing the teachers with facilities and means of comfort in their offices is the least the administration can also do for them.

In addition, Konuyama (2008) investigated the aspects of motivation and demotivation among teachers in Sri Lankan public schools and found that the most frequent demotivation related to teacher absenteeism included limited facilities for teaching and learning in schools, inefficiency of school administration and zonal education offices, difficulties in obtaining teacher transfers, the discrepancy between the curriculum and students' English proficiency, and the poor relationship between colleagues. These findings are best suited to Zambian Teachers situation too.

It is also amazed that students become other factor that cause teachers' demotivation and absenteeism. Cooper (2014) explored teacher demotivation among teachers. The findings showed that students' attitudes demotivate the teachers the most. The top demotivating items were: students using cell-phones in classes, students sleeping in class, students taking rebellious attitudes, long meeting hours, and much paperwork.

### 1.11 Conceptual frame work

Figure 2 below summarizes the relationship between the dependent variables, which is teacher's Motivation, and independent variable that is, teacher's satisfaction and Job performance.



**Figure 2: Conceptual Framework on teacher's motivation**

(Source: Herzberg's (2013))

The study will operate in a single conceptual framework that summarizes the relationship between the dependent variable, which is teachers' demotivation, and the independent variable that is, teacher's satisfaction and absenteeism from work.

Conceptual framework Source: Based on Herzberg's (1959) two factor describes demotivation as being intrinsic or in extrinsic in nature. In intrinsic demotivation of teachers involves job dissatisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and, control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others. Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

The study was anchored on the Sylvia R (2015) Process Model of Employee Attendance. This model has been lauded as the most influential in the study of absenteeism behavior Orodho (2004). Sylvia R (2015) studied the major influences that affect employee absences. Two important variables were applied to examine employee absence, motivation to attend and employee ability to attend work. They explained that these two variables interact such that a person's ability to attend moderates the motivation to attend. Motivation to attend, on the other hand, is influenced by employee's job satisfaction with his job situation and various pressures to attend. Sydney W (2015) model combines individual and organizational approaches. Hence, the multi-variant approach draws both from the personal and organizational domains. According to Sydney (2015), the nature of the job and surrounding work environment interact with employees' values and expectations to determine employees' satisfaction with job situation. In this case, job situation refers to the degree to which an employee likes his or her job. In the model job satisfaction plays a crucial but indirect role as an influencing variable that moderates the effects

of each determinant on other endogenous variables. The job situation is described in terms of job scope, job level, role stress, work group size, co-worker relations and opportunity for advancement. Employees' values and expectations are determined by personal characteristics such as age, gender, race, marital status, family size, working experience and education qualification which were critical variables in the study.

### **1.10 Definition of Terms**

**Demotivation-** Motivation is defined as “some kind of internal drive which pushes someone away to do things.

**Motivation** is defined as “some kind of internal drive which pushes someone to do things in order to achieve something.

**Work motivation** refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks Bennell, (2004).

**Reward System-** This is the compensation given to teachers for the services they render in terms of salary and incentives.

**Incentive-** This is something that motivates or encourages an individual to perform or to do something or work harder.

**Job Satisfaction-** is “a positive feeling about one's job resulting from an evaluation of its characteristics” (Robbins (2003).

**Job Dissatisfaction-** refers to the degree to which employees dislike their work

### **1.11 Summary of the chapter and overview of the study**

The chapter outlines the introduction, background of the study, statement of the problem, research objective, research question, significance of the study, theoretical and conceptual framework, and limitations of the study and definition of terms. The following chapter discussed the literature review with respect to the study under four sub headings teachers' satisfaction toward work, possible solutions for enhancing teachers' demotivation and absenteeism, determine the reward system and the effects of professional training and establish work situation factors that motivates teachers.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The previous chapter dealt with the introduction of the study. This chapter reviews studies and other related literature on the topic of the study. The discussion of literature was done under four headings: Teacher Satisfaction towards work, possible solutions for enhancing teachers' demotivation and absenteeism, determine the reward system, it also looked at the effect of professional training and establish work situational factors that motivates teachers. This chapter focused on the relevance of certain theories of employees, motivation in Zambia with the review of related literature and studies. It then reviewed a selection of previous research on teacher motivation and related themes in Zambia.

### **2.2 Empirical Literature review**

#### **2.2.1 Teacher Satisfaction towards work**

Human beings in general feel enthusiastic performing tasks or complete tasks successfully when they are motivated. In reference to teachers, their motivation is imperative since students' motivation appears to be directly correlated with teachers' motivation. One may wonder the origin of teachers' demotivation. It may be a result of intrinsic or extrinsic factors in the education systems. What is amazing is that most teachers are intrinsically motivated when they become teachers, but along the years they become demotivated and some may become so demotivated that they may even change profession. Expectancy theory suggests a relationship between effort and performance, performance and reward, and reward and personal aim (Hermer, 2001).

Luthans (2008) believed that teachers 'demotivation and absenteeism is an important concern for educational leaders and managers because teachers' demotivation has an important effect on students. Teachers are important for the improvement of educational reforms and country's development as a nation without education is as good as dead nation waiting for its time bomb. First, demotivated teachers are more likely to derail work for educational and progressive learning processes. Second, it is the demotivated teacher who guarantees the implementation of reforms originating at the policy-making level. Therefor Teachers need to be appreciated through

various motivational means' motivation is important for the satisfaction and fulfillment of teachers themselves. A higher level of teacher motivation is one of the important features for more effective education. In the field of education, there has been evidence that teacher-related factors influence learners (Anatan, 2010). English teachers play an important role in students' learning process and motivation, especially when the language is taught as an international language (Cooper, 2014). For the ultimate goal of global communication with the target language, English teachers prepare diverse techniques and activities in order to facilitate practice of the target language and seek effective teaching practices to help learners feel and stay motivated to learn it. In the process, the teachers' passion and eagerness into teaching might increase or decrease because of either internal or external reasons.

Robbins (2003) considered "Teachers' demotivation" one of the important factors that would lead to classroom ineffectiveness and lack of school improvement. It has to do with the teachers' desire to participate in the educational process and also to the teachers' attitude to work within the school environment. He also declared that teachers' demotivation is anything done to make teachers unhappy, unsatisfied, undedicated and uncommitted in such a way that they don't bring out their best in their places of work so that students, parents and society will greatly benefit from their services.

There have been a few studies conducted on teacher demotivation and absenteeism in developing countries and more so in African countries. However according to a study carried out in Uganda, Malawi and Zambia, it was found that teachers' absenteeism rate varies from 5 to 9 % in primary schools with Uganda showing the highest rate of 9%. In secondary schools, the rate varies from 12 to 17 % with Uganda showing the highest rate of 17%. Arshadi (2010), established that teacher absenteeism rate in Zambia was 18%. A recent survey by Education coalition indicated that teacher absenteeism was a major obstacle for effective and sustainable implementation of the country's education system where the absenteeism rate was 30 % at the primary and 36 % at the secondary schools According to Ivatt (2010), poor motivation, lack of accountability, personal illness, family matters, training programs and job dissatisfaction are some of the causes of the high level absenteeism of teachers in many African Countries although the evidence provided is weak. Research by the Glewwe and Kremer (2006), found that teachers' absenteeism in Zambia and Zambia was dominated by legitimate reasons but unauthorized absenteeism was

common in many other African countries. It was also established that in Ghana and Zambia a third of all primary school teachers were absent due to poor motivation where many primary school teachers wanted to be upgraded to become secondary school teachers whose motivation level is higher. In Tanzania, teacher absenteeism was reported to be lower in private schools than in public schools and the rate was higher among the contract teachers, than those with permanent status, Ravari, et al. (2012).

Glewwe and Kremer (2006), established that, teacher absenteeism in Zambia varies from one region to another where the rate ranges from 21% to 29.4% of the time. He also argued that 13.4% of teachers were in school but not in the class teaching. While teacher absenteeism is a serious obstacle to the provision of quality education in Zambia, there is little systematic data on its extent. This study therefore seeks to establish actual data on professional teacher demotivation and absenteeism in Zambia and in particular Kasama District. According to the Examination Council of Zambia (ECZ), teacher absenteeism is the key factor leading to poor performance in Zambia General Certificate of Education (GCE). In regard to the current study there are limited findings on professional teacher demotivation and absenteeism in developing countries and the little that is known is confined to particular regions only. Further, the administrative records of teacher absenteeism may not be accurate. There are also several missing links on the causes of teacher absenteeism, where investigation focused on excessive absence only and mitigation measure to combat the unauthorized absenteeism have been ignored. This study attempt to fill these gaps in relationship to the Zambian situations and in particular Kasama District.

Ivatts (2010) argues that there are several causes of teacher absenteeism which vary from one country to another and from one region to another. These causes include teacher demography, gender, seniority, type of employment, type of school, job satisfaction, professional commitment, school and institutional management, weak monitoring systems, incentives and sanctions, educational administration, recording and reporting procedures, health, secondary employment, class size, quality of school infrastructure, distance to school, isolation, level of training, formal duties, quality of learning environment, social contest of the school, community social economic status, school leadership and community participation. This study will discuss these causes' under 3 main headings, personal factors, school factors and environmental factors.

Personal Factors Influencing Teacher Absenteeism Research data available shows that personal characteristics influence teacher absenteeism. They include age and gender of the teacher, illness of the teacher or a family member, experience and job dissatisfaction of the teacher, seniority and the type of employment for the teacher; qualification and lack of professional competence of the teacher, compassionate leave and family conflicts among other family responsibilities.

Mugenda (2003:24) argue that, “both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity”. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Mugenda (2003:76) argued that, “prosperity and survival of the organizations is determined through how they treat their human resource”.

Board et al (2016:36,) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, Mooij and Narayan (2010) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tosti and Herbst (2009) discussed about behavior systems approach which can be used to achieve a customer centered organization through examples and reports from consultation cases. Johnson et al (2010) established the effects of presenting organizational information through implicit and explicit rules on sales-related target behaviors in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms

Research has established that teachers join the teaching profession when they are highly motivated but they burnout as the age of the teacher increases (Glewwe & Kremer, 2006). This explains why older teachers are often more absent. According to Mwangi. (2002), female teachers are absent more frequently than male teachers due to more family demanding responsibilities. However, Rosenblatt & Shirom (2005), argue that male teachers are absent more than their female counterparts who have few outside workplace responsibilities that are likely to

take them away from the school. General observation from Zambian schools is that female teachers are absent more often than male teachers and that younger female teachers are more absent than their older counterparts due to more family responsibilities.

According to Chaudhury, et al. (2006), the study on multi-country survey indicates that 10% of the teachers' absenteeism is attributed to illness. In Zambia HIV infection was found to be responsible for the largest share of teachers' absenteeism (Habayarima, et al. 2004). Researchers' observation on the teacher's absenteeism indicate that teachers who are sick or have sick family members will not attend school but stay at home to recover or to take care of the sick person.

World Bank report (2004), revealed that during the first year of teaching, teachers tend to be effective but after two to three years of experience, the teachers become more effective and their attendance is good. However, the survey report done among many school administrators indicates that newly employed teacher's absence rate is low compared to the long serving teachers. According to Sargent & Hannum (2014), when teachers lack job satisfaction the rate of absenteeism increases. Surgiarta, et al. (2015), argue that contract teachers in Peru and Indonesia have higher rates of absenteeism because they spend more time exploring alternative employment. Researchers' observation is that an employee who has good terms of payment and service will have low absenteeism rate. Chaudhury, et al. (2006), established that high ranking teachers tend to be more absent than low ranking counterparts. Thus, the School managers are absent from school more frequently than regular teachers because they must attend other administrative duties outside the school such as meetings organized by the Ministry of Education officials, workshops and seminar among others. In addition, temporary and contract teachers are often more present than permanent teachers because they fear losing their job. According to Alcarizar, et al. (2004), teachers trained in pedagogy are more professionally qualified and motivated than those teachers who studied other subjects and therefore they have low absence rate. This explains why teachers from recognized Teacher Training Colleges are considered more for teacher employment. Rockoff et al. (2011), found that school employees whose performance is poor are rated as being absent more often than the average counterparts. Thus, teachers who lack professional competence have higher absenteeism rate than the others. Many school administrators concur that teachers who are non-performers are frequently absent from school because most likely they lack professional competence.

According to the condition of service for teachers in Zambia, a teacher is entitled to various leaves among them compassionate leave. Obeng-Denteh, et al. (2011), argues that generous school leave policy can cause higher rate of absence among the teachers in developing countries. Researcher's observation on teacher's absenteeism is that like any other employee, when there is death of a family member or colleague a teacher will seek permission to attend the burial ceremony. If a teacher has a sick or hospitalized dependent, permission will be obtained to attend the same. This explains why compassionate leave is one of the leading causes of teacher absenteeism. Naturally, when a teacher has a family conflict, which may lead to court cases, or fight, which may cause physical injury, such a teacher, will be absent from school so as to create time to resolve the conflict. In addition, religious meetings, ceremonies and customary functions conducted during a weekday are likely to make teachers absent from school when they attend the functions as part of their constitutional rights. The current study attempted to find out how personal factors lead to teachers' absenteeism in public secondary schools in Kasama District of Zambia.

**School Factors Influencing Teacher Absenteeism** School factors are institutional characteristics and working conditions that in different ways influence teachers' absenteeism. They include: Lack of group accepted norms, poor leadership style of the School managers, lack of effective supervision and monitoring policies by the school administration and Ministry of Education, the status of the school whether private or public, poor school infrastructure and equipment's, lack of in-service training programs among other motivation policies, high pupil-teacher ratio and assignment of other school administrative duties. According to Woolfolk (2009), great organizational support can cause low absence rate of the individual teachers because it reduces stress. Schools that lack strong staff welfare will have higher absenteeism rate of teachers. This is because there is no teamwork and some social needs are not met and this demotivates teachers. A school where the managers' leadership style does not involve teachers in decision making, that which does not allow teachers to participate in policy making demotivates them hence increasing the rate of absenteeism while in schools that have good leadership style by their managers, teacher's absenteeism rate has been reduced by a big percentage. In his quasi experiment, Rockoff (2008), in New York City found that monitoring program reduce teacher's absenteeism, and improve retention. In Rajasthan province of India, teacher's attendance improved when cameras to monitor attendance were introduced (Duflo and Hanna, 2005) while in North

Carolina teacher's attendance improved when a policy to charge for each day they took off was introduced. Multi-country survey report by Glewwe and Kremer (2006), found that monitoring of teachers by school directors accompanied by disciplinary action reduce teacher's absenteeism by a high rate. The survey found that in a school where teachers' attendance register is well kept and maintained, teachers' absenteeism rate is low. Teachers who teach in schools located closer to educational offices and therefore receive routine monitoring have lower absence rate. It has been observed that the rate of teachers' absenteeism tends to be higher when principals are not in the school because of lack of regular monitoring of the teachers as they perform their duties. Kremer, et al. (2005), argues that private school teachers have absence rate of a third lower than their public school counter-parts in the same location. Researcher's observation is that teachers in private schools are well paid and therefore well motivated to work more than their counterparts in public schools. According to Chaudhury, et al. (2006), average schools with best infrastructure and equipment had far much lower absence rate than those with worst infrastructure even after controlling other factors. The multi-country survey has indicated that schools with good quality infrastructure and adequate teaching and learning equipment's have smaller absence rate since the teachers are more motivated. Aaronson, et al. (2007), observed that teachers training can lead to teachers' absenteeism when teachers are removed from class for a period without a substitution. In many schools in-service training for various subjects are usually conducted during the working hours, thereby keeping the concerned teachers out of class. Teachers who have received recent in-service training have low absence rate than those who have not, thus training and in-service training reduces teachers' absenteeism. According to Rockoff, et al. (2011), teachers in schools with high pupil-teacher ratio will often be more absent because of the high work load leading to overworking of the teachers. In this case, teachers will absent themselves to avoid this excess work. In Chile teacher attendance rate increased when teachers were offered bonus ranging from 5-7% of their annual salary (Mazola, 2005). In a school where teachers are not given material incentives and have no promotion policies, teachers are demotivated and the rate of absenteeism is high. According to Glewwe and Kremer (2006), when teachers are assigned other duties outside the school for example taking students for games, drama, music, science congress, teachers are kept out of classrooms thereby increasing absenteeism rate unlike those other teachers who are not assigned such duties. The current study

attempted to find out how the school factors influence professional teacher demotivation and absenteeism in secondary schools in Kasama.

Deci, et al (2013) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The general skills training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

**Environmental Factors Influencing Teacher Absenteeism** Environmental factors are community-based characteristics that in different ways contribute to teachers' absenteeism. Some examples include the location of the school, residence of the teacher, remoteness of the school, level of poverty of the community, assignment of non-teaching tasks to the teachers, education level of the parents, political influence and weather conditions.

In Uganda, it was observed that teachers working in rural areas were less absent than their urban counterparts who are deterred by the good infrastructure in urban centers. According to multi country survey World Bank (2004), many governments pay teachers a bonus, addition housing or transport allowance for locating in less desirable schools. In Zambia, this is called rural hardship allowance and is paid to the teachers teaching in hardship areas, such as arid and semi-arid regions. This study will try to establish whether this hardship allowance has effect on teacher absenteeism in Kasama.

Teachers who live far from the school have higher absence rate than those who live near the school. This is because such teachers find themselves late whenever they face any challenge in managing time. According to Chaudhury, et al. (2004), teachers are more absent on Fridays and Mondays when they go early to start long weekend and when they are late due to weekend activities. In addition, teachers from remote areas have increased absenteeism rate because they cannot reach the school on time due to poor transport and they also travel far to urban centers

where they can access services such as banking and they sometimes extend weekends and holidays. According to Abeles (2009), teachers from communities, which are poor, have high rate of absenteeism because the community lacks supervision and monitoring ability of the teachers. On the other hand, common practice is that poor communities have no vibrant activities to reduce the teacher absenteeism.

In Zambia, the government pulls teachers out of school to carry out duties such as voter registration, election oversight and public sensitization on Electoral issues. Many organizations find teachers knowledgeable, available and committed in performing public tasks in the community. For this reason, many organizations will deploy teachers when there are such tasks making them stay out of classrooms. Alcazar, et al. (2004), observes that teachers having a local origin have lower absenteeism rate than those from other communities. According to Hubbell (2008), indigenous teachers tend to be more absent than the non-indigenous teachers. This is because the indigenous teachers being near home have many personal activities that require their attention from time to time compared to non-indigenous teachers who are far from their home.

In Nicaragua, lack of control over the schools was due to low education of the parents, which was responsible for high teacher absenteeism rate in rural areas (King, et al 2001). This is because the illiterate parents lack knowledge of the need for education for the children unlike their counterparts who are educated, hence know the value of education, and supervise teachers to be in school on time. Bad weather conditions such as floods can disrupt travel and communication systems thereby delaying the teachers from reaching the school on time. During heavy rains, muddy roads and flooded rivers can make teachers to be absent from school. The current study will attempt to find out how the environmental factors influence teacher absenteeism in public secondary schools in Kasama District, which may be unique to other areas in Zambia.

### **2.2.2 Possible solutions for enhancing teachers' demotivation and absenteeism**

Teachers' motivation will develop and improve the achievement of students and then positively will affect the process of education. This is because any human's behavior is controlled by the pleasure/pain principle where people seek to maximize the pleasure linked to success and

minimizes the pain generated by failure. So, it is very important to find out the solutions for keeping and enhancing the teachers' motivation their autonomy.

It is undoubtedly very difficult for a teacher to deal with large classes. Anything done to remedy the problem would be fruitless unless students are really motivated to learn. Rhalmi (2013) recommended some solutions to handle big size classes in order to reduce the teachers' stress; (1) it would be a great idea to train students to work in small groups of five to seven students. And when working in groups, it would be beneficial for students to sit around in a circle so that everyone could have a chance to participate. (2) To reduce stress and noise level, teachers need to set simple rules for class management (such as: establish of acceptable behavior for everybody to observe when working in groups, in pairs or individually). The rules that are set by teachers at the beginning of the class might be considered as one of ways that teachers can do of having demotivation of teaching caused by the students' factors. (3) It is also recommended that teachers use technology to ease their teaching and learning process. Technology ensures that everyone has time to connect with the teacher.

### **2.2.3 Work Situation Factors and Teacher Motivation**

According to Peretomode (1991) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible.

Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work. For example, according Spokane (1985) in a study examining the importance of job attributes, employees ranked interesting work as the most important job attribute and good wages ranked fifth, whereas when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth.

According to UNESCO (1999), of all the major job satisfaction areas, satisfaction with the nature of the work itself which includes job challenge, autonomy, variety, and scope best predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to

understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

#### **2.2.4 Work Environment and Teacher Motivation**

The work environment has a significant impact upon employee performance and productivity.

By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

According to Clements-Croome (2010), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees 'quality of life, the argument being made that measurable productivity increases will result. Dilani (2014) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor. But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

### **2.3 Arrangement of the Workspace and Teacher Motivation**

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one's workspace is important primarily because it significantly influences social interaction. An employee's work location therefore is likely to influence the information to which one is privy and one's inclusion or exclusion from organization's events. Whether you are on a certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization. According to Zweigenhaft (1976), one topic that have received a considerable amount of attention is furniture arrangements in traditional offices. Unlike factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship. Privacy within the work place is in part a function of the amount of space per person and the arrangement of that space. But walls, partitions and other physical barriers also influence it. One of the most widespread work space design trends in recent years has been the phasing out of closed offices and replacing them with open office plans that have a few, if any walls or doors.

Lohr (1997) said that sometimes described as the cave versus cube debate, the former provides privacy whereas the latter facilitates open communication. Caves limit interaction and thus organizations have sought to increase flexibility and employee collaboration by removing physical barriers like high walls, closed offices and doors. Benciveng et al, (1999) asserted that, while the trend is clearly towards cubes, organizations are making exceptions for employees engaged in work that requires deep concentration. Companies like

Microsoft, Apple computer, and Adobe systems, for example continue to rely primarily on private offices for software programs, as it requires tremendous concentration. According to Baron (1994), there is also growing evidence that the desire for privacy is a strong one on the part of many people, yet the trend is clearly toward less privacy at the work place. Further research is needed to determine whether organizational efforts to open workspaces and individual preferences for privacy, are incompatible and results in lower employee performance and satisfaction. The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Zambia has been described as the most

impoverished of all sectors of the labor force. Facilities in most schools are dilapidated and inadequate, (Pinder 1998). Reio and Callahon (2004:23) recommended that, “greater attention should be given to improving work-related conditions of teachers to improve the quality of education”. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning. Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor.

Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers ‘workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Spector (1997), the working environment of teachers also determines the attitude and behavior of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. According to Clements-Croome (2010), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees ‘quality of life, the argument being made that measurable productivity increases will result. Dilani (2014)

adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

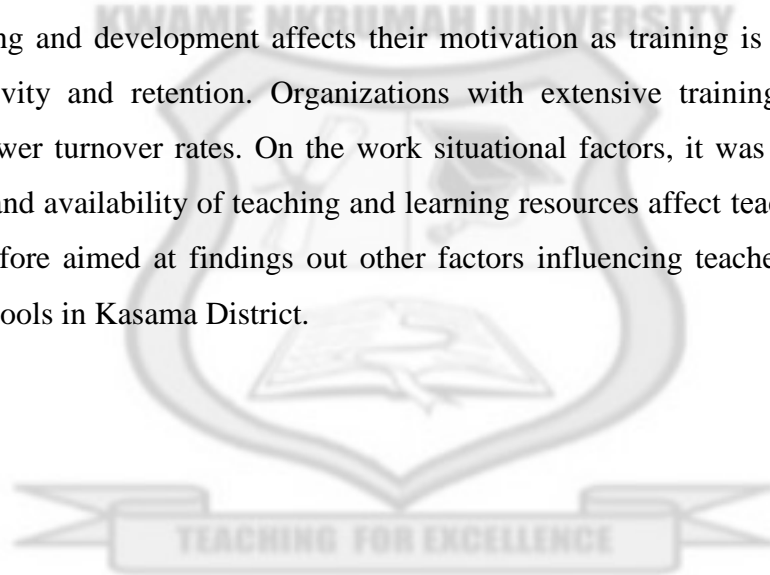
But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor.

According to Macfie (2002), it is important for managements 'effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

Teachers, as one of the elements in the teaching and learning process, play multiple roles, not only as teachers transferring knowledge but also as guides who encourage the potential of students to develop alternatives in learning. This means that teachers face complex tasks and responsibilities in respect of the achievement of educational goals where they are required to not only master the subject area being taught but are also required displaying a personality suitable for acting as a role model for students. Therefore, teachers are required to optimize their performance in carrying out the role. The complex tasks and responsibilities of achieving educational goals relate to teacher motivation, so that good intentions will encourage teacher activities, Arshadi (2010). Teachers become educators because of their motivation to teach. If a teacher has no motivation, then they will not be effective in educating or teaching. Motivation is closely related to needs. An employee will have motivation when his needs are met, thus the needs of employees affect their motivation.

## 2.4 Summary of the Literature Review

The researcher reviewed different literature pertaining to the factors influencing employee motivation. The research based on the importance of personal expectations, need satisfaction, and work climate has revealed that personal expectations and work climate have the potential to increase the satisfaction of needs, where such need satisfaction plays an important role in enhancing teacher motivation. On the effect of job satisfaction on teacher motivation, it was found that income; perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among employees. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Organizations with extensive training opportunities should experience lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teachers 'motivation. This study is therefore aimed at findings out other factors influencing teacher motivation in public secondary schools in Kasama District.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

The previous chapter covered an analytical and critical literature review of professional teachers' demotivation and absenteeism of selected school in Kasama district, Zambia. This chapter focussed on methodology which was applied in carrying out this study. The components include research design, target population, sample size, sampling procedures, research instruments and limitation of the study. It also describes the data collection procedures and how this data was analyzed in order to answer the research questions.

### **3.1 Research Paradigm**

Kuhn (2015) defined research paradigm as the set of common beliefs and agreement shared between scientist, and how problems are solved and addressed. According to Robbins (2013) qualitative and quantitative are two main research paradigms that can be used in social research, interpretivism and positivism go side by side with respective main research paradigms. Whereas positivism is an epistemological position that support the utilization of natural science in studying social reality and beyond. Interpretivism is an epistemological view that seeks the social scientist to understand the subject meaning of the social act (Robbins, 2013) The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem. It was therefore justified that this study be carried out using this paradigm approach in order to establish the relationship between teacher's motivation and work absenteeism.

#### **3.1: Research Design**

Kombo and Tromp (2006) describe a research design as a plan on how a study will be carried out or a detailed outline of how a research will take place. Borg and Gall (2016:321) adds that a research design refers to "all the procedures selected by a researcher for studying a particular set of questions or hypothesis." That indicates that a research design is a programme that guides the researcher as he or she collects analyses and interprets data. It is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation. Similarly, Khotari (2004) explains that

a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Ghosh (2015) points out that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study.

Therefore, this study employed a mixed approach of research in order to establish the relationship between teacher motivation and absenteeism in Secondary Schools based in Kasama District of Northern Province. To effectively determine the cause and effect relationship of the variables based the study, the researcher collected data on such occurrences as opinions, attitudes, feelings, and habits as well as the statistical aspect of the research phenomenon. However, the researcher employed the mixed approach research methodology in order to effectively cover all the loops that might not be considered by either approach; scientific or descriptive approach. According to Creswell (2009), mixed methods approach is more favorable because it aids in multiple world views, besides, many researchers have deemed it more practical and easier to apply in research. Moreover, it is applicable to the research situations of today seeing that they are more complex and intricate. Its practical nature assists in exemplifying issues to larger audiences.

Analyzing data in a mixed research study involved the researcher analyzing both the quantitative and qualitative data that was collected, as well as integrating the results that stemmed from both the quantitative and qualitative analysis “in a coherent and meaningful way that yields strong meta-inferences from qualitative and quantitative findings being integrated into either a coherent whole or two distinct sets of coherent wholes (Combs, 2010: 398).

Conventionally, as noted by Creswell and Plano Clark (2007:128), “Data analysis in mixed methods research consists of analyzing the quantitative data using quantitative methods and the qualitative data using qualitative methods.” However, mixed analyses also can entail the chronological analysis of one data type, which is referred to as sequential mixed analyses, in which data that are produced from the initial analysis then are transformed into the other data type.

Nevertheless, it must also be noted that the researcher chose the mixed method of research design so as to advance validity of theoretical propositions; and to attain a more complete and less prejudiced picture of the phenomenon under study than is possible with a narrower methodological approach. It was also measured to be useful in specifying research questions, familiarizing the scholar with the subject and context, and in authenticating that all respondents understand the concepts and measures in a comparable way.

The researcher, therefore, adopted this design over other designs to enable the researcher obtain information on the relationship of motivation and job satisfaction in secondary schools in Kasama District. This study was adopted prior to the nature of the type of data the study was dealing with. Thus, the researcher deemed the design an appropriate for the study as it allows investigation of how different factors demotivates teachers and result in teacher absenteeism.

### **3.2 Research Location**

The study was carried out in Kasama district, in Chiba area. Kasama is one of the districts found in the Northern Province of Zambia. The district has 14 public secondary schools which include the following: Kasama boys, Laura girls, Kasama Girls, Chiba day, Chepela, Chitambia Kasama central, Lualua secondary to mention just a few.

The rationale behind the choice is the fact that, there are very few, if any, researches done on the related topic in the area.

### **3.3 Target Population**

Population refers to the entire group of people, event or things of interest that the researcher wished to investigate, and it forms a base from which the sample or subjects of the study will be drawn Bryman (2004). The target population for this study was all teachers in the public secondary schools of Kasama District in Northern Province of Zambia.

### **3.4 Sampling Techniques**

According to Kothari (2004) sampling is the selection of some parts of an aggregate or totality of what the population is made. Sampling is one of the best systematic techniques of choosing a group of individuals, which is small enough for convenient data collection and large enough to

be true representative of the population from which it has been selected. It is concerned with the selection of the subset of individuals from within a population to estimate characteristics of the whole population. The three main advantages of sampling are that the cost is lower, data collection is faster and since the data set is smaller it is possible to ensure homogeneity and there by improve accuracy and quality of the data (Creswell, 2008).

Since all the teachers of Kasama District Secondary School could be studied due to different factors as discusses in the study limitations, a multistage probabilistic sampling method was used. Multistage probabilistic sampling simply refers to sampling techniques that involve random selection of elements into different stages.

For the best interests of this study, the researcher selected the study participants using a random technique by the use of lots. All secondary schools of Kasama District were listed and each school was written on a piece of paper. Nevertheless, the piece of papers containing names of the schools were folded and put in box where the researcher picked a piece of paper after shaking the box. The process was repeated until five names of schools were picked; Kasama boys' secondary school, Laura girls' secondary school, Chepela secondary school, Chitambi secondary school and lualua secondary school.

In these particular schools as mentioned above in this section, nine (9) teachers were selected in each school respectively by way of random selection. These teachers were selected to participate in the focus group discussion. From the nine teachers as randomly selected in this study, at least one of the nine (9) selected teachers was also randomly selected for an in-depth interview and did not participate in the focus group discussion, however. The process used in the selection of teachers was similar to the one used in the selection schools. However, for the head teachers, they were enrolled by virtue of being head teachers; purposive sampling. They were to provide information relating to the study on the school as school representatives, managers, and leaders.

### 3.5 Sample Size

Sample size is the number of items to be selected from the population to constitute a sample. The target group will be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). The larger sample gives accurate information of the respondent but if the sample is too small the researcher could not obtain accuracy information. The research covered the following education stakeholders; Heads of Schools 05, Teachers 45 = TOTAL: 50

**Table 1: Total sample size of participants**

TARGET POPULATION	No. OF SCHOOLS	No. PER SCHOOL	TOTAL SAMPLE
HEADTEACHERS	5	1	5
TEACHERS	5	9	45
TOTALS	5	10	50

(Source: Field Work, 2020)

### 3.6. Data collection and data collection tools

This basically refers to the process employed by the researcher to obtain information or desired data. It involves permission, informed consent and assent from the research participants. The researcher obtained permission from all the target institutions of the study. These were The Ministry of Education district offices and the five Secondary Schools. Informed consent was also obtained by the researcher from all the research participants. The researcher obtained assent from school heads.

A variety of data collection tools were employed when gathering data. The following were used;

#### 3.6.1 Interview guides.

A schedule of questions was prepared which acted as a guide during the one to one interview with the teacher and head teacher. The interview guide helped in tapping information related to the study from the teacher participants and the question ensued were surrounded by the topic questions

### **3.6.2 Focus group discussions**

The focus group discussions were used as well because they provided an opportunity to provide insight into how a group thinks about the causes of demotivating factors that lead to absenteeism from class. According to Sylvia and Hutchinson (2015), discussions are a professional conversation of daily life, 'where knowledge is constructed during the interaction between the facilitator of the discussion and the people involved. A fleet, Griffin and Moorhead (1999:98) adds that, "this method can take us into the mental world of the individuals, to glimpse the categories and logics by which they see the world".

### **3.6.3 Questionnaire**

Orodho (2016) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (2010) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used questionnaires to collect data from 50 teachers in the 14 public secondary schools in Kasama District. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. The questionnaires were divided into different sections where section A contained data on the background information of the respondents, section B contained items on job satisfaction, section C contained items on reward system, section D contained items on training and development and section E contained questions on work situational factors. Likert scale was used in questions which were testing on the degree of the respondents 'agreement with particular variables of the study.

### **3.7. Data Collection.**

Data collected was summarized and organized in such a way that it would answer research questions or objectives of the study. Data processing involved classification and tabulating of qualitative data. This was used for data from interviews, focus group interviews/discussions and documents.

Data cleansing was also conducted and it involved summarization and organization of the same data. Data cleaning involves conducting data processing operations such as examining the collected raw data for errors and omissions and correcting them wherever possible before analysis could be done. Classification is also conducted during data cleansing and it involves arranging data in groups or classes on the basis of common characteristics in descriptive terms. Tabulating was focused on summarizing the raw data and displaying it in compact form for further analysis, Tosti and Heriz (2009). The three qualitative data processing operations conducted helped a great deal in the next step of analysis. Application of the three data cleaning tools above helped to produce rich, clear and detailed data from the interviews, focus group interviews and document/content analysis.

### **3.8 Data Analysis.**

Qualitative data analysis was utilized in this research. Qualitative data from interviews were analyzed descriptively using thematic categorization procedures. Themes are basically topics or major subjects that come up in the interview discussions or during document analysis (Hubbell, 2008). The standardized and semi structured interviews were conducted inform of related topics and therefore flowed from one question to the other.

Two approaches of content analysis were used to analyze interviews. These were case-by-case approach and the across-case approach. King (2001), says that the case-by-case approach allows the researcher to write a case study for each informant interviewed or each unit being studied while in the across-case approach the researcher puts together answers from different respondents or informants on common questions or consolidates the different perspectives on a given theme or issue being studied. In this research both approaches were used by the researcher. Although the two approaches can be used separately, they were used simultaneously in order to supplement the weakness of the other and to enhance analysis of data.

By use of a recorder, responses were thoroughly listened to in view of the research subjects of each research question. This helped to understand the meanings communicated by participants. This was meant to identify the main themes that emerged from their responses. Through content analysis of detailed data from interviews, the researcher followed four important steps: identifying the main themes, assigning codes to the main themes, classifying responses or data

under the main themes and integrating themes and responses into the text of the final research report (Punch, 1998).

In all the interviews and focus group discussion participants remained anonymous. Their names were not mentioned in the resulting qualitative data. Nevertheless, the researcher had to collect data from different participants using several techniques of data collection because the researcher believed that to effectively establish a fact more than one sources of the intended data is required.

Bogdan et al (2011) argued that, “the central belief in this is that many sources of data are better than a single source as multiple sources lead to a fuller understanding of the phenomena being studied. This belief has been expanded to include “multiple researchers, multiple subjects, different theoretical approaches in addition to different data-collecting techniques”. In relation to the aforementioned, this study utilized multiple subjects and different data-collecting techniques.

In terms of different data collection techniques, the study researcher utilized a number of qualitative data-collecting techniques; interviews and focus group interviews as mentioned earlier in this section. Therefore, the researcher used the different data-collecting techniques outlined above to establish facts about teacher motivation. Hence, it was possible to establish facts since there was more than one source of information helping in the verification of the data obtained from the group interviews, focus group discussions and one to one interview.

Apart from verifying the data from these different sources, the researcher also clarified the data from the different data collecting techniques employed in the study. This was also a positive development vis-a-vis the credibility and trustworthiness of the qualitative data obtained from the participants.

### **3.9 Ethical consideration**

In relation to research ethics Omari is handfull. Omari (2011) postulates that “research ethics’ refers to the presupposition that research is supposed to be sophisticated business conducted with the highest standards of moral and ethical considerations”. Any research approach or data collection technique involves ethical issues on the part of both the participants and the researcher. As such, this study ensured that ethical considerations were taken care of.

Central to ethical research is the researcher's duty to ensure that research participants are not: coerced to participate in a study and harmed in any way (Babbie, 2003; Omari, 2011). Moreover, in research, "the researcher also needs to ensure that the research possesses some benefits to the research participants" (Babbie, 2003). In any research project, the researcher needs to resolve ethical dilemmas in favor of participants. Such dilemmas include "respecting the privacy of individuals, anonymity of participants, confidentiality of information supplied by the participants and non-betrayal of the suppliers of information" (Omari, 2011).

Another important ethical requirement to be followed by the researcher is linked to abiding by the national regulations guiding the research enterprise. This enhances control of all research works in order to ensure that they are conducted in line with acceptable national and international research standards. Relating to the aforementioned, it can be stated that this study avoided coercing participants to take part in the study. Formal letters were written by the researcher seeking permissions, consents and assents from participants. Permissions were granted by Kasama district education board while consents and assents were granted by participants involved in the study. Hence, both institutions and people took part in the study because they decided to do so themselves. Therefore, there was a high degree of autonomy on the part of the participating institutions and people in this study because they were free to either agree to take part or decline. There was no harm experienced by the participants attributable to their participation in the study. This is because the researcher ensured that such a thing does not happen in the study and also because the research topic was strategically selected to ensure that there was no harm whatsoever to the research participants.

In this study, the researcher was fully aware of the need to abide by the ethical rule of respecting the privacy of individuals taking part in the study. In relation to this aspect, all deliberations associated with the study carried out by the researcher were totally private and not public affairs. This was meant to respect the privacy of all individuals that took part in the study. This is also linked to matters of anonymity of the participants and the secondary schools involved in the study. Similarly, all the participants of the study remain anonymous to the public as all their valuable views, opinions and perceptions were only known by the researcher for use only in the research and participant's identities will forever remain hidden to the public eye.

All the information provided by the participants remains confidential and was used only for research purposes and nothing else. The researcher also ensured that there is completely non-betrayal of the suppliers of information in this study as the names of the were concealed from the public and their views, opinions and perceptions on the research topic are totally private and as already mentioned above are only for research purposes. Moreover, their views, opinions and perceptions on the research topic were stored in a password-locked folder and computer; after a period of five years they will be permanently destroyed. It is also important to state here that this study did not commence before ethical clearance by the Kwame Nkrumah University Ethics Committee.

This body ensures that researchers abide by all required ethical considerations before embarking on academic research. The granting of ethical clearance to this research entails that the researcher was able to prove beyond any reasonable doubt that the study was to be conducted with the highest standards of moral and ethical considerations.

It is also important to state that in this study, the researcher ensured that information on ‘what the study was about’ and ‘why it was being conducted’ was provided to the research participants at all times. This enabled the participants to fully understand the purpose of the study. Moreover, at all times, the researcher also ensured that his own contact details were given to all the research participants. This was meant to help the participants contact the researcher for any matters of clarity on the research.

### **3.10 Validity and Reliability.**

According to Harmer (2001), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Views from my supervisor should be used to check on the content validity of the instruments.

A pilot study was also conducted on a nearby school to ensure the tools were reliable and could produce the desired information. Secondly, the research interviews and focus group discussion were conducted in controlled environments free from undesirable influences or distractions

which could cause interruptions during the interviews or group discussions. To also avoid misinterpretation of statements which would have caused inaccuracy when analyzing the data obtained the recorded data was crossed several times to make sure there was no misinterpretation or misrepresentation.

To test on the reliability of the instruments, the research also used the split-half method. The method involves scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.

### **3.11 Summary of the Chapter**

This chapter outlined the research methodology for the study. The pilot study highlighted gaps; there was a need to rephrase the question before the actual interviewing could start and also include other participants who could assist in providing answers to the question as some of the factors that contribute towards poor performance at the researched schools. The qualitative research approach allowed the researcher to access information that affects performance at school. Some of the issues that were not related to the research question but were relevant to the problem of poor performance also cropped up. The researcher was therefore satisfied that the necessary data was collected through individual face-to-face interviews, observations, and document analysis, which highlighted critical issues that were not envisaged.

## CHAPTER FOUR: RESEARCH FINDINGS.

### 4.1 Introduction

The previous chapter covered the methodology highlighting the research design, population, sample size, sampling techniques, data collection instruments, data collection, procedure, data analysis, validity and reliability and ethical considerations. This chapter presents the analysis of the research findings and it begins with quantitative analysis and thereafter qualitative analysis will follow. The quantitative analysis was done in two phases which are the univariate and bivariate analyses to test for associations between variables. The qualitative analysis was done through the identification of themes and interrelations based on teachers' perspectives on the topic. The study determined the demotivation factors affecting teachers in public schools in Kasama, and, therefore, causing teacher absenteeism at work. Findings of the research are presented by various instruments that help in establishing the situations of teacher dissatisfactory and absenteeism. This was discussed following the research questions.

### 4.2 Number of Sampled Teachers by School

A total of thirty (30) questionnaires were distributed in five 5 high schools in Kasama and all were answered giving a 100% response rate among teachers. The table 2 below presents how the participants were distributed per school.

**Table 2: Number of sampled teachers by school**

High schools in Kasama	Frequency	Percentage (%)
Chileshe Chepela	6	20
Chiba day secondary	8	27
Kasama central Secondary	4	13
Kasama Boys	7	24
Chiba Primary	5	16
<b>TOTAL</b>	<b>30</b>	<b>100</b>

(Source: Field work, 2020)

It was revealed in table 2 above that teacher's perspective on demotivation and absenteeism. The teacher's perspective on whether demotivation and absenteeism has led to low passing rates in

public Schools among learners are as follows; 6 (20%) respondents strongly agreed to this perspective; while the lowest number of respondents being 4 (13%) were neutral. The teacher's perspective on whether motivation is comparatively relevant to the needs of teachers are as follows; 8 (27%) respondents strongly agreed to this perspective; 7(24%) respondents strongly agreed to this perspective while 5(16%) respondents were neutral. The teacher's perspective on whether demotivation and absenteeism in Schools in Kasama is hampering effective learning process is high as all the correspondent interviewed strongly agreed to the assertion.

**Table 3: Background information of respondents**

<b>Gender of Teachers</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	13	44
Male	17	56
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Age groups of Teachers (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 24	5	17
25 to 29	8	26
30 to 34	6	20
35 to 39	5	17
40 to 44	2	7
45 years and older	4	13
<b>Total</b>	<b>30</b>	<b>100</b>
<b>Length of service for Teachers (years)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 10 years	12	40
10 years and above	18	60
<b>Total</b>	<b>30</b>	<b>100</b>

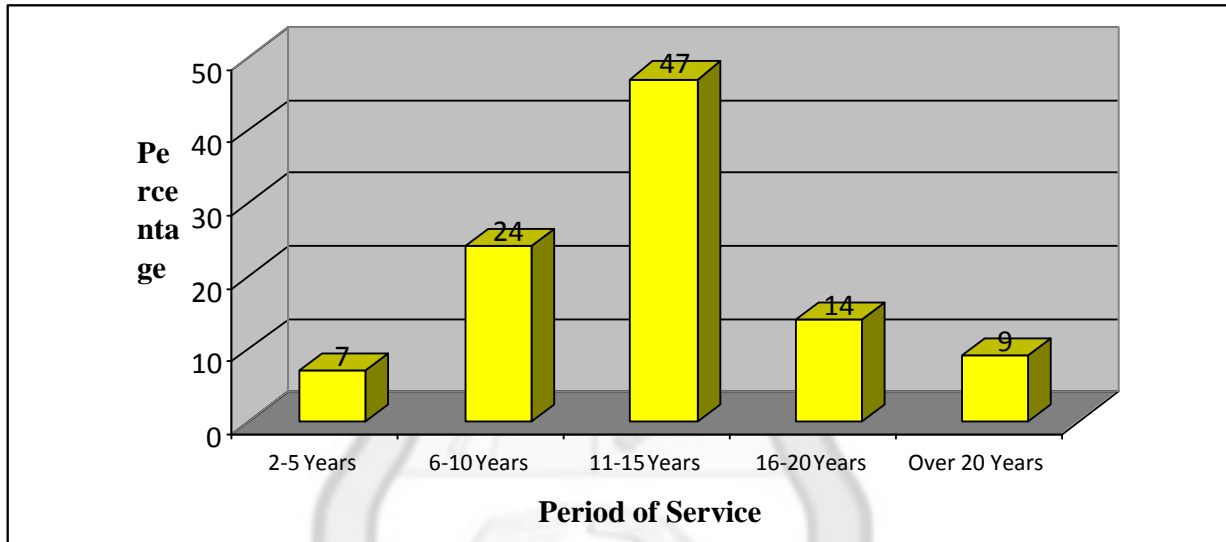
(Source: Field work, 2020)

The above table 3 showed the gender of respondents, their age groups and how long they have been in service; 13 percent of the respondents were female and 56 percent were male. 17percent of the respondents were below 24 years of age, 26 percent were between 25 and 29 years of age, 20 percent were between 30 and 34 years of age, 7 percent were between 35 and 39 years of age,

13 percent were between 45 and 44 years of age. 40 percent of respondents have been in service for less than 10 years, 60 percent have been in service for 10 years and above.

#### 4.4 Distribution of Teachers by Teaching Experience

Teachers were asked to indicate the period for which they had taught in school. Their response is shown in figure 3 below.



**Figure 3: Distribution of teachers by teaching experience,**

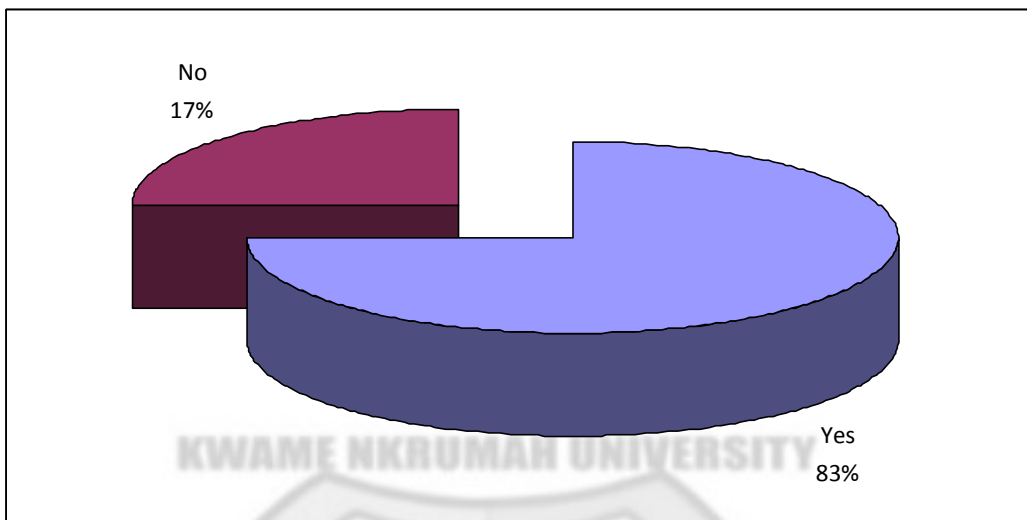
(Source: field work 2020)

It was revealed in figure 3 above that 43(47%) of the respondents indicated that they had taught for a period between 11-15 years, 22(24%) had taught for a period between 6-10 years, 13(14%) had taught for a period between 16-20 years, 8(9%) had taught for a period of above 20 years and that 6(7%) had taught for a period between 2-5 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study.

#### 4.5: Job Satisfaction among Teachers

Teachers were asked to indicate whether they were satisfied with their jobs. This was summarized in figure 4 below. It was revealed from figure below that (83%) of the respondents

were not satisfied with their jobs while only seventeen percent 17% indicated that they were satisfied with their jobs.



**Figure 4: Job satisfaction among teachers,**

(Source: Field work, 2020)

#### 4.6 Respondent's View on Absenteeism

Respondents were asked to agree or disagree on teachers' absenteeism. The information is given in the table below.

**Table 4: Showing absenteeism rate in kasama district**

Response	Frequency	Percentage (%)
Agreed	29	93.5
Disagreed	2	6.5
<b>Total</b>	<b>31</b>	<b>100</b>

(Source: Field work, 2020)

In table 4 above, it was revealed that 29 (93.5%) agreed that teachers were absent from teaching while 2(6.5%) disagreed that teachers were not absent in sampled schools

#### 4.7 Motivation as a factor which affects teacher absenteeism.

To test on the effect of trainings on teacher motivation, the respondents were given different statements on the effect of training on teacher motivation and were asked to indicate the level of agreement with each statement. The findings of the study were as presented in Table 5 below.

**Table 5: Showing motivation factors of teachers' absenteeism**

Statement	Strongly agree		Agree		Agree nor disagree		Disagree		Strongly disagree		Total %	
	F	%	f	%	F	%	F	%	f	%	F	%
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery	54	59	27	1	1	7	8	8	3	3	92	100
Training among teachers improves their job satisfaction thus improving performance	46	46	21	23	3	3	18	20	6	7	92	100
Availability of training opportunities among teachers motivates them to perform	22	24	39	42	9	10	15	16	7	8	92	100
Training improves teachers confidence thus improving their performance in terms of curriculum delivery	67	71	18	20	2	2	4	4	3	3	92	100

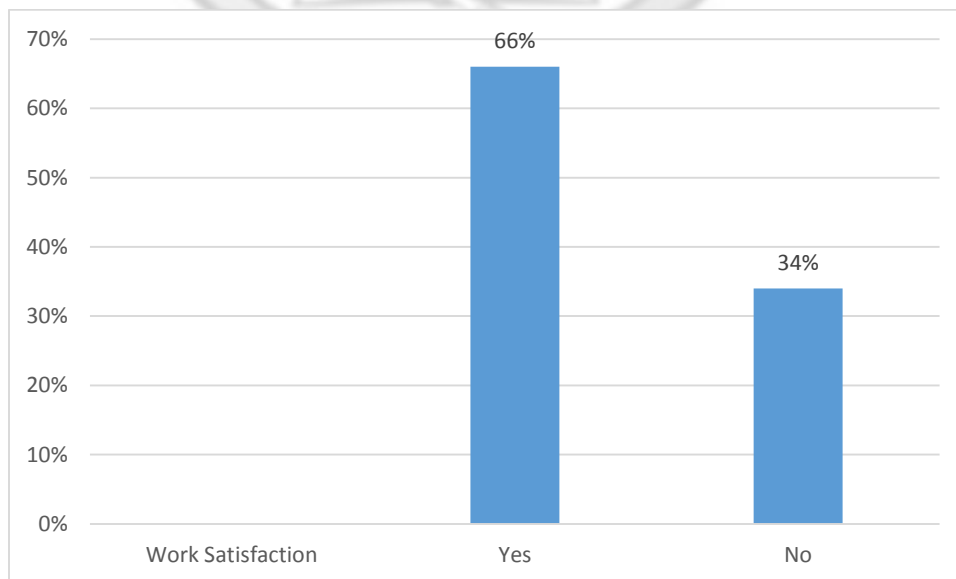
(Source: Fielded Work 2020)

Table 5 shows that 65(71%) of the respondents strongly agreed with the statement that training improves teachers 'confidence thus improving their performance in terms of curriculum delivery. The study also found that 54(59%) of the respondents strongly agreed with the statement that

fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. The study finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform. From the findings of the study, it can be said that teacher training in public secondary schools in Kasama District affect their motivation. In an interview with the principals on how reward system affects teacher motivation, they mentioned that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

#### 4.8 Effect of Work Situational Factors on Teachers

Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 61(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 31(34%) indicated that they were not satisfied with their school environment. From the findings of the study, it can be said that school environment affects teacher motivation. The findings of the study were as presented in Figure 5 below.



**Figure 5: Showing effects of work satisfaction factors on teachers**

(Source: Field Work, 2020)

The respondents were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for leaning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which demotivates teachers.

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#### **4.10 Effect of school environment on Teacher Motivation**

To test on this, the respondents were given different statements on the effect of school environment on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings are presented in Table 6 below.

**Table 6: Showing effects of school environment on teachers' motivation**

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total %	
	F	%	f	%	F	%	F	%	f	%	F	%
Teaching and learning resources are inadequate thus de-motivating teachers	47	47	38	3	3	6	8	8	7	5	5	92
There are tight rules and regulations in schools which de-motivate teachers	22	22	12	13	11	12	12	13	37	40	92	100
Education policies in schools are tight on teachers thus they get dissatisfied with their job	15	16	17	19	9	4	4	7	8	49	53	100
The arrangement of offices and the spaces available in the offices de-motivates teachers	12	13	4	4	2	2	45	49	29	32	92	100

(Source: Field work, 2020)

The findings on Table 6 shows that 47% of the respondents strongly agreed that teaching and learning resources are inadequate in school thus de-motivating teachers to teach. The study also found that 40% of the respondents strongly disagreed that there are tight rules and regulations in schools which de-motivate teachers. It was also found 53% of the respondents strongly disagreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of offices and the spaces available in the offices de-motivates teachers. According to Robbins (2013), the arrangement of one's workspace is important primarily because it significantly influences social interaction.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students.

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#### **4.11 Effect of In-service Training of Teacher Motivation**

Those who indicated that they had attended the in-service trainings organized for teachers were asked to indicate whether the trainings affected their motivation. The findings of the study were as presented in the following table 7 showing the Effect of Training on Teacher Motivation including Frequency and Percentage.

**Table 7: Showing the effects of training on teachers' motivation**

<b>Effect of Training on Teacher Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	<b>63</b>	<b>93</b>
<b>No</b>	<b>5</b>	<b>7</b>
<b>Total</b>	<b>68</b>	<b>100</b>

**(Source Field work 2020)**

The findings on Table 7 above shows that that 63(93%) indicated that the trainings affected their motivation while 5(7%) indicated that the trainings did not affect their motivation. From the findings of the study, it can be said that teacher training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that

participated in the most number of training programs and rated the trainings they attended as relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by Insert coordinators were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent. In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers 'confidence and knowledge which helps them in implementing curriculum thus motivating them. Satisfaction with the School Environment. Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 61(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 31(34%) indicated that they were not satisfied with their school environment. From the findings of the study, it can be said that school environment affects teacher motivation.

Effect of Professional Training and Development on Teacher Motivation in Public Secondary School in Kasama Northern Province Zambia District On the effect of training on motivation, the study found that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers 'confidence thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. It was finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

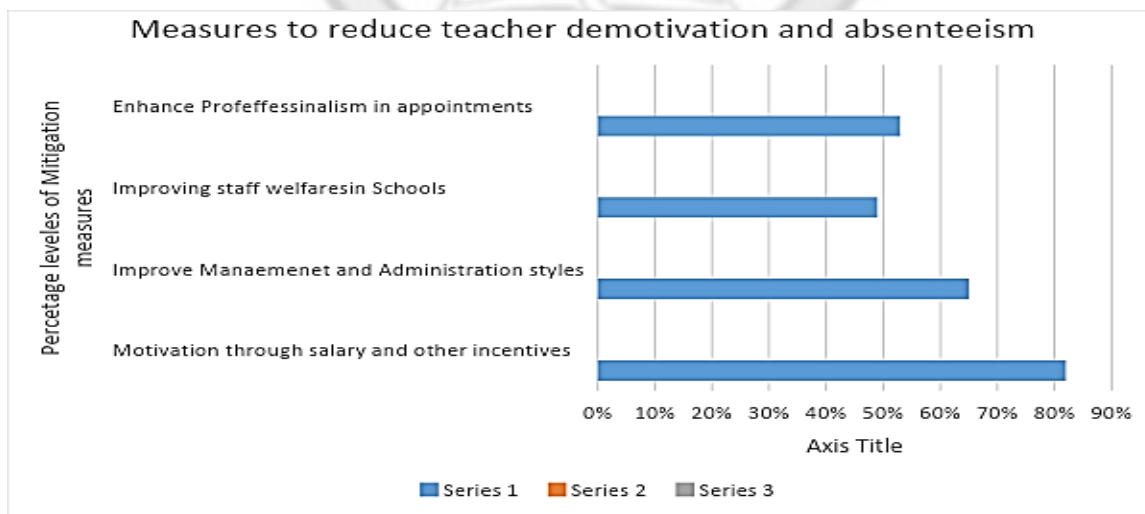
#### 4.12 Effect of Work Situational Factors on Teacher Motivation in Public Secondary Schools

Schools in Kasama Northern Province Zambia District Regarding the effect of work situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents.

#### 4.13 Proposed mitigation measures to reduce teacher absenteeism

The teachers were required to suggest measures to reduce teacher absenteeism. The Head Teachers and the staffing officer similarly gave their views. The suggestions were combined and grouped in common themes to propose mitigation measures of reducing teacher absenteeism.

Figure 6 below displays ways of minimizing teacher absenteeism as proposed by the teachers, Head teachers and other Education stake holders. Respondents were allowed to state more than one method and the responses were arranged in ascending order as follows.



**Figure 6: Proposed mitigation measures to reduce teacher absenteeism**

(Source: Field Work, 2020)

The figure 6 above provides a migration chart revealed that motivation of teachers through salary and other incentives reduces demotivation in teachers and improves their School and class

attendance in order to reduce absenteeism. Transformational Management style was second in the chart with 65% indicators too reduce absenteeism, followed by professionalism enhancement in promotion and administrative duty allocation that stood at 53% and last but not the least was improving staff welfare in school to enhance favorable social working relations that stood at 49% with the responses from the respondents.

#### **4.14 Summary of the Chapter**

In this chapter the researcher summarized the findings of the study in terms of factors Influencing teachers motivation and poor performance in public secondary schools where five research objectives were discussed.; the first objective was to identify factors of motivation that can lead to teachers' job satisfaction in public secondary school, the second objective was to identify factors of motivation that can lead to teachers' job dissatisfaction in public secondary school, the third specific objective was to assess factors of motivation that are available at good performing school, the fourth objective was to assess factors of motivation that are not available at poor performing school and the fifth objective was to document suggestions for improving teachers' job satisfaction. The researcher therefore concluded that the research question was answered and the objective of this study was achieved. The next chapter presents a discussion of the research findings. It seeks to respond the research question with regard to professional teacher demotivation and absenteeism.



## **CHAPTER FIVE: DISCUSSION OF FINDINGS.**

### **5.1 Introduction**

The previous chapter covered the findings of the study on professional teacher demotivation and absenteeism in Kasama district, Zambia. The study also covered findings from participants on the motivation aspects of teachers. The study was guided by the following objectives: to find out the influence of job dissatisfaction on teachers in school in Kasama District, to determine the effect of reward system on teacher motivation in schools, to find the effect of professional training and development on teacher motivation in Schools and to determine the effect of work situational factors on teacher motivation in Schools in Kasama District.

This chapter provides the discussion of findings in line with the research objectives as stated in chapter one.

### **5.2 The Influence of Job Dissatisfaction on Teachers in School in Kasama District**

From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experience tend to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers 'ratings of the academic assessment during their training related significantly to teachers 'motivation based on prior learning and teaching experiences and teachers 'motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience.

Those who indicated that they were satisfied with their jobs mentioned the following reasons: that they like teaching and those they were trained to teach and therefore they were satisfied with the profession, they also said that it was where they were earning their living and that teaching profession gave them time to engage in some other income generating ventures. Those who

indicated that they were not satisfied mention that they were not getting the results they were expecting out of their input. They said their inputs are not appreciated by the Government hence it overlooks giving them necessary incentives.

### **5.3 Reward System**

From the findings of the study, it can be said that teacher training in public secondary schools in Kasama District affect their motivation. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. The respondents were further asked to mention other ways by which training affects teacher motivation. The following were mentioned: that the trainings sharpens their teaching skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding of the respondents and that attending teacher trainings allows them to be given promotion. In an interview with the principals on how reward system affects teacher motivation, they mentioned that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

In this study the quarterly absenteeism rate of Teachers in Secondary schools of Kasama District was calculated where by absenteeism rate of term one was evaluated that is January, February and March (2019). In this study, the standard U.S. Department of Labor formula was used to calculate the Employee Absenteeism rate (Levine, 2008). Therefore, the absenteeism rate of teachers at the District stood at 2 .26 percent.

### **5.4 Work Situational Factors**

From the findings of the study, it can be said that school environment affects teacher motivation. The respondents were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for leaning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which demotivates teachers.

### **5.5 School Environment**

According to Robbins (2003), the arrangement of one's workspace is important primarily because it significantly influences social interaction. In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students.

The findings on shows that 47% of the respondents strongly agreed that teaching and learning resources are inadequate in school thus de-motivating teachers to teach. The study also found that 40% of the respondents strongly disagreed that there are tight rules and regulations in schools which de-motivate teachers. It was also found 53% of the respondents strongly disagreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of offices and the spaces available in the offices de-motivates teachers. According to Robbins (2003), the arrangement of one's workspace is important primarily because it significantly influences social interaction.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students. Lack of strong welfare in schools promotes teacher absenteeism. Good management style of the Head teachers provides conducive working environment, were good management is lacking teachers are demotivated and absenteeism is high.

## **5.6 Effect of In-service Training of Teacher Motivation**

From the findings of the study, it can be said that teacher training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the greatest number of training programs and rated the trainings they attended as relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by Insert coordinators were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent. In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers 'confidence and knowledge which helps them in implementing curriculum thus motivating them. Satisfaction with the School Environment. Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked.

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## **5.7 Effect of Professional Training and Development on Teacher Motivation in Public**

Secondary School in Kasama Northern Province Zambia District On the effect of training on motivation, the study found that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers 'confidence thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed

that training among teachers improves their job satisfaction thus improving their performance. It was finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

### **5.8 Effect of Work Situational Factors on Teacher Motivation in Public Secondary**

Schools in Kasama Northern Province Zambia District Regarding the effect of work situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents. The stated findings were in agreement with theoretical framework on Maslow's theory which indicated that teacher expressed lack of adequate learning material and infrastructure which promotes dissatisfaction among teachers. Classes are usually overcrowded and it is very difficult to control the situation.

### **5.9 Other factors influencing teacher absenteeism**

Laziness/laxity/ignorance among the teachers are the leading cause of teacher absenteeism Ability to Attend. The diversity in age, tenure, and number of dependents among teachers yields demotivation for them to attend to duties, Motivation to attend whereas the ability-to-attend variables offer few yet promising ways for reducing absenteeism, variables associated with teachers' motivation to attend offer more actions that school administrators can take. Job satisfaction, job involvement, and involvement in activities outside of work were found to be related to absenteeism. The attraction of nonworking activities may have presented a source of conflict between work and outside activities. The data provided some support for this as there was a significant positive correlation between role conflict and job involvement. This concurs the conceptual framework of the study which indicated that some influencing factors of absenteeism included salary, allowance, accommodation and transport as extrinsic. With regards to intrinsic, teaching enjoyment, competition and promotion were some of the motivation factors. These factors are contributing factors of teachers' absenteeism in selected schools of Kasama district.

### **5.10 Mitigation Measures to Teacher Absenteeism**

According to the information provided by the Head teachers and teachers, proper supervision will reduce teacher absenteeism by the highest rate of 16.7 %, sensitization, training, guidance and counseling by 12.3 %, while creating conducive climate, employing adequate teachers will reduce by 11.7 % respectively. The analysis however has indicated that preventing teachers from performing private activities/business and creating rehabilitation centers for them has negligible effect on teacher absenteeism rate of only 1.2 %.

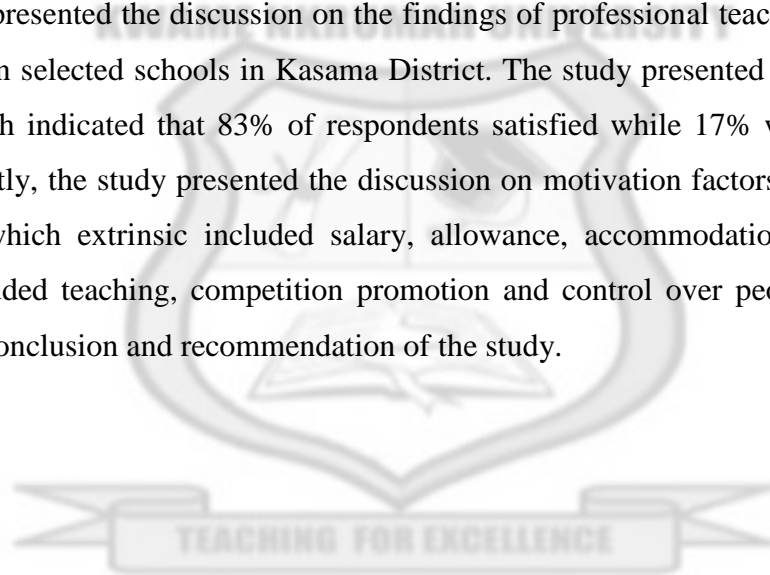
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Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which demotivates teachers. According to the information provided by the Head teachers and teachers, proper supervision will reduce teacher absenteeism by the highest rate of 16.7 %, sensitization, training, guidance and counseling by 12.3 %, while creating conducive climate, employing adequate teachers will reduce by 11.7 % respectively. The analysis however has indicated that preventing teachers from performing private activities/business and creating rehabilitation centers for them has negligible effect on teacher absenteeism rate of only 1.2 %. The review of empirical studies on teacher motivation in low income countries indicate that teacher motivation and job satisfaction is low and decreasing. Further, Arachchi and Edirisinghe (2011) emphasize that, motivation and satisfaction of teachers are vital to play their role in schools effectively and teachers directly influence by facilitating more than four million students in Zambian government schools. The study found that most of the teachers in Kasama were dissatisfied with lack of autonomy and job security. Some empirical evidences also showed that teachers' motivation and job satisfaction are declining in Kasama. Therefore, the present study was

designed to explore professional teacher demotivation and absenteeism in Kasama District, Zambia. Furthermore, the most important conclusion of this study is that the finding overwhelmingly supports Herzberg's two factor theory because the respondents (teachers) consider both intrinsic and extrinsic motivation as important for their job performance and wellbeing (Herzberg, 1966). This study confirms that teachers considered both intrinsic and extrinsic motivation as equally important in the sense that absence of any two categories would certainly depress the teachers or lead to their job dissatisfaction and hence demotivating them to perform their duties.

### **5.11 Summary**

This chapter presented the discussion on the findings of professional teachers' demotivation and absenteeism in selected schools in Kasama District. The study presented job satisfaction among teachers which indicated that 83% of respondents satisfied while 17% were not satisfied with their Job. Lastly, the study presented the discussion on motivation factors for both extrinsic and intrinsic of which extrinsic included salary, allowance, accommodation and transport while intrinsic included teaching, competition promotion and control over people. The next chapter presents the conclusion and recommendation of the study.



## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Conclusion**

Based on the objectives and findings on this study, several conclusions have been drawn. Regarding reasons for professional teacher's demotivation and absenteeism " absenteeism personal factors formed the highest absence rate of teachers which stood at 79%. School type, high workload, understaffing and disability among the teachers do not necessarily cause teacher absenteeism. No conclusive evidence was established to show residing in the school and availability of teachers" attendance register has any effects and teacher's absenteeism.

As to how environmental factors influence teacher absenteeism, however being far from the tarmac roads of the school do not cause teacher absenteeism and no conclusive evidence to show that being far from the education office, bad weather or coming from poor back ground of a teacher has any effect on teacher absenteeism. Concerning other causes of teacher absenteeism, the study found out that laxity among the teachers is the major cause of teachers" absenteeism. The study findings similarly showed that close supervision and regular assessment of teachers are the key mitigation measures for reducing absenteeism in schools.

### **6.2 Recommendations of the study**

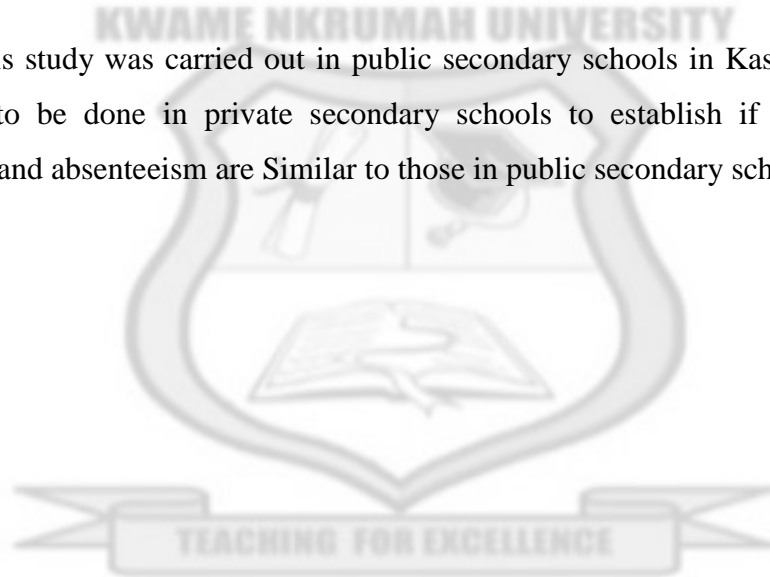
Emanating from the aforementioned conclusions the study recommends the following:

- i. In order to reduce professional teacher demotivation and absenteeism, based on the findings there is need to address the effects of personal factors on teacher's absenteeism by the teachers themselves and relevant government institutions.
- ii. There is need for regular supervision and monitoring of teachers by the School central administration, regular school assessment by the quality assurance and standards officers. This is based on the fact that sometimes there is poor supervision in schools and there is absenteeism.
- iii. The Ministry of Education should design guidance and counseling programs to guide the teachers on how to deal with the challenges of absenteeism. This arises from the fact that demotivation and absenteeism had effect on teachers.

- iv. There should be Conducive school climate to reduce teacher absenteeism, schools should create strong teacher welfare associations that should help in curbing teacher absenteeism. This is based on the findings that lack of strong welfare associations contributes to demotivation and absenteeism.
- v. The government should employ adequate teachers. This arises from the fact that the teacher work load and teacher student ratio contributes to teacher demotivation.
- vi. Teachers should be remunerated. This is based on the fact that that poor salaries contribute to demotivation and absenteeism.

### **6.3 Suggested Areas for Further Research**

Given that this study was carried out in public secondary schools in Kasama District, a similar study needs to be done in private secondary schools to establish if the causes of teacher demotivation and absenteeism are Similar to those in public secondary schools.



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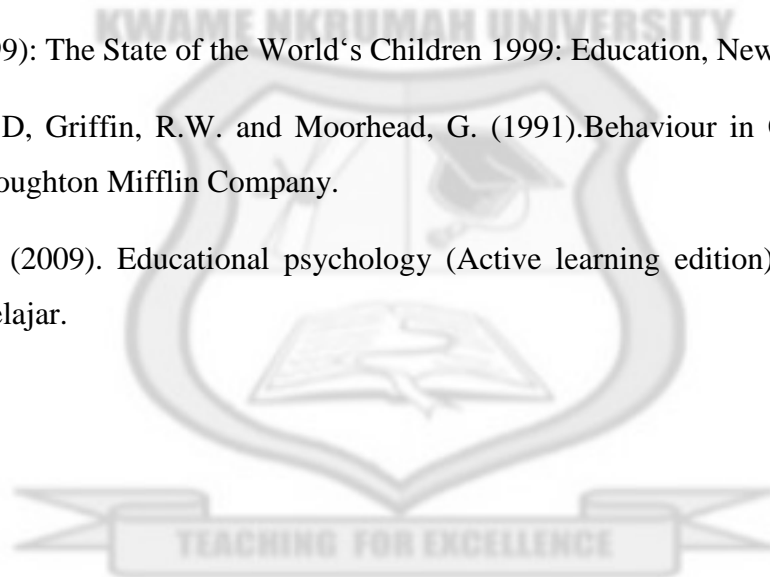
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## APPENDICES

### Appendix I: Introductory Letter



**KWAME NKURUMAH UNIVERSITY**  
**DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES**

P. O. BOX 80404, KABWE, ZAMBIA  
Website: [www.nkrumah.edu.zm](http://www.nkrumah.edu.zm)  
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April 8, 2019

#### TO WHOM IT MAY CONCERN

**Introduction letter: Alain S. Makumba (Students No. 120170092)**

This serves to introduce the above named as a bona fide student of Kwame Nkrumah University in Kabwe. He is a Postgraduate Student in the school of Education pursuing a **Masters of Education in Sociology of Education**. Mr. Makumba is working on the topic "**Professional Teacher Demonization and Absenteeism: A Case Study of Selected Schools in Kasama District, Zambia**" in his research which is a partial fulfillment of the Master of Education Degree requirements for graduation. As part of his research, he will need to collect information regarding his subject of interest from **institutions such as yours**, as well as from general members of the public. He has chosen to visit your institution for that purposes. The data he will gather will strictly and purely be used for academic purposes only, i.e. to enable him write a research paper that will culminate in a Master's dissertation which will be submitted to the university upon completion.

Any favourable assistance rendered to him will be highly appreciated.

Thank you in advance.

Yours sincerely,

Dr. Hachintu Joseph (PhD)  
**Director: Research & Postgraduate Studies**



## **Appendix II: Consent Form**

**TITLE OF THE RESEARCH:** PROFESSIONAL TEACHER DEMOTIVATION AND ABSENTEEISM. A CASE STUDY OF SELECTED SCHOOLS IN KASAMA DISTRICT, ZAMBIA.

This consent form serves to give you undertaking of the purpose of this research and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure read the information sheet carefully, or that it has been explained to you to your satisfaction.

### 1. Description

This study is purely an academic education research. The researcher is a Kwame Nkrumah University student pursuing a Master of Education in Sociology of Education. This research is a major requirement to complete this program.

### 2. Purpose

The researcher wishes to determine how teacher demotivation influence absenteeism in selected public secondary schools in Kasama District and to propose some mitigation measures to address the vice.

### 3. Consent

Participation in this exercise is voluntary, i.e. You do not need to participate if you do not want.

### 4. Confidentiality

All the data collected from this research will be treated with high confidentiality, Participants are assured of anonymity in this research.

### 5. Rights of the Respondents

The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participation in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

I have read through the participant information sheet. I now consent Voluntary to be a participant in this project.

Participant's Name:

.....

Signature: .....

Date: .....



**Appendix III: Interview Guide**

**PROFESSIONAL TEACHER DEMOTIVATION AND ABSENTEEISM.A CASE STUDY OF SELECTED SCHOOLS IN KASAMA DISTRICT, NORTHERN PROVINCE OF ZAMBIA.**

**SECTION A.**

1. Name of an institution presented.....
2. Position held.....
3. Level of Education attained.....

**SECTION B.**

**Interview Questions**

1. What is your understanding on teacher demotivation and absenteeism in Schools surrounding your area?
2. Could you share your experience in terms of demotivating factors of teachers and levels of absenteeism from 2010 to date?
3. How are School Administrators managing to control teacher demotivation and absenteeism in Schools?
4. Comment as to whether the current Mechanism put by the Ministry of Education are legally and capable of managing controlling Teacher absenteeism in Zambia?
5. What factors are leading to Teacher demotivation and absenteeism in Schools in Kasama District?
6. What strategies can improve motivating and reducing teacher absenteeism in Schools?

**Thanks very much for your participation. May God richly bless you?**

## Appendix IV: Questionnaire for Teachers

### SECTION A: BACKGROUND INFORMATION

1. Gender : Male (  ) Female (  )

2. What is your highest academic qualification?

Bachelors Degree (  ) Masters Degree (  )

Any other ( specify)\_\_\_\_\_

3. Age Bracket 18-25 Years [  ] 26-35 Years [  ] 36-45 Years [  ]

46-55 Years [  ] Above 55 Years [  ]

4. How long have you been in the teaching profession?

less than two years (  ) 2-5 yrs (  ) 6-10 yrs (  )

11-15 yrs (  ) Over 15 years (  )

5. For how long have you taught in your current school? \_\_\_\_\_

6. Indicate the category to which your school belongs

a) Mixed Day school b) Mixed Day Boarding school

c) Boys Day school d) Boys Boarding school

e) Girls Day School f) Girls Boarding school

### SECTION B: JOB SATISFACTION

7. Are you satisfied with your job as a teacher? Yes [  ] No [  ]

Briefly explain your answer?\_\_\_\_\_

\_\_\_\_\_

**SECTION C: TRAINING AND DEVELOPMENT**

8. Have you ever attended any in-service training organized for teachers?

Yes [ ] No [ ]

If your answer is yes, did the training affect your motivation to teach?

Yes [ ] No [ ]

Briefly explain your answer?

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9. The following are some statements on employee training and motivation. Please indicate the extent of your agreement with the statements with regard to teacher motivation in your school.

1-Strongly Agree 2-Agree

3-Neither agree nor disagree 4-Disagree 5-Strongly Disagree

9. The following are the perceived factors influencing job satisfaction among teachers. Please indicate the extent to which each of the factors has affected job satisfaction in among teachers in your school?

10. In what other ways does work environment affect teachers 'motivation?

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19. What would you recommend to be done by the following categories of people in improving teacher motivation?

School management:\_\_\_\_\_

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Teachers:\_\_\_\_\_

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TSC: \_\_\_\_\_

\_\_\_\_\_  
Thank you for your time and cooperation



**Appendix V: Interview Schedules for Headteacher**

1. For how long have you served as a school principal? \_\_\_\_\_

2. Are you satisfied with your work as a school principal? \_\_\_\_\_

Yes [ ] No [ ] briefly explain your answer?

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3. In what ways does job satisfaction affect teacher's motivation?

KWAME NKRUMAH UNIVERSITY

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4. How does teacher training and development affect their motivation?

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5. How does reward system affect teacher's motivation?

TEACHING FOR EXCELLENCE

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6. How work environment affects teacher's motivation? \_\_\_\_\_

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## **Appendix VI: Interview Guide for Community Leaders in Kasama.**

I am Makumba Alain a student at Kwame Nkrumah University in Zambia taking master's degree of Education in Sociology. I am conducting a research on Professional teacher demotivation and absenteeism in selected Schools in Kasama District, Zambia. Please assist me by answering the questions. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality

(i). Sex [ ] Male [ ] Female

1. How would you describe current levels of job satisfaction and morale among your teachers in the schools around your area?
2. Are teachers in Schools around your area been motivated in different aspects by the community?
3. Are there any significance differences between male and female teachers in your schools as far as teacher's motivation is concerned?
4. What can be the impact of community in teacher motivation to fulfilling their duties?
5. What can be done to improve teacher job satisfaction and motivation by Ministry of Education and Vocational Training?

END

Thanks for your cooperation