

**TEACHER SATISFACTION WITH THE TEACHING PROFESSIONS ACT:
APPLYING DISCREPANCY THEORY FORMATION OF SATISFACTION
IN KITWE DISTRICT**

By

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of the requirements of the degree of Master of Education in Sociology of
Education**

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DECLARATION

I Aram Mofya declare that the work I have presented in this dissertation contains no material submitted previously, in whole or in part, for the award of an academic degree at this University or any other University. I have however acknowledged all other works.

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APPROVAL

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ABSTRACT

The purpose of this study was to test abductively based on verbal accounts among teachers the Discrepancy Theory Formation of Satisfaction regarding the provisions of professionalism as provided for in the Teaching Profession Act. This was a sequential mixed methods design. Two hundred two teachers were randomly sampled for the study. A short self-administered questionnaire and in-depth interviews were used to collect data. Quantitative data was analysed using SPSS package version 20 whereas qualitative data was analysed using Interpretive phenomenological Analysis. The Teaching Profession Act does specify rewards or gains when a teacher is registered. The study shows that majority of the respondents had no expectations from the provisions of the Act. While the Teaching Profession Act specifies the six types of sanctions as provided for in sections 10 and 14 of Part III of the Act, out of the six sanctions, teachers are expected to be sanctioned in four and are also not expected to be sanctioned in two domains. A review of the Teaching Profession Act showed that the Act does not address aspects of professionalism, being profession, and matters of professionalism. Teachers are professionals in that registration now follows teacher quality, one ought to have qualifications and later be licenced. There were more teachers $n = 105$ (51.9%) who were very satisfied and satisfied as compared with those $n = 97$ (48.1%) who were somewhat satisfied. The reasons for satisfaction and dissatisfaction were mainly of two types and these are related to the provisions of the Act and professional issues. From the assessment of the teachers' expectations the levels of satisfaction, the expectations of service delivery by the Council and the conceptualisation of the term professionalism or professional show a discrepancy and are far from being. It is probably best in future studies to see the different positions about teacher professionalism and satisfaction at a national scale in this age as competing versions of teacher professionalism rather than seeing any one as fitting an essentialist definition of professionalism by a legal prescription which is rather fluid. It is recommended that the Council applies more effort to make its mandate more visible and understood by teachers' especially professional roles. The Council should in the future show extra concern with day-to-day life in the schools especially professional matters relating with the working environment.

Key words: Teacher, Satisfaction, Professions, Discrepancy Theory Formation of Satisfaction, Rewards, and Sanctions.

DEDICATION

To my mother: *Mama Evelyn Matipa* (Deceased) you are the unsung heroine of this process. Others may never know the extent of many sacrifices you made for me. I will always remember.

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All dissertations are a peculiar journey, the result of which never fully accounting for the process undergone. My journey, was influenced by many people around me, and it has certainly shaped my behaviour and this dissertation and to a far greater extent than is illustrated in this collection of words. To the following, I owe my deepest gratitude and appreciation...

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DEFINITIONS OF TERMS

Teacher: Is a person who is qualified, registered and teachers or instructs, lecturer of a college of education, a technical education instructor, or an education unit at any other educational institution, other than a university.

Satisfaction: A state of fulfilment of one's wishes, expectations, or needs, or the pleasure derived from something.

Professions: A paid occupation, especially one that involves prolonged training and a formal qualification.

Rewards: A thing given in recognition, effort, or achievement. Something that is given in return for good or evil done or received or that is offered or given for some service or attainment.

Sanctions: A punitive or coercive measure or action that results from failure to comply with a law, rule, or order. Loss of reward, or coercive intervention annexed to a violation of law as a means of enforcing the law.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter provides the general background information that sets the context of the research. The background is followed by the statement of the problem under investigation, the purpose of the study, the research objectives, and research questions, limitations of the study and the significance of the study. The chapter also presents the theoretical framework in which this is situated followed by the operational definition of terms as they have been used in the study.

1.2 Background of the study

Teachers are the main backbone of the education system of any country. They shoulder huge responsibilities in moulding the young minds to achieve the vision and mission of the country. In the 21st Century teachers are playing pivotal roles and given substantial commitments in the profession, particularly due to some external factors such as the influence of globalisation and intercultural communication. Besides that, they also face challenges within the teaching profession which do range from learners' discipline, school resources, and teacher own knowledge competency (Omar & Bing, 2005), and teachers own economic standing. More often than not, these ever-increasing responsibilities and higher expectations take toll on them especially when they feel that they have not been fairly remunerated.

A law has been put in place in Zambia affecting teachers' satisfaction and perception of the teaching profession. When speaking about professionalisation and professionalism of teachers in the Zambian perspective, we are referring to the Teaching Council of Zambia having the mandate to register teachers. It therefore follows that teachers have been accorded professional status.

Studies conducted point at great similarities in patterns of reforms, across countries and cultures (Taub, 2015). This may not be the case for Zambia relating to the professionalisation of teachers which came as a reform process as it appears not to have embraced the tenets of professionalism and rewards. Studies have investigated reforms around the world and the reasons for their success or failure. In Zambia,

throughout the years since independence, reforms in form of laws have been introduced relating to professionalism (see Table1).

Table 1 Professional Acts

<i>Profession</i>	<i>Act</i>
Medicine	Health Professions Council of Zambia Act.
Law	Law Association of Zambia.
Engineering	Engineering Institution of Zambia Act.

In Zambia, professional and expert work represents an important and growing segment of employment and this appears to be the case for teachers as they are now required to be registered before, they could work. This authority from the Teaching Council is clearly articulated in section 26 of the Teaching Profession Act (Act No. 25 of 2013). It is not surprising, then, that following a period of disquiet among teachers, the Teaching Profession Act was enacted.

In many advanced countries like Britain and the USA no one is allowed to teach in a primary or secondary school, however learned they may be, unless they have completed a period of professional training (Musaazi, 1988). In these countries, there are minimum standards for entry into the profession. So is the case with Zambia, teachers are being regulated by law as a means of protecting the sector from infiltration of unqualified personnel. This is not new as it has some history. An earlier generation of sociologists developed a theoretical model of professional self in the mid-20th century. Since then, the professional world has changed in significant ways, making it important and timely to take a fresh look at this topic. The concerns to which regulation responds have shifted. When most professional practices were relatively small and local, teachers in Zambia are in large numbers, hence, the need for regulation of professional work arose primarily from the risk that professionals would exploit the information asymmetry between them and their clients to the clients' disadvantage. A profession expects that each member will use their specialized knowledge and skills to serve customers, clients and patients first, and organisations second (Trocchia and Berkowitz, 1999).

This pressure necessitated the development of an Act of Parliament in 2013 which was meant to improve the teaching profession in general and in particular to enhance the quality of education services. This has been the thrust for the current policy reform evident in the Teaching Profession Act. However, we need to examine the Act using the Discrepancy Theory Formation of Satisfaction to see how far teachers are satisfied with the Act. The legal and medical professions present especially interesting cases for examination as these have both sanctions and benefits which could confer satisfaction with professionalism.

1.3 Statement of the Problem

The enactment of the Teaching Profession Act, No. 5 of 2013 on 21st March, provides for the establishment of the Teaching Council of Zambia. This Act was received with so much gratitude among teachers as it was expected to affirm teachers as professionals and to further provide rewards. It was not expected that the Act would provide undefined sanctions. Studies have investigated reforms, laws and policies around the world and have advanced reasons for their success or failure (Taub, 2015). This, therefore shows that there is a contradiction relating to professional matters surrounding the meaning of professionalism within sociology of work among teachers. From this contradiction, it therefore follows that the regulation of professionals and expert conduct, in particular, is reflecting a sociological interest in the education sector and represent an especially compelling focus for sociological inquiry. This is the basis of this study.

1.4 Purpose of the Study

From the research questions below, the overarching question that provides the aim of the study is the fifth research question. The researcher aims to test abductively the Discrepancy Theory Formation of Satisfaction regarding professionalism, rewards, and sanctions as provided for in the Teaching Professional Act based on verbal accounts among teachers.

1.5 Research Objectives

Research objectives according to Blaikie (2010) stem from the purpose and tend to show how knowledge (epistemology) based on the research questions is grounded and

presented and what world (ontology) the researcher desires to focus on. Therefore, the research objectives below are inductive and abductive in nature. The researcher desired to:

- 1) Describe the rewards teachers expect to be granted to them as professionals.
- 2) Describe the sanctions teachers expect as professionals will be applied when deviant by the Teaching Council of Zambia.
- 3) Document phenomena of interest based on verbal accounts what merit teachers as professionals.
- 4) Estimate the proportions of teachers who are satisfied/dissatisfied with the Teaching Council of Zambia.
- 5) To understand from the lived life as teachers the state of being satisfied or dissatisfied with the provisions of the Teaching Professions Act and matters incidental to professionalism.

1.6 Research Questions

The primary concern of research, according to Creswell (2005: 17); Maxwell (2005: 65) and Blaikie (2010) is answering critical issues presented in the research problem or to learn about what is unknown or partially unknown which has been presented in the problem. Therefore, given the statement of the problem, this study sought answers to the following research questions;

- 1) What rewards do teachers expect will be granted to them as professionals by the Teaching Council?
- 2) What sanctions do teachers expect as professionals will be applied when a teacher as a professional is deviant or has breached the Act?
- 3) In the Teaching Profession Act, what merits teachers as professionals?
- 4) What is the extent of satisfaction and dissatisfaction among teachers with the Teaching Professions Act?
- 5) Why are teachers satisfied or dissatisfied with the Teaching Professions Act as well as matters incidental to professionalism?

1.7 Theoretical Framework

The discrepancy theory formation of satisfaction guided this study. Discrepancy theory formation of satisfaction claims that satisfaction is related to the extent to which (a) real outcomes match the expectation of the individual: the closer the match, the higher the person's satisfaction with it (b) what workers wish and (c) what are their expectations (Boyd et al., 2007). The basis of Discrepancy Theory Formation of Satisfaction derived satisfaction is the cognitive comparison on the part of an individual. Requirements to accomplish this include the selection of an anchor, a state of nature to compare to the anchor, individual expectations or perceptions of both the anchor and state of nature, and a (potentially) complex relationship that determines how satisfaction is derived from the two components (anchor and state). There may be a relationship between the components; there may be an intermediate variable of the perceived difference between the components; there may be an inclusion of both the magnitude and direction of the resulting comparison; there may be a multiplication by importance or valence; and, there may be linear or nonlinear forms between the components and final satisfaction (Cheung et al., 2005).

Relating to the Act, the Discrepancy Theory Formation of Satisfaction is concerned with what the teachers see as (a) real outcomes from the Act if they match the outcomes of the individual and the closer the match, the higher the person's satisfaction (b) what teachers wish and if they match the wishes of the individual and the closer the match, the higher the teacher's satisfaction with it (c) what are the teachers expectancy, if they match the expectation of the individual and the closer the match, the higher the person's satisfaction with it. Difference between these three will be associated with dissatisfaction.

1.8 Delimitations of the Study

Noting the need to set limiters in a research project, this mixed methods study was designed to address professionalism of teachers and it is rooted in the sociology of professions anchored on the discrepancy theory formation of satisfaction looking at state regulation. This study targeted registered teachers with the Teaching Council of Zambia in Kitwe district.

1.9 Limitations of the study

The study was conducted in Kitwe on the Copperbelt and as such, the findings of this study may not be generalised to other districts. There are more specific contextual factors, which this study did not investigate, such as: cultural variations within the district's – urban or rural, social networks, as well as other specificities which could justify the assumptions of the Discrepancy Theory Formation of Satisfaction and these could have brought different results if they were considered.

The researcher did not anticipate that the respondents would be emotional about their frustrations of the Teaching Council of Zambia, and this limited the researchers' readiness to address them.

The other limitation relates to the qualitative use of the discrepancy theory of satisfaction. The abductive approach of using cases and linking them with concepts showing satisfaction and dissatisfaction is a qualitative approach which does not test the theory.

1.10 Significance of the study

The study's findings and their importance can be considered in terms of providing insight into the development of professionalism among teachers in Zambia and their growing awareness of the nature of a profession.

This research will contribute to the literature on professions and professionalism in general and to teachers' wishing to develop self-governing associations like the Law Association of Zambia and Health Professions Council of Zambia in particular.

This study will enhance public understanding of the need for teaching as a profession. The public at large recognizes self-regulation as a means of both being accountable to the public for the members' standards of service and probity, and providing discipline in the broad sense to its members.

Finally, since the research has examined the Teaching Profession Act, the views of the teachers on certain aspects of the Act, would be of significance to the Council. The findings will help determine processes that would make the Council to meet the

expectations even to provide for effectiveness in service delivery and enhance acceptability of the Council by the teachers.

1.11 Summary

In summary, this introductory chapter was intended to serve as a preamble whereby the background to the present study as well as its statement of the problem, and purpose of the study, research objectives, and research questions could be presented. The chapter has also provided the theoretical framework that have guided the study. It has been used to briefly define some key terms. The next chapter will discuss the literature that informed this study.

1.12 Organisation of dissertation

The study is organized into six chapters. Chapter One introduces the background to the study, statement of the problem, purpose of the study, research objectives and research questions. The theoretical framework, delimitations and limitations of the study. Significance of the study, definitions of terms and summary. Chapter Two provides the review of related literature to the current research topic. Chapter Three covers the research methodology including, research design, study area and sample, data collection instruments and data analysis procedures. Ethical considerations, forms of data presentation and summary. Chapter Four presents research findings, and summary. Chapter Five covers the discussion, and summary while Chapter Six gives the conclusion and recommendations of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview of the Literature Review Process

This aspect is not normally covered in a research project. However, the researcher was compelled to include it as literature in the epistemology of reviews advises researchers to do so. This is true particularly done to show a trail of review. The review was a continuous process that began in September 2017. The review has classical empirical evidence from old books which herald historical issues surrounding professions.

Prior to the main review, the researcher conducted a scoping of the literature to establish whether a study on the topic had been previously conducted and to estimate the quantity of research with a view to gain an indication of the range of subjects covered in the body of work. This included searching for existing reviews and primary studies consistent with the review's objectives. Prior studies provide a foundation, background, and context for new research; it establishes a bridge between the (proposed) research project and the extant knowledge base.

When writing this review, the researcher came across articles which were relevant and not relevant to the subject under inquiry. The researcher however disposed of journal articles and textbook material that was not relevant to the subject as is always the case in research. I scoped electronic data bases searching for key study thematic key words which were published only in peer reviewed articles. The articles were from the following data bases within UNZA: JSTOR, Wiley, Blackwell, Science direct, Emerald Group Publishing Ltd, Oxford Journals, Policy Press Journals and Sage Online Journals were performed to compile the main body of literature that has been reviewed. Keyword indexing systems, Boolean terms, word truncation, and wildcards were used to increase search effectiveness. Search phrases had to appear in a reference title, abstract or keywords only. The search key words included: Teacher, Satisfaction, Professions, Discrepancy Theory Formation of Satisfaction, Rewards, and Sanctions.

The researcher took particular note of references that were frequently cited in the bibliographies and appearing to be classics. References were selected that reflected original formulations. In some instances, where content within references was repetitive, the researcher had to select these for re-analysis. Search strategies were

repeated five times during the study period as the literature was updated, and results are current to October 2018. The review showed that not even one study has been done on the topic Teacher Satisfaction with a Teaching Professions Regulation or act where the Discrepancy Theory Formation of Satisfaction has been used. The literature review is arranged or classified according to themes that provide an appraisal of what the field offers.

2.2 Professions and Professional Councils

Hitherto, teaching in Zambia was a business for anyone who could read and write. Thanks to the emerging approach to teacher professionalism that seek to redefine the art of teaching as purely professional. Teaching like any other profession needs a specialised training, observance of ethical conducts and avoidance of negligent behaviours. According to Levin (2000), globally educational transitions involve human, personal, and political factors. Human factors include the attitudes and capacities of teachers, students, and parents. While personal factors include such elements as philosophy, values, and social and ethical orientations.

The establishment of a Teaching Council would provide for the regulation of teachers, their practice, and professional conduct. In essence giving a greater say to teachers, a greater accountability to the community and an invaluable resource to Government (Teaching Profession Act, 2013). In recent times there has been growing support from all the partners in education for the establishment of a Teaching Council. A Teaching Council would, therefore, appear to be the most appropriate mechanism to enable teachers to express their collective professional views on a wide range of issues and to resolve difficulties relating to their effectiveness in the classroom. In this perspective, this study is proposed to determine the level of expectation of benefits and sanctions among teachers with the Teaching Council of Zambia.

Professionalism refers to improving the quality and standards of teacher practise, while professionalization refers to improving the status and standing of teachers (Hargreaves, 2000). Darling Hammond (2000: 167) contends that “reviews of research over the past 30 years have concluded that even with the shortcomings of current teacher education and licensing, fully prepared and certified teachers are generally better rated and more successful with students than teachers without this preparation.”

In the literature in both the United States and in China, a number of background attributes of teachers have been linked to levels of satisfaction. Younger teachers have been shown to be less satisfied and more likely to leave than older teachers (Ingersoll, 1987). In addition, women have been found to be more satisfied than men (Chapman and Lowther, 2001). Of greater concern is the finding that better qualified teachers tend to feel more dissatisfied than do less qualified teachers, and thus they are more likely to leave teaching profession (Darling Hammond, 1984). This finding may be in part attributable to the fact that teachers with better qualifications perceive more alternative opportunities.

Bayles (1981) indicates that professions tend to be autonomous in their practice. This means that they have a high degree of control of their own affairs. Members of a profession enjoy freedom of practice without interference, not even from the State. Johnson (1972) opines that all professions have power. This power is used to control its own members and ring fence its area of expertise from infiltration by quacks.

Although it can be argued that teacher development should 'be informed by a sound theoretical valuing of the resources that novice teachers (and experienced teachers) already possess' (Samuels, 2009:756), studies in South African schools have identified that teachers' knowledge and teaching practices are in urgent need of improvement (Taylor, 2008). With the authority of knowledge viewed as central to professionalism (Freidson, 1994), the quest for teacher professionalism in South Africa must include ensuring that all teachers are capable of exercising their authority on the basis of systematic knowledge of their teaching subjects and their rationale for teaching and of translating this into effective teaching practices.

The case for introducing explicit professional standards is observed in the research, arguing that standards 'can be used to guide practice and engagement of teachers', while at the same time 'can create' trust and enhance the image and standing of the profession'. Standards 'make explicit what counts as quality education and provide a common language for the discourse around quality education among all stakeholders' (SCNPDI, 2014: 41). . The collaborative nature of the process of construction of professional standards for teachers is necessary to resolve issues of contestation if the standards are to be owned by the teaching profession and key stakeholders. Standards

based on professional knowledge, practice and engagement can be applied in the interests of learners, the profession and the public.

The following search words and synonyms have been selected tentatively in various combinations were used to select relevant articles for review: System of rewards and sanctions, sanctions, rewards, satisfaction, professional, legislation, law, teaching council.

2.3 Professionalism

In this section, first the concept of professionalism is defined from the point of different perspectives and then how these definitions are associated to teaching profession is analysed. The concept of professionalism in teaching is commonly discussed on sociological, educational, and ideological bases in the literature. Secondly, the key ideas of professionalism approaches underlying these bases are reflected in brief. Lastly, in the light of multiple perspectives and arguments, a workable definition for today's teacher professionalism notion and an interpretation embracing these perspectives are tried to be presented.

The need to attain and develop certain standards and benchmarking criteria for all professions has increased in today's competitive work conditions. Standards create a professional environment of "best practice" procedures enabling organizations to confidently create systems, policies and procedures; they also assure high operational quality (Krishnaveni and ve Anitha, 2007). This phenomenon makes a current issue of improving the occupation standards and qualifications of teachers' to comply with the contemporary developments like other occupation groups in other organizations. At this point, the concept of professionalism comes into prominence which is considered to be one of the key elements of effectiveness in work life.

The concept has been a controversial one in different occupation groups with a long history especially in sociological ground and still it is the subject of many scholarly debates. The dynamic nature of the term and its multiple interpretations introduce different definitions of the concept with different functions. When the subject teacher professionalism (Sachs, 2003: 17), the meaning of the term changes as a response to external pressures, public discourses and scientific developments. However, it seems

possible to make a workable professionalism definition in the field of education based on these different approaches. So, it would be useful to begin with some definitions.

It is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). The concept of professionalism is used in different senses and somewhat difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). In the business world, professionalism is generally synonymous with “success” or refers to the expected behaviours of individuals in specific occupations (Tichenor and Tichenor, 2005).

The terms “profession” and “professor” have their etymological roots in the Latin for profess. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005). In 1975, Hoyle defined professionalism as ‘those strategies and rhetorics employed by members of an occupation in seeking to improve status, salary and conditions’ (cited in Evans, 2007). In his another work, Hoyle (2001) states that professionalism is related to the improvement in the quality of service rather than the enhancement of status.

Boyt et al (2001) explains the concept as a multi-dimensional structure consisting of one’s attitudes and behaviours towards his/her job and it refers to the achievement of high-level standards. If we synthesize the definitions up to now, it is possible to interpret professionalism as a multi-dimensional structure including one’s work behaviours and attitudes to perform the highest standards and improve the service quality. Before deepening the teacher professionalism discussions, it would be useful to mention the distinction between the two terms “professionalism” and “professioalisation” which usually accompany each other in scholarly discourses. Professioalisation is related to “promoting the material and ideal interests of an occupational group” (Goodson, 2000: 182) so it includes “the attempt to gain professional associated with professions” (Whitty, 2000) whereas professionalism “focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (David, 2000).

David refers to five commonly cited professionalism criteria focused in the literature. They are (David, 2000): (a) professions provide an important public service, (b) they involve a theoretically as well as practically grounded expertise, (c) they have a distinct ethical dimension which calls for expression in a code of practice, (d) they require organization and regulation for purposes of recruitment and discipline and, (e) professional practitioners require a high degree of individual autonomy- independence of judgment- for effective practice.

Barber (1965) explains four main characteristics of professional behaviour as follows: (a) a high degree of generalized and systematic knowledge, (b) orientation primarily to community interest rather than to individual self-interest, (c) a high degree of self-control of behaviour through codes of ethics in the process of work socialization, (d) a system of rewards seen primarily as symbols of work achievement.

Autonomy is one of the main focuses featured in professionalism characteristics. Forsyth and Danisiewicz (1985) contributes to professionalism debates stating that, the tasks of professionals are important, exclusive and complex, so professionals should have the autonomous decision-making powers free from external pressures. Another author states that one of the major objectives and attractions of movement to professionalize teachers is to provide professional autonomy (Bull, 1998; Boyt et al., 2011). Autonomy is a component of teacher professionalism and it provides both an individual decision-making area to achieve one's aims and an effect on controlling the situations related to his/her work. Autonomy not only functions as a buffer against the pressures on teachers but also means of strengthening them in terms of personal and professional sense (Friedman, 1999). Consequently, it has an opposite function of organizational control (Bull, 1988; Johnson, 1992).

It appears that the focuses on defining and conceptualizing the nature of professionalism are, "the respectability status of the occupation (e.g. Kennedy, 2007)", improvement of service quality (e.g. Hoyle, 2001), "achievement of the highest standards (e.g. Boyt et al., 2001)", "self-control (e.g. Barber, 1965)" and "professional autonomy (e.g. Bull, 1988; David, 2000; Leiter, 1978; Johnson, 1992)".

2.4 Different Perspectives on Teacher Professionalism

Research has shown various viewpoints of teaching as a profession and this is based on numerous arguments and some stem from theoretical assumptions around the term profession while others stem from practice. Behind the arguments that teaching is a professional or a semi-professional occupation, the questioning whether teaching meets the criteria attributed to professional occupations lines (Johnson, 1972, 1995; Sciulli, 2010). Traditional sociological approach delineates key traits of a professional occupation, largely based upon law and medicine. According to this approach, while the classical occupations like medicine and law are associated with high status and pay, the others seek an opportunity to attain such rewards through a “professionalisation” process (Webb et al., 2004).

According to the authors supporting this approach, (Etzioni, 1969; David, 2000), the reason why nursing and teaching are accepted as “semi” or “quasi” professionals is that they couldn’t meet the criteria of professionalism wholly commonly referred in the literature. Leiter (1978) states that occupations such as teaching and nursing claim professional status but are not completely accorded this status because their individual autonomy is often under organizational control. More specifically, teachers are monitored by their administrators in terms of the consistency between their performance and the standards set before. As a result of this, they are directed and shaped by the administrators to achieve organizational goals so their autonomy is restricted. Samuels (1970) supports these arguments asserting that public school teachers do not have a high level of authority since the major decisions in educational settings are not taken by them.

Depending on the educational context, it is possible to say that definitions of teacher professionalism focus on teachers’ professional qualifications such as “being good at his/her job”, “fulfilling the highest standards”, “and “achieving excellence.” For example, Baggini (2005) claims that for today’s teachers, professionalism is interpreted in terms of what extent the teachers’ outcome the difficulties and what extent they are able to use their skills and experiences related to their profession. On the most basic level, ‘professional teacher refers to the status of a person who is paid to teach’; on a higher level, it can refer to teachers who represent the best in the profession and set the highest standards (Tichenor and Tichenor, 2005). Phelps

believes professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. In other words, professionalism is measured by the best and the highest standards (Phelps, 2006).

In scholarly debates, two versions of teacher professionalism are portrayed as “old professionalism” and “new professionalism.” These two approaches emerged upon the changing social, political and cultural circumstances. However these two approaches are not completely opposite to each other. Sachs (2003) who developed this classification differentiates these two approaches as those: Old professionalism is concerned with;

- a) Exclusive membership,
- b) Conservative practices,
- c) Self-interest,
- d) External regulation,
- e) Slow to change and,
- f) Reactive.

The characteristics of new (transformative) professionalism are;

- a) Inclusive membership,
- b) Public ethical code of practice,
- c) Collaborative and collegial,
- d) Activist orientation,
- e) Flexible and progressive,
- f) Responsive to change,
- g) Self-regulating,
- h) Policy-active,
- i) Enquiry-oriented and
- j) Knowledge building.

New understanding of teacher professionalism provides professional space and conditions for the teachers to take responsibility in their practices. Sachs calls this transition from old to new understanding as “transformative professionalism” (Sachs, 2003). Sachs’s approach to teacher professionalism can be interpreted as an attempt to

revitalize the concept in a rapidly changing work environment. He considers the teacher professionalism issue as a social and political strategy to promote the status of teaching profession. His approach is an alternative and contemporary one when compared to traditional approach.

Hargreaves (2000), analyses the development of teacher professionalism as passing through four historical phases in many countries. The key features of these phases could be summarized as follows:

- 1) The pre-professional age: In this age, teaching was managerially demanding but technically simple so the teachers were only expected to carry out the directives of their knowledgeable superiors.
- 2) The age of autonomous professional: This age was remarked by a challenge to the singularity of teaching and the unquestioned traditions on which it is based. “Autonomy” was considered as an important component of teaching profession. The principle that teachers had the right to choose the methods they thought best for their students was questioned. Also, the teachers gained a considerable pedagogical freedom.
- 3) The age of collegial profession: This age draws attention with the increasing efforts to create strong professional cultures of collaboration to develop common purpose, to cope with uncertainty and complexity and response to the rapid changes and reforms effectively.
- 4) The post-professional age: This age is marked by a struggle between forces and groups intent on de-professionalising the work of teaching, and other forces and groups who are seeking to re-define teacher professionalism and professional learning in more positive and principled postmodern ways that are flexible, wide-ranging and inclusive in nature.

Hargreaves (2000), defines professionalism as postmodern professionalism -a new era- marked by polarized directions. In the first direction, professionalism is portrayed as an exciting broad social movement that protects and advances teachers’ professionalism by providing them learning to work effectively with groups and institutions beyond school; on the other hand, it is portrayed as the de-professionalisation of teachers crumble under multiple pressures and intensified work demands (Hargreaves, 2000).

Ozga (1995, 35), moves these discourses mentioned so far to a different base. She evaluates teacher professionalism in its historical and political context and interprets it as a device of professional control. Stevenson et al., (2007) follows the same line with Ozga stating that “it is more useful to approach professionalism as an ideological construct that is neither static nor universal, but located in a particular socio-historical context and fashioned to represent and mobilize particular interests”. According to Ozga and Lawn (1981), professionalism could operate as a strategy for control of teachers manipulated by the State, while also being used by teachers to protect themselves against dilution. Furthermore, they claim that professionalism is used as an ideological weapon aimed at controlling teachers, at the same time as a weapon of self-defence for teachers in their struggle against dilution.

Additionally, Evans (2007) remarks that a common feature of many conceptions of new professionalism is a focus on practitioner control and proactivity. Goodson (2000) claims that there is a considerable antipathy to teacher professionalisation. According to him, this antipathy stems from, cost-cutting central government; from well-entrenched education bureaucracies; and, perhaps most potently of all, from a range of business and corporate interests. Some of these oppositions are ideological but behind this ideological antipathy are a range of financial changes which sponsor the notion of retrenchment and cutback. It will be concluded that there is a consensus to a great extent that the purpose behind teacher professionalisation attempts in ideological base are viewed as occupational control and authorizing teachers by intensifying the work demands.

All professions face the problems of unprofessional behaviour, professional misconduct, negligent performance or inappropriate activity which may well be defined in that profession. In fact, one of the characteristics of a profession is that it will attempt to define deviant professional behaviour and develop accountability for response on behalf of the profession. Many professions regard these accountability procedures as an important part of the social contract they share with the public. In this contract professions emphasise a commitment to high quality professional behaviour and sanctions on unprofessional behaviour in return for the privilege of self-regulation. In return the community grants a high degree of autonomy to the profession and accept that its practitioners are worthy of high status.

According to Iqbal (2012), teachers more often, report discontentment and even those few dedicated to the profession feel unappreciated, overworked, and humiliated as professionals and educators. They are frustrated at the continuous non-teaching and non-professional demands of public, students and their departmental officer. Adler and Adler (2009) suggested that individuals are considered deviant due to their attitudes or behaviours. Sanctions on the other hand as Cobb (2002) suggests can range from penalties like withdrawal of rewards, demotions, removal and withdrawal of teaching licenses of the specific teachers whose learners continuously perform poorly.

Depending on the findings against a teacher, the Council with the help of the Disciplinary Committee, after due inquiry, finds a teacher guilty of professional misconduct, shall: (a) suspend the practicing certificate by virtue of any misconduct; b) cancel the practicing certificate by virtue of an professional misconduct; c) cancel the practicing certificate by virtue of imprisonment; d) cancel the practicing certificate by virtue of being an undischarged bankrupt; e) cancel the practicing certificate by virtue of obtaining the practicing certificate through fraud; (f) remove teachers from the register by virtue of any misconduct as provided for in sections 10 and 14 of Part III (Teaching Profession Act of 2013).

Banja (2013), reported of cases where the Teaching Service Commission had, on several occasions, dismissed teachers for various offences such as immoral conduct with school girls and teachers absenting themselves from work for a long time. According to Chakulimba et al., (2009), cases are on record where teachers have been drinking with pupils and making school girls pregnant. It is quite regrettable that the sacred trust that society bestowed on teachers is slowly but truly being washed away by some teachers who engage themselves in highly questionable practices.

The vast majority of teachers in our classrooms perform well. But for the small minority who do not, the researcher is of the opinion that the Teaching Council will now have at its disposal the right tools to deal with cases of serious misconduct and to improve and assist poorly performing teachers. Comparing the new sanctions to those in other professional regulators such as the Medical Council. The operation by the Council of robust fitness to teach procedures is important for the public and teachers so that they have full confidence in the teaching profession. This is a further positive step in the full professionalisation of teaching.

The Teacher Registration Council of Nigeria Act also provides for the setting up of the Teachers' Disciplinary Committee which deals with cases referred to it by the Teacher Investigation Panel and where the erring teacher in question is found to be culpable, the level of punishment will be determined and appropriate measures taken. To erring members, the Teachers' Disciplinary Committee may award penalties such as; (a) Advice; (b) Reprimand; (c) Suspension for months; and (d) Deletion of name temporarily or permanently from the Teachers Register (Teachers Registration Council of Nigeria, 2007).

When teachers are at school, they require a conducive workplace environment to conduct their profession effectively. They also need adequate remuneration (Jonathan et al., 2013). According to Narimawati (2007), employees are attracted to jobs that make it possible for them to meet their daily needs. Unless these needs are achieved, teachers cannot realise their full potential and will begin to be less committed to teaching. Rasku and Kinnunen (2003), found that Finnish secondary school teachers expressed satisfaction in teaching when they were assured of their well-being both economically and in the workplace environment.

For instance, the International Teacher 2000 project has shown very clearly that teachers are motivated more by intrinsic than by extrinsic motivation (Bishy, 1996). This series of studies found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation. Results have been remarkably consistent in the four Anglophone countries namely, Australia, England, New Zealand and the USA in which this project has been implemented. Teachers were found to be motivated by a desire to work with and for people, and to “make a difference” (Dinham and Scott, 2000a, b, 2002; Scott et al., 2001), by assisting children and young people to reach their potential, experience success, and grow into responsible adults.

Zabalza (2004) considers that personal and professional satisfaction and a teaching career are essential aspects of the personal dimension of classroom teachers. For the aforementioned author, the way that teachers feel, the way teachers live their lives,

and the expectations that shape their work, are generally not given second thought as factors that might affect the quality of their teaching.

There are changes in attitudes and emotions within the teaching experience that can interfere with work performance, given that factors associated with satisfaction and dissatisfaction reflect the investment that individuals make in their career (Zabalza, 2004). Satisfied employees are more committed to their profession and they tend to put more effort into their work (Ladebo, 2005). On the other hand, dissatisfied employees tend not to produce as well as expected and also tend to look for a way to change their job or workplace. The research conducted by Clark et al. (1996) has emphasised that generally younger people have a higher level of job satisfaction. It decreases with ageing, but gets higher when employees reach 60 years of age. A possible explanation is that elder people settle in workplaces with features closer to their needs. On the other hand, elder people reduce their horizon of expectations significantly, which makes them less unhappy at the workplace. Yet another variable, as important as the others, is the profession itself. Thus, if we refer to teaching, situation may differ in relation to the social and cultural context.

McPherson and Raab (1988) characterize the early years of the General Teaching Council of Scotland as challenging with its authority frequently tested. The fact that experienced teachers were not automatically registered with the Council distressed the teachers (Forrester, 1996). The cost of being registered was upsetting to teachers, who objected greatly because, what was free in previous years, was now costing a pound. They favoured a self-governing profession but not the cost. Many teachers, who had been teaching for a long time, were concerned about the registration and viewed it as a change in conditions of service and terms of employment (Duncan, 1996).

Both Forrester (1996) and Duncan (1996), commenting on teachers knowing about the General Teaching Council of Scotland, recognize that while teachers would know about such a body, it would not be at the forefront of their minds. It is generally regarded as a "non-issue" except in April when their registration fee is deducted from their pay. Despite the best effort of the General Teaching Council of Scotland, it does not have a high profile with teachers. Teachers, they believe, are more concerned with day-to-day life in the school and economic conditions, and do not have much time to

think about educational policies. Many are not aware of what the Council does because it does not affect them directly in the classroom on a daily basis.

On the other hand, an overemphasis on standards, a lack of participation in decision-making, a failure to provide essential instructional resources, a lack of administrative support, and a lack of trust in the professional expertise of teachers seem to increase the degree of teacher dissatisfaction (van den Berg, 2002; Kelchtermans, 1999). (Dinham and Scott, 2000a, b, 2002; Scott et al., 2001) reported that teachers rated their overall satisfaction as low, and many found themselves more dissatisfied later in their careers than when they began teaching.

2.5 Research gaps

From the reviewed literature, it is evident that laws are not used to professionalise teachers. There are however professional councils that tend to regulate the conduct of teachers and sanction them in the event of misconduct. Studies have investigated reforms, laws, and policies around the world and have advanced reasons for their success or failure (Taub, 2015). It is these successes and failures if known, could be handy in operationalising the Teaching Professions Act in Zambia. The reviewed literature has not articulated in greater detail the sociological aspect of professional work involving teachers. This is the basis of this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

In this chapter methods to investigate Teacher satisfaction with the Teaching professions act, applying the discrepancy theory formation of satisfaction are explained. This section covers research methodology. It is organised under the following sub-heading; research design, study area and sample size, and operationalization of variables, data collection instruments, data analysis, ethical considerations, form of data presentation, research matrix, and summary.

3.2 Research Paradigm

A paradigm according to Babbie (2001: 42) as quoted by De Vos et al., (1998) is the fundamental model or frame of references used by researchers to recognize their observations and reasoning. This study utilized a mixed methods research design. This design is preferred because of its strength in collecting and interpreting both quantitative and qualitative data and mix the two forms of data in different ways that exist in the real world. The design suits both qualitative and quantitative approaches (Creswell & Plano Clark, 2011). The use of mixed methods research design enabled the researcher to obtain a wide range of respondents' views and opinions on the topic under study.

3.3 Research Design and Methods

Creswell and Garrett, (2008) define research design as a programme that guides a researcher in collecting, analysing and interpreting research data. It is a detailed plan that indicates all steps on how the scientific inquiry into the research problem is to be conducted.

The study adopted a mixed methods research design. It takes a sequential design (Qual + quan) where the qualitative is dominant abbreviated as **QUAL** and quan to emphasize primacy (Creswell and Plano Clark, 2011). Mixed approach is suitable when the study demand to appropriately address both qualitative and quantitative issues. The qualitative approach made it possible for the researcher to get the picture of the pertinent issues associated with teacher satisfaction with the teaching professions act as perceived and interpreted by the teachers.

Quantitative approach is the numerical method of quantifying and describing observation of materials or characteristics (Creswell, 2009). The quantitative research approach was adopted because numerical data would be obtained through a questionnaire which provided an immediate picture of the phenomena studied by quantifying them.

Looking at the research design matrix, this mixed methods design, can be defined as a type of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. The study was driven by the inductive (calling for measurement and building patterns) and abductive research (requiring to show case experiences in form of verbal accounts) strategies (Blaikie, 2000:78; 2010:79). The use of both induction and abduction in this study shows that a mixed methods design was appropriate. This is an attempt to legitimate the use of multiple approaches in answering questions or they tend to approach different questions from different viewpoints.

3.4 Study area or Site and Sampling

Participants for this study were drawn from Kitwe and five secondary schools and five primary schools were selected for this study. The justification of the schools is that Kitwe is divided into five zones for administrative purposes and therefore it was considered appropriate to have such representation and target teachers later on. The target population were all teachers registered with the Council in the ten schools.

A sample is a group of respondents selected from the target population. According to Best and Kahn (2006) sampling techniques refer to the process of selecting a subgroup from a larger population with elements necessary for the study. This study employed simple random sampling and purposive techniques for the selection of schools and respondents respectively. The sample estimate per school was calculated using Yamane formula as shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the desired sample size, N is the population size (664), and e is the level of precision (0.05). When this formula is applied to the ten (10) populations, comprising

of five (5) secondary schools and five (5) primary schools, we get an ideal sample of 250.

Calculation:

$$n = 664/2.66$$

$$n = 250$$

3.5 Data collection instruments and process

Two data collection methods were selected in this study and these were a self-administered questionnaire on sanctions, rewards and satisfaction and in-depth interviews. The self-administered questionnaire was structured to bring out the roles of the Council. The self-administered questionnaire was administered to teachers who were identified using systematic sampling technique. The researcher used the school's sampling frame and a corresponding sampling fraction to select those who were randomly selected.

The self-administered questionnaire was administered by the researcher. The researcher gave the respondents the questionnaire in their places of work. The identification of respondents was easy as the researcher had a master register with the names of respondents who were randomly selected. Respondents were asked to call or email the researcher once the questionnaire was answered at their own time. Reminders were sent after one week.

Interviews were conducted following a preliminary analysis of the self-administered questionnaire. This was the second phase of the study. Non-random sampling involving purposeful sampling of categories of teachers who had answered the questionnaire in at least the following categories were deemed to be appropriate for the study and the parameters were as follows:

- a) Gender
- b) Qualification
- c) Expectations
- d) Type of satisfaction with the Act.

In order to identify respondents to be interviewed, the researcher cross linked the questionnaire identifiers in the SPSS program with those on the master list. In this way, the researcher was then able to sample purposefully varying the selection based on gender, qualification, expectations and the preferred type of satisfaction with the Act. Those who were interviewed, agreed to have interviews in the staff room or at a place which was convenient to them. The interviews lasted 45 to 60 minutes.

3.6 Validity of Research Instruments

Orodho & Kombo (2002) assert that validation of data collection instruments is the process of establishing documented evidences, which provide a high degree of accuracy that a specific process consistently produces to meet its predetermined specifications and quality attributes. In this study, validity of the instruments was obtained through piloting the interview schedule and questionnaires at two primary schools and two secondary schools in Kitwe south. Also the language used in the instruments was assessed by the supervisor of this study in order to establish content validity.

Before getting the participants involved in the study, the researcher met them, explained the purpose of the study and asked for their informed consent to participate. The pilot study was conducted to assess reliability and validity of the instruments (interviews and questionnaires). Participants spent about twenty five to thirty five minutes to complete the questionnaires while interview sessions took about forty five minutes to complete. The main goal was to identify problems with the instruments such as grammatical and spelling errors, unclear instructions or items and content coverage.

3.7 Data analysis

Terre Blanche, Durrheim and Painter (2006: 323) assert that data gathering is not just a mindless technical exercise, but involves development of ideas and theories about the ideas being studied. According to these scholars, this means that by the time the researcher comes to the data analysis he/she should already have a preliminary understanding of the meaning of his/ her data. According to Miles and Huberman (1996) the purpose of data analysis is to provide structure to, and illicit meaning from,

the research data gained during the study. After transcribing the data of interviews verbatim, the researcher followed suggestions made by Creswell (1998).

“Read the transcripts in their entirety several times. Immerse yourself in the details, trying to get a sense of the interview as a whole before breaking into parts.”

Data collected was carefully edited, sorted and coded to eliminate the inconsistencies and errors that were made during the data collection process. Quantitative data was pre-coded before entering based on the levels of measured assigned to each question (see Appendix IV). Quantitative data was analysed using SPSS version 20. Descriptive analysis was performed to profile patterns on selected variables.

Qualitative data was analysed using Interpretive Phenomenological Analysis (IPA). This refers to the process of categorizing verbal or behavioural data to classify and summarise.

3.8 Ethical Considerations

According to Wood and Wood (2006), ethics are “guidelines or set of principles for good professional practice which serve to advise and steer researchers as they conduct their work.” In this research, ethical concerns were given vital prominence considering that one has to enter into the inner lines and experiences of the participants.

The conduct of this research was guided by three fundamental principles as described below:

1. Respect for Persons

This principle incorporates two elements that deal with respecting people in regard to research. Respondents were treated as autonomous. The term autonomous means that a person can make his or her own decisions about what to do and what to agree to. The researcher ensured respect by allowing individuals making their own informed decisions about whether to participate in research. In order to treat people as autonomous, respondents were provided with complete information about a study and decide on their own whether to enrol. Some people in society may not have the capacity to make fully informed decisions about what they do or what happens to them. This could include those with mental disabilities. In such cases, these people were

protected and needed to be included in research under specific circumstances, since they cannot make a true informed decision on their own.

2. Beneficence

The definition of beneficence is action that is done for the benefit of others. The researcher assured the respondents that he will do no harm. The respondents were availed all the information about the purpose of research. The purpose of health research is to discover new information that would be helpful to society. The purpose of research should never be to hurt anyone or find out information at the expense of other people. The researcher was as such obligated to do his best to minimize possible risks like exposing one's name or position and to maximize the benefits for participants.

3. Justice

This principle which deals with the concept of fairness was also applied in the study. The researcher considered elements of fairness in terms of recruitment of participants and choice of location to conduct the study. This encompasses issues related to who benefits from research.

People who are included in research should not be included merely because they are a population that is easy to access, available, or perhaps vulnerable and less able to decline participating. The principle of justice also indicates that questions being asked in the study should be of relevance to the communities participating in the study.

The study protocol including instruments was reviewed and approved by the Ethics Committee of the University of Zambia and signed informed consent forms were filled in by respondents. A cover letter explained the purpose of the survey and asked for voluntary participation (see Appendix III).

3.9 Form of Data Presentation

Since this is a mixed methods research design, which is sequential in nature, the study has opted to combine qualitative and quantitative data results in some places in order to provide the researcher with more knowledge about research issues than undertaking separate analysis based on the advice rendered by O'Cathain et al. (2010).

As data would be both qualitative and quantitative, the analysis would be done both qualitatively and quantitatively. The data collected from interviews, were subjected to Interpretive Phenomenological Analysis. This was done through organizing them around specific themes or subheadings based on the research questions and drawing conclusions. Quantitative data from the self-administered questionnaire was tabulated and converted into frequencies and percentages. The reason for preferring both approaches was that, they complemented each other (Best & Kahn, 2006).

4.0 Summary

This study was conducted using a mixed method design. The study looked at the sample and realisation of sampling. Five primary and five secondary schools made up the sample of the study. These five primary and five secondary schools were drawn from Kitwe district using simple random sampling and non-random sampling involving Maximum Variation Sample by the researcher. The researcher looked at the methods of collecting data for this study. Two methods were used, self – administered questionnaire and interview technique.

In Table 2 below, the researcher shows the research design matrix that points to how each research question was designed to be answered by linking each research question to an objective that posits a form of reality and an appropriate sampling technique and data collection and analysis technique.

Research Question	Research objective by Ontology	Population and sampling	Data Collection technique	Data Analysis
What rewards do teachers expect will be granted to them as professionals by the Teaching Council? (Realist ontology and induction).	Describe the rewards teachers expect to be granted to them as professionals.	Registered teachers by clustered stratified random sampling	Self-administered questionnaire	Univariate analysis
What sanctions do teachers expect as professionals will be applied when a teacher as a professional is deviant or has breached the Act? (Realist ontology and induction).	Describe the sanctions teachers expect as professionals will be applied when deviant by the Teaching Council of Zambia.			
In the Teaching Profession Act, what merits teachers as professionals? (Nominalist ontology and abduction).	Document phenomena of interest based on verbal accounts what merit teachers as professionals.			
What is the extent of satisfaction and dissatisfaction among teachers with the Teaching Professions Act?	Estimate the proportions of teachers who are satisfied/dissatisfied with the Teaching Council of Zambia.			
Why are teachers satisfied or dissatisfied with the Teaching Professions Act as well as matters incidental to professionalism? (Nominalist ontology and abduction).	To understand from the lived life as teachers the state of being satisfied or dissatisfied with the provisions of the Teaching Professions Act and matters incidental to professionalism.	Registered teachers by maximum variation sampling	In-depth interviews	IPA

Table 2 : Research Design Matrix.

CHAPTER FOUR: FINDINGS

4.1 Overview

The chapter commences with a description of the demographic characteristics and data was analysed according to the research questions. The study investigated five research questions. Two of these questions focused on rewards granted to teachers, and sanctions teachers expected from the Teaching Council of Zambia. The other three questions focused on the views of the teachers, on what merits them as professions, teachers' satisfaction and dissatisfaction with the Teaching Council Zambia, and on matters incidental to professionalism.

4.2 Demographic characteristics of respondents

Two hundred and fifty questionnaires were distributed and $n = 202$ formed part of the analysis. Forty-eight questionnaires did not form part of the analysis. Of these, $n = 22$ were incomplete, $n = 13$ declined to take part in the study and $n = 13$ did not return the questionnaire even after four attempts of phone calls and two physical visitations. The response rate in this study was 80.8% and this was high and it is acceptable in a survey-based research (Fincham, 2008). In the sample, $n = 90$ (44.6%) were males and $n = 112$ (55.4%) were females. Relating to the ages, the sample shows that the majority of respondents were in the middle age group. The detailed profile is as follows: $n = 41$ (20.3%) were aged 21-30, $n = 123$ (60.9%) were aged 31- 40, $n = 38$ (18.8%) were aged 41-50. The sample covered the current engagement of teachers traversing only primary and secondary schools. In this sample, primary school teachers accounted for more than half $n = 123$ (60.9%) and $n = 79$ (39.1%) were secondary school teachers and both categories were registered teachers with the Teaching Profession Act. More than half of teachers $n = 122$ (60.4) had served under 10 years, just more than a quarter $n = 58$ (28.7%) had served 11-20 years and less than a quarter $n = 22$ (10.9%) had served 21-30 years (see Table3).

Table 3 Demographic characteristics of respondents.

Variable	Values	Frequency	Percentage
Gender	Male	90	44.6
	Female	112	55.4
Age	21-30	41	20.3
	31-40	123	60.9
	41-50	38	18.8
Year in service	0-10	122	60.4
	11-20	58	28.7
	21-30	22	10.9
Current engagement	Primary teaching	123	69.1
	Secondary teaching	79	39.1
	Registered	202	100.0

The teachers in the study were asked whether they knew about professional categories of registration and the responses were that n = 141 (69%) agreed that they were registered on the basis of highest qualifications they had, n = 32 (15.8%) said no and n = 29 (14.4%) said they did not know (see Table 4).

Table 4 : Profile of knowledge of registration being placed on a register of certificate, diploma or degree holder teachers.

	Frequency	Percent
I do not know	29	14.4
Yes	141	69.8
No	32	15.8
Total	202	100.0

4.3 Rewards teachers expect as professionals by the Teaching Council

In this section, the study presents answers to the first research question which was ‘What rewards do teachers expect will be granted to them as professionals by the Teaching Council?’ This research question was approached from two forms of realism. The first one was related to quantitative expression of rewards, and while the second one was related to an expression of lived experiences regarding rewards. Quantitative evidence is presented first and this is complimented by qualitative quotes. To begin with an exploratory analysis is done to show the profile of responses. The

Teaching Profession Act does specify rewards or gains when a teacher is registered. The study shows in Table 5 (eight variables are drawn from section 6 (1) of Part II of the Act) that the majority of the respondents have no expectations from the provisions of the Act. This is because “I least expect this benefit”, “I do not expect this benefit”, are rather negative sentiments whereas “I somewhat expect this benefit” is a median position of the stipulated rewards.

Table 5 : Profile of Expectations based on the provisions of the Act.

Statutory Rewards	Expectations					
	I somewhat expect this benefit		I least expect this benefit		I do not expect this benefit	
	n	%	n	%	n	%
a) Opportunity for professional development from the Teaching Profession Act	1	0.5	189	93.6	12	5.9
b) Information from technical libraries setup by the Teaching Profession Act	29	14.4	104	51.5	69	34.2
c) Accessing monetary grants from the Teaching Profession Act	16	7.9	145	71.8	41	20.3
d) Accessing books from the Teaching Profession Act	28	13.9	86	42.6	88	43.6
e) Accessing apparatus from the Teaching Profession Act	26	12.9	98	48.5	78	38.6
f) Promoting my personal interests as a teacher by Teaching Profession Act	0	0	191	94.6	11	5.4
g) Promoting my personal interests as a teacher by way of collaboration with the Teacher Unions by Teaching Profession Act	23	11.4	167	82.7	23	11.4
h) Promoting my interest as a teacher by way of using fora for communication by Teaching Profession Act	34	16.8	158	78.2	10	5.0

4.4 Sanctions Teachers expect the Teaching Profession Act will evoke

This section is related to the second research question which is “what sanctions do teachers expect as professionals will be applied when a teacher as a professional is deviant by the Teaching Council?” To begin with an exploratory analysis is done to show the profile of responses (see Table 6). While the Teaching Profession Act specifies the six types of sanctions as provided for in sections 10 and 14 of Part III of the Act, out of the six sanctions, teachers are expected to be sanctioned in four and are also not expected to be sanctioned in two domains.

Teacher's sanctions in terms of expectations include:

- a) A teacher is convicted of an offence under any written law and sentenced to imprisonment for a period exceeding six months without the option of fine.
- b) Cancellation of registration obtained through fraud, misrepresentation, or concealment of material fact.
- c) Before cancelling the certificate suspend a teacher.
- d) Disqualification/cancellation /of/ from registration when one has been declared of unsound mind under the mental disorders Act.

Teacher's non-expectations of sanctions include:

- e) Is an undischarged bankrupt.
- f) Cancellation of registration by being found guilty of professional misconduct under the Act or Code of Ethics.

Table 6 : Profile of sanctions.

<i>Type of variable</i>	<i>Response type</i>									
	<i>I very much expect this sanction</i>		<i>I expect this sanction</i>		<i>I somewhat expect this sanction</i>		<i>I least expect this sanction</i>		<i>I do expect this sanction</i>	
	<i>Frequency</i>		<i>Frequency</i>		<i>Frequency</i>		<i>Frequency</i>		<i>Frequency</i>	
	<i>N</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Is an undischarged bankrupt	3	1.5	8	4.0	44	21.8	63	31.2	84	41.6
A teacher is convicted of an offence under any written law and sentenced to imprisonment for a period exceeding six months without the option of fine	82	40.6	58	28.7	41	20.3	6	3.0	15	7.4
Cancellation of registration obtained through fraud, misrepresentation or concealment of material fact	90	44.6	53	26.2	43	21.3	12	5.9	4	2.0
Cancellation of registration by being found guilty of professional misconduct under the Act or Code of Ethics	42	20.8	17	8.4	66	32.7	59	29.2	59	29.2
Before cancelling the certificate suspend a teacher	124	61.4	66	32.7	12	5.9	0	0	0	0
Disqualification/cancellation /of/ from registration when one has been declared of unsound mind under the mental disorders Act	50	24.8	91	45.0	25	12.4	8	25.0	28	13.9

4.5 What merits teachers as professionals

This section is ascribed to the third research question which is “In the Teaching Profession Act, what merits teachers as professionals?” A review of the Teaching Profession Act showed that the act does not address aspects of professionalism, profession, and professional. However, when teachers were interviewed, they vouched what they considered to be merits of teaching as a profession. Three themes emerged from the teachers lived experiences that describe teaching as profession and these are: teacher quality and qualifications and licensure as an indicator of professionalism. Below are the excerpts related to merits of teachers as professionals.

Theme I: Teacher Qualifications

Teachers were in agreement as to the elements of professionalism as they described teacher qualifications. Teachers had this to say about meriting one to be a professional:

There was a time when we had untrained teachers. This is long gone. We have people now who have papers these are the professionals.

It could be true to say a professional teacher is that one who is certified to teach by virtue of graduating from a teaching college or a university... We have those who have certificates and diplomas. These are not professionals you know. Look at lawyers, you do not have a diploma holder in law from NIPA being called a lawyer...Professionals are those with knowledge of par excellence. These usually have a degree. I have always wished that the Teaching Council could have taken these distinctions into consideration when registering teachers. Maybe a class of registers could have done and in this way, we could see who would qualify as a professional.

The comment cited above from the secondary school teacher is not out of this world, it is correct from a Weberian approach. Although the view that knowledge and expertise is a sine qua non (pre-condition) in professional formation can therefore be challenged from a neo-Weberian perspective in light of the foregoing. It should be stressed that the definition of a profession within this approach is much wider than just outlining what a profession is. Professional definition can also be conceptually

considered in terms of boundaries within a neo-Weberian perspective in a range of other ways – which may be more or less strongly related to knowledge and expertise. These can be illustrated within a neo-Weberian frame of reference by the definition of the boundaries of dual closure. This concept of setting boundaries refers to semi-professional groups (those who have certificates and can be considered to be generalist teachers who can handle any subject and diploma holders who are ascribed with some expertise and can handle a subject) which contain elements of exclusionary closure of a classic profession like law or medicine, but are also mixed with aspects of usurpationary closure (Parkin, 1979).

From the arguments for and against above, it should initially be said that teaching in Zambia cannot be wholly labelled as a profession in neo-Weberians in terms because there is no exclusionary social closure both in the marketplace or by law sanctioned by the state (such as through a definition or prescription in the law). As such, the neo-Weberian approach which is centred on the tenet that we live in a dynamic and competitive world of macro political power and interests, in which occupational groups (categories of teachers) gain and/or maintain professional standing based on the creation of legal boundaries (registers of classes of licences people as is the case for the medical profession) that mark out the position of specific occupational groups. Professionalisation in this sense cannot be said to have occurred in the Teaching Profession Act there is no centring on attaining a particular form of formal legal regulation with registers creating bodies of insiders and excluding outsiders. It is no wonder one teacher claimed “I should have been placed on a register of special education teachers”. This, moreover, is typically linked to improved life chances for members of professional groups in the wider society – in terms of enhanced income, status and power (Saks, 2003b).

Theme II: Teacher Quality

Though it is not possible to separate qualification from quality, there was a general consensus in the field that what makes for a high-quality teacher. Teachers spoke about the possession of several core competencies that would merit one to be a professional such as the following, although some occupational sociologists do not agree on a complete list that is both necessary and sufficient:

- Solid knowledge of their content field
- The ability to teach that content effectively to students who may have different abilities and different learning needs (subject-specific pedagogy, or “pedagogical content knowledge.”)

The fact that the Teaching Profession Act has not attempted to embrace the aspect of solid knowledge of subject content field that a teacher holds or professes, if teachers are requested to render service outside their expertise, they will then not qualify as professionals according to Sacks (2003). Yet this is what happens in our society. There are bachelor holders teachers in linguistic science and those not with the ability to teach content effectively to students who may have different abilities and different learning needs (subject-specific pedagogy, or “pedagogical content knowledge”) is what guarantees quality and not professionalism. This aspect has been ignored by the Teaching Profession Act. The excerpts of the interviews below attest to this, as one of the teachers was quoted saying:

Although we hear other teachers not considering teachers who have no subject as non-professionals, the argument to register teachers on the basis of quality could not be a welcome approach to professionalise....

Another teacher in support of the current state of affairs of generic registration had this to offer:

In contemporary society, these subject things and papers are ways to create discrimination. I just like the way the Act is. We just have to register and get the licence of you go....

Theme III: Licensure as an Indicator of Professionalism

Teacher licensure and certification, on the other hand, are intended precisely to serve as an indication that a licensed or certified teacher has met at least the minimal requirements for content knowledge and teaching readiness that the government deems necessary for one to be employed either in the private or public sector. The “endorsements” or “credentials” that the government offers through the Teaching Profession Act confer upon teachers who have met the requirements. These

requirements are act as authorizations to teach and not specific subjects, and, indeed, teachers without the appropriate endorsement are assumed to lack the content background necessary to teach. Thus, licensure and certification would seem to offer precisely the kind of ready signal of teachers' core teaching competencies that is appropriate to be labelled a professional. The title of the law that allows for licensure presupposes teachers to be professionals in this regard irrespective of type of college or university qualifications they attained. Further, the law has no regard to restrict whether a teacher's competencies and knowledge are from the subject they may be given to teach.

Interviews relating to this theme reviewed further controversies surrounding the merit of teaching as a profession from both the legal position as well as the practice position. As teacher's lamented:

Some of us were hoping that this licensure was going to promote professionalism. We expected restrictions to practice. Now it is like any one can teach what you are specialised in.... in a number of schools, from a quality point, some teachers taking classes for which they lack proper curriculum credentials. In the health professions act, it is not expected that a person who has no skill in neurology can conduct an operation.

We were expecting a rigorous and reliable licensure system that should enable educators, policymakers, and other stakeholders to obtain a good overview of the extent to which the teachers have adequate qualifications. Now we even licence trainees. How can people say you are professionals? This demerit the whole process...Beyond that, licensure should have provided a clear and valid indication of the extent to which each teacher's knowledge and background appropriately qualifies him/her to teach courses in specific disciplines and at specific grade levels and levels of difficulty.

In the light of the different approaches to teacher professionalism in scholarly debates, it is obvious that the meanings attributed to teacher professionalism and the status of teaching has a dynamic characteristic. This dynamism stems from the social economic and political state of our country and resulting in the shifting meaning and status of

labelling teachers as professionals. It could be concluded from the discussions that we cannot talk about an agreement on the conceptualization of the merits of the term, given the inadequacies of the law and the non-according of teachers' autonomy.

4.6 Reasons for being satisfied or dissatisfied with the Teaching Council.

Before outlining the reasons for dissatisfaction, an analysis of satisfaction is presented. There were just over half teachers $n = 112$ (55.4%) who were somewhat satisfied, $n = 78$ (38.6%) who were dissatisfied and $n = 12$ (5.8%) who were satisfied. Within the female sample of $N = 117$ $n = 60$ (51.2%) were satisfied, $n = 50$ (42.79%) were dissatisfied and only $n = 7$ (5.9%) were very satisfied. As for the male sample out of $N = 85$, over half $n = 52$ (61.17%) were satisfied, $n = 28$ (23.9%) were dissatisfied and only $n = 5$ (5.8%) were very satisfied (see Table 7).

Table 7 : Cross tabulation gender by satisfaction with the provisions and role the Teaching Profession Act.

	Very satisfied	Somewhat satisfied	Dissatisfied
Male	5	52	28
Female	7	60	50
Total	12	112	78

4.6.1 Theme I: Satisfaction and Dissatisfaction with Provisions of the Act

This section presents data about satisfiers and dissatisfiers relating to rewards and sanctions. Respondents noted that they were satisfied with the Teaching Profession Act as it provided sanctions to erring teachers. They expected unprofessional conduct to be punishable. Others held an opposing belief which made them dissatisfied with the provisions of the Act. In the same vein, most of the teachers who were interviewed were pleased with the provisions of the Act in that it consigned itself with professional matters and not with expected gains among others like opportunity for professional development, accessing monetary grants, promotion of personal interests as a teacher. A few however were dissatisfied as they expected other rewards. Below are selected testimonies of expectations.

Subtheme I: Satisfaction and Dissatisfaction

Below are some areas of satisfaction. Those teachers who were satisfied with the provisions of the Act had a number of things in support and one respondent said:

It was very difficult in the past to deal with misconduct since under the general orders it took long to hear a matter and punish an erring teacher. Now with the express provisions, this is possible and I am happy with the Act.

The provisions in the Act have made conditions of service not to be addressed. This aspect has been received positively by a significant number of teachers. They do not expect a professional body to be embroiled in money matters or even training. This should be reserved for the Union. One teacher in support of the Teaching Profession Act dealing with professional matters had this to say:

I have not been wondering that the Act has no articles looking at conditions of service. This was expected in my case and I am pleased. Otherwise it will be a duplicity of work and professional matters will be forgotten.

Another one emphasised the need to maintain standards and observed as follows

What are unions for? It is their job to see to it that matters of bread are well handled...The Teaching council should be about standards and that is why they have to register us.

While some teachers as noted above made positive views of satisfaction, others were ambivalent and expressed dissatisfaction with the provisions in the Act as well as its omissions.

One teacher lamented at sanctions which were unqualified:

The offences in the Act are just too stiff and have not embraced the frequency as well as severity of the offence. How do you expect to be de registered if you commit an offence like lying to a supervisor that you have administered a test when not? And yet the disciplinary code has no grading of offences...I mean what they could do when one commits the first breech....I am not happy with the unclear sanctions. There is a lot of subjectivism.

One teacher lamented at lack of pecuniary and non-pecuniary expected benefits like money or promotion:

*How can I just be registered and gain nothing only to be punished when I err?
There is no provision for training, promotion and even upgrading in case you
obtain additional qualifications.*

Another emphasized a professional gain as a trade off with registration which attracted money. The teacher was dissatisfied with what she considered registration as a kind of fundraising, as she lamented:

*The Council will not provide any information as there will be no libraries setup
by the Teaching Profession Act. There is also no link between us and Teacher
Unions. What is my money for registration in this case? I just see this as a kind
of fundraising for the government. Imagine even trainees have to be
registered...I wished we could have our own body as it will charge as is the case.*

A number of teachers were unhappy that the State went on to decide under what circumstances or stances one would be a teacher. They were displeased that if they retired, they cannot be on a register and practice privately. Others had the view that they could have allowed teachers to form a professional association like lawyers which has set boundaries of practice. Below are points of dissatisfaction with state regulation as some teachers were quoted as saying:

*We were thinking that this law will allow us to determine what we could do but
alas, we are far from what lawyers do. They set for themselves who is a lawyer
and who is not.*

*We have not attained any professionalisation from this law. We cannot form
professional companies on our own and we shall remain poor. Look at
accountants and lawyers. They all have firms of some sort and the Law
Association encourages and monitors them. What about us? What happens when
we retire?*

4.6.2 Theme II: Satisfaction and Dissatisfaction with Professional Issues

A considerable number of teachers were satisfied with the Teaching Profession Act and claimed that it had raised the bar of professionalism. Some pointed out the fact that registration pointed to a recognition of teachers to have practically grounded expertise, the existence of a code of practice and not ‘sucking’ money from them and getting disinterested with what happens in the classroom. Teachers recognize the existence of a Council and know about such a body. Despite the enactment of the law, the efforts of the Council are not of a high profile with teachers. Teachers, believe that the Council is less concerned with day-to-day life in the school and their economic conditions, and do not have much time to think about there working environment. When they compare with lawyers and doctors, they see them as independent and having autonomy on private practice. For the teacher, the government is in control as it is looking at misconduct and is unconcerned with the working environment. Further teachers lack knowledge of Teaching Council especially its professional roles. While this is the case, some teachers who are satisfied and identify themselves as professionals because of licensure as well by being engaged in civic duties which roles are ascribed to professionals. Below are excerpts of satisfaction and dissatisfaction with professional issues.

Subtheme I: Dissatisfaction with Professional Issues

As one of the respondents had this to say:

If only we could be treated like doctors or lawyers, I would no doubt agree that we are professionals. There is no private practice for teachers in the Act. There is also no independence for us to decide our practice.

In terms of regulation, while we can say that our discipline has moved from occupational professionalism to organisational professionalism as enunciated in the Act, we do not have independent autonomy to one of external control. The government is in control as it is looking at misconduct. From this position, teachers are caught between the insubstantiality of prescribed professionalism and the enacted professionalism. This is not auguring well for us.

One, just like others was dissatisfied with the Council getting unconcerned with the working environment and made the following observation:

I had a belief that the Council will be interested in the quality of service and not only the quality of teachers. I do not see them come to see what I do on a daily basis and how I am working. They just get my money for nothing. I do not see what they do...

Lack of knowledge of teaching Council and its professional roles was one prominent area of discontent. One remarked as follows:

I have been teaching for years. I have never heard of a teaching council. Perhaps in Europe. I do not see anything changing in our profession even with this licensure. I do not like it at all and not a bit especially that they have to deduct money from the source every year.

The indifference with registration is not new in the teaching profession. McPherson and Raab (1988) in their study characterize the early years of the General Teaching Council (GTC) of Scotland as challenging with its authority frequently tested though this is yet to be done in Zambia. The fact that experienced teachers were not automatically registered with the Council distressed the teachers (Forrester, 1996). The cost of being registered was upsetting to teachers as is the case now in Zambia. Teachers in Scotland objected greatly because, what was free in previous years, was now costing a pound. They favoured a self-governing profession but not the cost. Many teachers, who had been teaching for a long time, were concerned about the registration and viewed it as a change in conditions of service and terms of employment (Duncan, 1996).

In addition, there is a total departure in Zambia and teachers are not professionals since the State does not require them to organise and self-regulate for purposes of recruitment and discipline. Teachers according to David (2000) and Barber (1965) as professional practitioners require a high degree of individual autonomy, independence of judgment for effective practice.

Subtheme I: Satisfaction with Professional Issues

Some teachers were looking forward to teaching and now they are satisfied because the council has accorded them the recognition by way of registration. This is

exemplified by the excerpts below of a teacher who had a lot of enthusiasm for the profession:

I wanted to become a teacher even before I joined teaching. I had this thought in me ‘you should teach science at secondary school’...in this way you will be a professional as you will help your pupils. Now I am here and licensed...I have achieved all and the Council has endorsed it.

Some look at citizenship role as a mark of professionalism which is fulfilled by licensure and this is shown below:

I really wanted to become a teacher ...I joined the programme in order to take part in the government efforts of promoting quality education so that young Zambians become fully equipped to be useful citizens. I now have a licence and this was my dream.

However, the sentiments of the two teachers here may not have been mere thought. They are rooted in the desire to be altruistic and fit what a number of theorists have posited about professionalism. David refers to this as providing an important public service. Barber (1965) point at orientation primarily to community interest rather than to individual self-interest.

4.7 Summary of findings

In order to summarise the findings arising from this study, the researcher presents them under each research questions. The first research question which was ‘What rewards do teachers expect will be granted to them as professionals by the Teaching Council?’ the answers are that while the Teaching Profession Act does specify rewards or gains for a teacher when registered, the study shows that majority of the respondents have had no expectations from the provisions of the Act in terms of;

- a) Having opportunities for professional development from the Teaching Profession Act.
- b) Having information from technical libraries setup by the Teaching Profession Act.
- c) Accessing monetary grants from the Teaching Profession Act.
- d) Accessing books from the Teaching Profession Act.
- e) Accessing apparatus from the Teaching Profession Act.

- f) Promoting personal interests as a teacher by Teaching Profession Act.
- g) Promoting personal interests as a teacher by way of collaboration with the Teacher Unions by Teaching Profession Act.
- h) Promoting interests of teachers by way of using fora for communication by the Teaching Profession Act.

The second research question which was “what sanctions do teachers expect as professionals will be applied when a teacher as a professional is deviant by the Teaching Council?” the answers are that as provided for in section 9 of Part III of the Act, out of six sanctions, teachers are expected to be sanctioned in four ways and these are:

- a) Cancelling the practicing certificate by virtue of imprisonment by Teaching Profession Act.
- b) Cancelling the practicing certificate by virtue of obtaining the practicing certificate through fraud by Teaching Profession Act.
- c) Removing teachers from the register by virtue of any misconduct by Teaching Profession Act.
- d) Suspending the practicing certificate by virtue of any misconduct by Teaching Profession Act.

However, out of the six sanctions, majority of them do not expect cancellation of the practicing certificate by virtue of being an undischarged bankrupt and cancelling the practicing certificate by virtue of any professional misconduct by Teaching Profession Act by as stated in the Teaching Profession Act.

The third research question which was “In the Teaching Profession Act, what merits teachers as professionals?” The answer is that teachers considered themselves as professionals because the Council recognised the teaching qualifications, they got from training institutions, the license teachers were awarded after registration and they further affirmed that the maintenance of a licence was an indicator of professionalism.

The fourth research question which was “why are teachers satisfied or dissatisfied with the Act?” The answer is that there were more teachers $n = 105$ (51.9%) who were very satisfied and satisfied as compared with those $n = 97$ (48.1%) who were somewhat satisfied. The reasons for satisfaction and dissatisfaction were mainly of

two types and these are related to the provisions of the Act and professional issues. In some instances, there agreements and disagreements on similar thematic issues.

The fifth research question was “Why are teachers satisfied or dissatisfied with the Teaching Professions Act as well as matters incidental to professionalism?” Teachers were more dissatisfied with the teaching council than those who were satisfied. Teachers were only satisfied with licensure and noted the Teaching Profession Act raising the bar of professionalism. Teachers who were dissatisfied pointed at the following:

- 1) The efforts of the Council are not of a high profile with teachers.
- 2) Teachers, believe that the Council is less concerned with day-to-day life in the school and their economic conditions, and do not have much time to think about their working environment.
- 3) When they compare with lawyers and doctors, they see them as independent and having autonomy on private practice.
- 4) Further teachers lack knowledge of Teaching Council especially its professional roles.

CHAPTER FIVE: DISCUSSION

5.1 Overview

The purpose of the study was to test abductively, based on verbal accounts among teachers the discrepancy theory formation of satisfaction, and to make recommendations on promoting a self – regulating professional association, like the Law Association of Zambia, and Health Professions Council of Zambia. The data was analysed using schemas.

The Functionalist Point of View

The researcher has opted to interpret the findings from a functionalist point of view. The researcher uses three schema as guides to render interpretations as will be discussed later. The functionalist paradigm has been chosen to structure the discussion of the findings because it helps to outline how dysfunctional and functional structures can be in society. In its overall approach it seeks to provide essentially rational explanations of social affairs about regulating professionals from either the State or autonomic point of view. The functionalist perspective is highly pragmatic in orientation, concerned with understanding society in a way which generates knowledge that could be put to use. It is often problem-orientated in approach, concerned to provide practical solutions to practical problems.

Schema will be used to make a critical appraisal. A schema in essence describes a pattern of thought or behaviour that organizes categories of information and the relationships among them. The schema that will be used within the functionalist point of view is based on theories of professions, the discrepancy theory of satisfaction, legislative conundrums, and lived experiences of teachers. The four schema are presented below to render meaning to the findings.

The first schema stems from the legislative conundrum. To begin with there is confusion in the legislative conundrum. A review of the primary shows that the word profession is not used in any context at all except that it appears only in the title. The word professional is used nine times in the Statutory Instrument No. I of 2018 when the so-called code of ethics was passed. The word professionalism appears three times. At no time are the two words defined and not even in the preliminary provisions. This

is the beginning of confusion of the profession of teaching and the apparent none rewarding of teachers. One would make an inference then that the licensure is only an instrument of government control; to punish under the guise of granting teacher's professional status (when not) and a money-making venture. It is five years since the Act was passed and teachers have not seen any light of expected benefits or rewards in terms of:

- a) Having opportunities for professional development from the Teaching Profession Act,
- b) Obtaining information from technical libraries setup by the Teaching Profession Act,
- c) Accessing monetary grants from the Teaching Profession Act,
- d) Accessing books from the Teaching Profession Act,
- e) Accessing apparatus from the Teaching Profession Act,
- f) Promoting personal interests as a teacher by Teaching Profession Act,
- g) Promoting personal interests as a teacher by way of collaboration with the Teacher Unions by Teaching Profession Act and;
- h) Promoting my interest as a teacher by way of using fora for communication by Teaching Profession Act.

It is for these reasons that rendered the responses ranging from very least expectations any expected benefits, least expect benefits to I do not expect any benefits from the above statutory stipulated rewards.

It is very definite that the expected benefits will not be realised because this requires systems and resources which the Teaching Council through government grants is not able to undertake. What is very definite and this is expected is to punish teachers as provided for in the code of ethics. Punishment is very likely to be an activity by the Council than rewarding as it is more critical rewarding teaching since it is an affront to society and does not require the establishment of systems and use of resources. In fact, there are more questions than answers concerning the teaching profession as was shown in the interviews. There are individuals who are questioning whether teaching in Zambia is really a profession. This worry is based on the existing practices as described by both the Teaching Profession Act and the lived experiences on one hand

and the social constructions of teachers on the other hand who were enrolled in this study.

The idea of a 'regulated' profession is not a precise one in Zambia. Teachers have not been granted full status of professionalism as compared to engineers and the medical and the legal professions in Zambia. Take for instance private practice which is a reward that goes with being accorded professional status. This aspect goes with professional gain and autonomy for the other three professions and no teacher is rewarded with non-private practice allowance which allowance matches the concept autonomy in professionalism. This brings in the distinction which is sometimes drawn between professions that are self-regulating, i.e. where members voluntarily join an association that has some form of entry-gate, qualified status, code of practice and means of expulsion for malpractice (like the law Association of Zambia) and those that are regulated by law like teachers.

However, it is very clear that teachers in Zambia, looking at the many demerits from the accounts and levels of dissatisfactions may not merit to be called professionals. This is made worse by as they do not have all of their customary activities protected by law because there is direct state involvement in regulation. Regulation (voluntary or statutory) is not carried out by a unitary professional association. The Teaching Council is the regulator or registration body that works in conformity with the dictates of the government and not those of teachers as there is no voluntary membership. Teachers in Zambia cannot have a professional status because the regulatory or registration body has all members on the Board appointed by the minister and the Council is not self-regulating so as to have teachers being board members and constituted by teachers themselves.

The fact too that teachers who had particular trades to ply (science teachers or special education teachers) have not been registered on a class to distinguish them from generalists, renders professionalism of teachers in Zambia of no consequence. The lack of operationalising a 'reserved function' by a class of persons which normally is created by a statute that defines both an area of work and who (in terms of qualification or licensing) can carry it out as well as rights and privileges is still missing (see section 9 of Part III). However, there is some recognition though not a significant one. The Act reserves only the title of a teacher and this has to be used with a legal restriction -

a ‘reserved title’ which can only be used not by an appropriately-qualified person from a training institution as long as they remain unlicensed (see section 28 of Part III).

These arguments fit the neo-Weberianism argument. Freidson (1970), for instance, in comparing pharmacy and optometry in the United States, found that members of these occupational groups had similar training and specialisation, but different legal diagnostic and prescription powers. However, if this suggests that the process of professionalisation which the Act ought to have followed could have had considerations for differential socio-political dimensions the fact that not all learned teacher categories necessarily are professions (Sachs 2011).

Theoretical view of theories of professions

The second schema is from the theoretical of view of theories of professions. One would make the following inferences. The researcher discusses the findings from two broad variants using the taxonomic approach. The first involves the use of variables from trait writers like Wilensky (1964). Using his list of professional attributes – alongside other characteristics such as codes of ethics independently conceived by members of a profession, altruism and educational credentials one would infer that teachers are based on some attributes professionals and in other instances not. If we look at altruism, or the ‘service’ orientation towards the community and not for personal gain, the Act has controlled teachers from being bulwarks against threats to community oppression by way of licensing private institutions. In this way, teachers are made to be professionals and in David’s words (2000) “‘professions provide an important public service’.... or Barber’s words (1965) “‘orientation primarily to community interest rather than to individual self-interest.

One could also argue that even though the Act does not accord professional status to teachers, they are in essence professionals since anyone who has teaching credentials from a learning institution is assumed to have competencies guaranteed by having been trained and the person ends up having credentials which are a requisite to licensing (see section 10 of Part III). This was the premise that Greenwood (1957) used to define a profession - preparation for practice which was intellectual.

The qualification of teachers in the teaching fraternity at one time were just any person who could teach whether or not there is a teacher available to teach does not arise any more in Zambia. Professionalism is now about teachers in classrooms who ought to have sufficient skill and knowledge to enable their students to achieve the level of competency that the employer intends for them to have.

Teachers are, and have always been, the primary locus of schooling systems around the world. Being the single most important element of the education system, the quality of a country's teachers is intimately related with the quality of its education system. While this is accepted at face value by most societies, there is also considerable research to support this claim. For example, a report by the OECD (2005, p. 2) concludes that, second only to student background factors (which are largely beyond the control of education policy), "factors to do with teachers and teaching are the most important influences on student learning. In particular, the broad consensus is that 'teacher quality' is the single most important school variable influencing student achievement." Similarly, a popular McKinsey & Company study finds that "The available evidence suggests that the main driver of the variation in student learning at school is the quality of the teachers" (Barber & Mourshed, 2007, p. 12), and thus that "the quality of an education system cannot exceed the quality of its teachers" (p. 41). We can on the other hand posit that teachers are not professionals from a theoretical point of view when we look at the development and application of professional codes of ethics.

Theorists like David, Millerson and Barber would prefer that professionals determined their ethical conduct and destiny rather than the state. This is not the case in Zambia because the code of Ethics in Teaching Profession Act was cleaved by non-members of the teaching profession. These theorists argue that professionalism represents a distinctive form of decentralized occupational control and regulation which constitutes an important component of civil society. Professions create and maintain distinct professional values or moral obligations (e.g. codes of ethics), which restrain excessive competition by encouraging cooperation as well as practitioner pride and satisfaction in work performance – a form of individualized self-regulation (Freidson 2001).

If we examined the neo-Weberian thinking of professionalism, one would note that by virtue of the fact that the state has regulated teaching, teachers are not professionals. Contrary to the neo-Weberian thinking which is centred on the tenet that occupational groups gain and/or maintain professional standing based on the creation of legal boundaries that mark out the position of specific occupational groups, it is the State which has done so. As a result, teachers have not attained professionalisation. They have not attained a particular form of formal legal regulation with registering teachers and exclude outsiders. This has denied teachers improved life chances for members of professional groups in the wider society – not least in terms of enhanced income, status and power (Saks, 2003 a, b, c).

Despite the passing of this Act and based on the sentiments from the teachers, the Council does not have a high profile with teachers. Teachers, are more concerned with day-to-day life in the school and their economic conditions, and do not have much time to think about educational policies. Looking at the sanctions and rewards profile, many are not aware of what the Council does because its roles do not affect them directly in the classroom on a daily basis and not even in their social economic or professional lives.

The discrepancy theory of satisfaction and the lived experiences of teachers

The third and fourth schemas are combined and are based on the discrepancy theory of satisfaction and the lived experiences of teachers. This section as such is addressing the overarching question that provided the aim of the study (see the fifth research question). The researcher has demonstrated the Discrepancy Theory Formation of Satisfaction regarding professionalism, rewards, and sanctions as provided for in the Teaching Professional Act based on verbal accounts among teachers. For those teachers who scored that they were very satisfied $n = 12$, somewhat satisfied $n = 112$ and dissatisfied $n = 78$, one would infer based on the Discrepancy Theory Formation of Satisfaction, in a very broad sense, that for satisfaction, it may be considered the fulfilment of a need or want and dissatisfaction the opposite (Merriam-Webster's Online Dictionary, 2010).

The basis of satisfaction and dissatisfaction that was seen in this study shows a discrepancy and correspondence to the exposure or expectations. The teachers

compared what was prevailing or what was ideal to what was happening or would happen. As for the questionnaire, the teachers were subjected to what the provisions of the Act stated as requirements the selected anchor of comparison. Interviews brought in some dimensions outside the provision of the Act which bordered on professionalism.

Satisfaction was assessed through a number of statutory provisions even though they were not met (merely putting them on paper). As for the somewhat and dissatisfied teachers as shown in the tables of descriptive and narrative accounts, the failure to clearly spell out the sanctions (for minor and gross misconduct) and failure to meet the stated rewards created undesirable attitudes towards the Teaching Profession Act and the Teaching Council as it indicated failure to the extent that it led to non-fulfilment of the expected or sought-after intentions and behaviours (Fishbein and Ajzen 2010). The State has not built systems in the Teaching Council with desirable traits that could lead to users, determine ways to incorporate service concepts into the products (see sections 6 (1) of Part II of the Act and sections 10 and 14 of Part III of the Act) to achieve satisfaction with the quality of service and organization, and to increase the gains of potential customers. The failure to build systems has been shown in a number of service organisations (see Venkatesh and Davis, 2000; DeLone and McLean, 2003). However, there are no studies to refer to that have looked at professional groups like this study to compare with.

This study has demonstrated that expectation-reality gap is applicable to assess discrepancy and satisfaction. Here, satisfaction is regarded as function of the perceived gap between what one actually has (achieved state of nature) and what one wants to have (anchor as a goal). Positive disconfirmation (performance of the Council > expectation) is likely to result in satisfaction; on the other hand, negative disconfirmation (performance of the Council < expectation) results in dissatisfaction argues Oliver (1981). These positions could be exemplified by the following excerpts.

In the domain of satisfaction

An important satisfaction variable for most of the teachers interviewed is the opportunity to contribute to the society through making a difference in young people's development. This seems to be an area from which teachers appear to derive a sense

of important value and worth. This is their status in, and contribution to, the communities in which they teach and to the wider society.

Often these statements came in response to the question “What is the most satisfying experiences and expectations in being a teacher?” but they emerged elsewhere in the interviews as well. It is also interesting to note that several teachers spoke about the powerful feeling of love in teaching and its impact on their work. These findings confirm the results of (Cockburn, 2000), which show that the satisfaction of working with children, forming relationships with them, having the opportunity to contribute to the growth and achievement of young individuals, may be common internationally, regardless of country context.

As two teachers had this to say:

I wanted to become a teacher even before I joined teaching. I had this thought in me ‘you should teach science at secondary school’ ...in this way you will be a professional as you will help your pupils. Now I am here and licensed...I have achieved all and the Council has endorsed it.

I really wanted to become a teacher ...I joined the programme in order to take part in the government efforts of promoting quality education so that young Zambians become fully equipped to be useful citizens. I now have a licence and this was my dream.

In the domain of dissatisfaction

One of the complex problems in the work environment of the teacher is the physical working conditions and the lack of physical facilities she or he has to cope with every day, especially subjects such as science and technology. Other problems in the work environment are related to factors within the work itself (van Houtte, 2006).

As two teachers emphatically puts it:

I had a belief that the Council will be interested in the quality of service and not only the quality of teachers. I do not see them come to see what I do on a daily basis and how I am working. They just get my money for nothing. I do not see what they do...

I have been teaching for years. I have never heard of a teaching council...punishing its members without a well-structured disciplinary code... You just cancel registration like that even for minor offences like late coming.

It is evident from the schema that the Teaching Council has not defined teaching as a profession but appears to have employed the taxonomic approach when registering teachers (not as professionals) for the sake of limiting employability and to punish for misconduct. It has taken an indirect approach to according teachers professional status. It has used the approach used by trait writers who generated, have used characteristics such as codes of ethics (which was originally missing in the Teaching Profession Act until 2018 when the Statutory Instrument was signed). It is evident from the Act that professionalism as espoused by Wilensky, David, Millerson and Barber have been ignored. It could have been partially accepted if the framers of the law had followed Wilensky's trait model had the Teaching Profession Act considered creating categories of teachers by subject professionalisation or created registers based on level of knowledge (for example, Greenwood, 1957; Goode, 1960 and Barber, 1963).

Specifically, this could be valid in the Zambian context where the teaching fraternity is complex (bachelors, masters training and expertise of great importance -trade linked bachelors or masters like special education). Herein for the functionalists lies the functionality of knowledge and expertise which aspect has been ignored by the Teaching Profession Act and the more reason for teachers pointing out their areas of dissatisfaction.

5.2 Summary

From the empirical works in this chapter, teachers were more dissatisfied with the teaching council than those who were satisfied. Teachers were only satisfied with one expectation which is licensure and noted the Act as raising the bar of professionalism. They were dissatisfied with the Council being less concerned with day-to-day life in the school and their economic conditions, the Council not having much time to think about their working environment, teachers were not comparable with lawyers and doctors whom they saw as independent and having autonomy on private practice.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The evidence of the research was presented and discussed in the previous chapter. In this chapter a conclusion, and promotion of an effective and visible Teaching Council of Zambia are recommended. In so doing the reflections of the challenges from the empirical work are done in the light of the literature reviewed on professions and professional councils, professionalism, and different perspectives on teacher professionalism. The discussion is guided by research question five of this study which states as follows: Why are teachers satisfied or dissatisfied with the Teaching Professions Act as well as matters incidental to professionalism?

6.2 Conclusion

The purpose of the study was to test abductively the Discrepancy Theory Formation of Satisfaction regarding professionalism, rewards, and sanctions as provided for in the Teaching Professional Act based on verbal accounts among teachers in Kitwe district. This study involved a sample of 250 respondents selected using simple random sampling and Maximum Variation Sample (MVS). The study was informed by a mixed method where interviews and a self-administered questionnaire were used as data collection methods. Both qualitative and quantitative data analysis methods were used.

It is evident from this theory that there was a discrepancy in terms of expectations. Teachers were more dissatisfied with the teaching council than those who were satisfied. Teachers were only satisfied with one expectation which is licensure and noted the Act as raising the bar of professionalism. They were dissatisfied with the efforts of the Council which were not of a high profile with teachers, the Council being less concerned with day-to-day life in the school and their economic conditions, the Council not having much time to think about their working environment, teachers were not comparable with lawyers and doctors whom they saw as independent and having autonomy on private practice. Further teachers were dissatisfied with the lack of knowledge of the Teaching Council especially its professional roles.

In the light of the findings, the quantitative data and the meanings attributed to teacher professionalism and the status of teaching drawn from the interviews have a dynamic characteristic. This dynamism stems from the political and social cultural changes and results in the shifting meaning and status of the teaching profession in a historical context where the country has moved embracing untrained teachers to trained teachers among whom some are generalists and others are specialists. From the assessment of the teachers' expectations the levels of satisfaction, the expectations of service delivery by the Council and the conceptualisation of the term professionalism or professional show a discrepancy. It is probably best in future studies to see the different positions about teacher professionalism and satisfaction at a national scale as competing versions of teacher professionalism rather than seeing any one as fitting an essentialist definition of professionalism by a legal prescription which is rather fluid.

6.3 Recommendations

There are indeed limitations when studies are not generalizable to make far reaching recommendations. The Teaching Council could consider some action points following the outcomes of the interviews by focussing on the following areas:

- 1) The Council should apply more effort to make its mandate more visible and understood by teachers' especially professional roles. In this way the Council's efforts would be taken as of a high profile with teachers.
- 2) The Council should in the future show extra concern with day-to-day life in the schools especially professional matters relating with the working environment.
- 3) There is great need to put teachers on the same footing with other high valued professionals for example, the Law Association of Zambia and Health Professions Council of Zambia in making teaching a more attractive profession.

6.4 Recommendations for Further Research

Since this study limited itself on Teacher satisfaction with the Teaching Professions Act with public primary and secondary schools, the following therefore are recommendations for further research:

- 1) There is need to undertake a national survey which should test the discrepancy theory of satisfaction among teachers in both public, private primary and secondary schools in Zambia. This would help to provide a wider and general picture.
- 2) Secondly, it is recommended that a similar study be conducted to examine the situation among teachers in private primary and secondary schools in Zambia.

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APPENDICES

Appendix I: Letter of Introduction from UNZA



THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 12th SEPTEMBER, 2017.

TO WHOM IT MAY CONCERN

Dear Sir/Madam

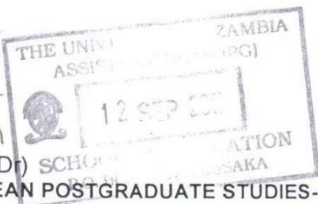
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. Mofya Aaron Kalumbwa Computer number 20161A5409 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully


Emmy Mbozi (Dr) 
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS



Appendix II Letter of Introduction from MoE

All correspondence should be addressed to the
District Education Board Secretary

Tel/Fax: +260 212 228 381



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
KITWE DISTRICT EDUCATION BOARD

Office of the District Education Board Secretary
P.O. Box 20560
Kitwe - Zambia

In reply please quote

No.:

26th April, 2018.

The Headteacher

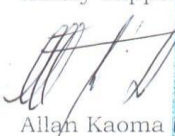
.....School
KITWE

RE: INTRODUCING : MR MOFYA ARAM KALUMBUWA
(MASTERS STUDENT): UNZA (SCHOOL OF EDUCATION)

The bearer of this letter is a duly registered student at the University of
Zambia, School of Education.

He is there to undertake a fieldwork component of his course.

Kindly support him accordingly.


Allan Kaoma (Mr)
District Education Board Secretary
KITWE DISTRICT



Appendix III: Consent Form



HSSREC FORM 1a

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Telephone: +260-211-290258/293937

P O Box 32379

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Lusaka, Zambia

E-mail drgs@unza.zm

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

PARTICIPANT INFORMATION SHEET & CONSENT FORMS

(This template is for research interventions that use questionnaires, in-depth interviews or focus group discussions)

[Informed Consent Form for Teachers in both Secondary and Primary schools of Kitwe District_____]

This informed consent form is for both Primary School Teachers and Secondary School Teachers who are teaching in Kitwe District and who I am inviting to participate in the research titled, “Teacher Satisfaction with the Teaching Professions Act: Applying Discrepancy Theory Formation of Satisfaction”

[Name of Principle Investigator]

Aram Mofya

[Name of Organization]

The University of Zambia

[Name of Sponsor]

Self

[Name of Project and Version]

Teacher Satisfaction with the Teaching Professions Act: Applying Discrepancy Theory Formation of Satisfaction

This Informed Consent Form has two parts:

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction

I am Aram Mofya, a postgraduate student pursuing a Master Degree in Sociology of Education at the University of Zambia. I am conducting a research on Teacher Satisfaction with the Teaching Professions Act: Applying Discrepancy Theory Formation of Satisfaction. I am going to give you information and ask you if you can participate in this study. You do not have to decide today whether or not you will participate in the study. Before you make a decision, you can talk to anyone you feel comfortable with about the research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain.

Purpose of the research

The purpose of the study is to test abductively based on verbal accounts among teachers the Discrepancy Theory Formation of Satisfaction regarding the provisions of Professionalism as provided for in the Teaching Professional Act, among Primary and Secondary Schools in Kitwe.

Type of Research Intervention

This research will involve answering questions in a self-questionnaire and in-depth interview which will take 45 to 60min.

Participant Selection

You are being invited to take part in this research because we feel your capability as a teacher can contribute to our understanding, knowledge, and working culture of the Teaching Council of Zambia.

- *Do you know why we are asking you to take part in this study?*
- *Do you know what the study is about?*

Voluntary Participation

Your participation in this research is voluntary. It is your choice to participate or not. If you choose not to participate, the way you are treated at this school will not change in any way.

- *If you decide not to take part in this research study, do you know what your options are?*
- *Do you know that you do not have to take part in this research study, if you do not wish to?*
- *Do you have any questions?*

Procedures

A. Brief Description of the study procedure.

We are inviting you to take part in this research project. If you accept, you will be asked to answer a self-administered questionnaire which I am going to distribute. You may answer the task items yourself. You may also ask if need more explanation on some questions. The answers you provide will be regarded as confidential, meaning no one else will see them. Your name will not be written on the form but only a number will be used to identify you.

B. Type of Questions to be Expected

The self-administered will have questions on the rewards, sanctions, as provided for in the Professions Act, and in-depth interview on satisfaction, and dissatisfaction of teachers with the Teaching Council of Zambia.

Duration

Answering the self-administered questionnaire may take a day or more and the interview may take about 45 minutes but could be extended 60 minutes.

- *_If you decide to take part in the study, do you know how much time will the interview take?*
- *Where will it take place?*

Risks

There are no risks, as the entire project is for academic purpose. The information provided will be kept confidential. You don't have to take part in the study if you feel not comfortable.

Benefits

There will be no direct benefits to you, but your participation is going to help us find out more about the satisfaction, and dissatisfaction levels of teachers with the Teaching Council of Zambia. This may help the Teaching Council to become autonomy.

Reimbursements

There are no incentives to take part in this research.

- *_Can you tell me if you have understood correctly the benefits that you will have if you take part in the study?*

Confidentiality

The research being done may draw the attention and if you participate you may be asked questions by other teachers in school, the information will be kept confidentially.

- *Did you understand the procedures that I will be using to make sure that any information that I collect about you will remain confidential?*

Sharing the Results

The research findings will be shared more broadly, for example through publications and conferences and no names will be mentioned because we are not getting your names.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect the way you are treated at the school or district level.

Who to Contact

Provide the name and contact information of someone who is involved, informed and accessible - a local person who can actually be contacted. State also the name (and contact details) of the local IRB that has approved the proposal. State also that the proposal has also been approved by the WHO ERC.

If you have any questions, you can ask me now or later. If you wish to ask questions later, you may contact the local IRB that has approved the proposal.

Name_____

telephone_____

Email_____Address_____

This proposal has been reviewed and approved by [name of the local IRB], which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the IRB, contact [name, address, telephone number.]). It has also been reviewed by the Ethics Review Committee of the World Health Organization (WHO), which is funding/sponsoring/supporting the study.

- *Do you know that you do not have to take part in this study if you do not wish to?*
- *You can say No if you wish to?*
- *Do you know that you can ask me questions later, if you wish to?*
- *Do you know that I have given the contact details of the person who can give you more information about the study?*
- *You can ask me any more questions about any part of the research study, if you wish to*
- *Do you have any questions?*

Part II: Certificate of Consent

I have been invited to participate in research about Teacher Satisfaction with the Teaching Professions Act: Applying Discrepancy Theory Formation of Satisfaction.

(This section is mandatory)

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study/ to allow my child take part in this study.

Print Name of Parent_____ **Signature**_____ **Date**_____

Print Name of Participant_____

Signature of Participant _____

Date _____

Day/month/year

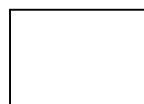
If illiterate

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness_____

Thumb print of participant

Signature of witness _____



Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant/ Parents of participants and to the best of my ability made sure that the participant understands that the following will be done:

- 1. Information will be kept confidential**
- 2. Anonymity will be guaranteed**
- 3. Risks will be taken care of**

I confirm that the participant/ parent of the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant and the parent of the participant

Print Name of Researcher/person taking the consent_____

Signature of Researcher /person taking the consent_____

Date _____

Day/month/year

Appendix IV: Ethical Forms



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

Approval of Study

11th October, 2018

REF. No. HSSREC: 2018-HSSREC-2018-JUN-022

Dear Mr. Mofya Aram,

RE: "DETERMINING TEACHER SATISFACTION WITH THE TEACHING PROFESSION ACT (TPA): APPLYING THE DISCREPANCY THEORY"

The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB resolved to **approve** this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited Review	Approval No. HSSREC: 2018-JUN-022
Approval and Expiry Date	Approval Date: 8 th August, 2018	Expiry Date: 7 th August, 2019
Protocol Version and Date	Version-Nil	8 th August, 2018
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

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Excellence in Teaching, Research and Community Service

Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at www.who.int/rpc/research_ethics/informed_consent/en/. REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

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

Yours sincerely,



Dr. Jason Mwanza

BA, MSoc, Sc., PhD

CHAIRPERSON

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

Cc Director – Directorate of Research and Graduate Studies
 The Vice Chairperson – Humanities and Social Sciences Research Ethics Committee
 Assistant Director (Research) – Directorate of Research and Graduate Studies
 Assistant Registrar (Research) – Directorate of Research and Graduate Studies
 Senior Administrative Officer (Research) - Directorate of Research and Graduate Studies

Appendix V: Survey Questionnaire

Gender	Male	Female
Age interval		
a) 21 to 30		
b) 31 to 40		
c) 41 to 50		
d) Over 50		
Age		
Years in service		
Qualification		
a) Certificate		
b) Diploma		
c) Degree		

Registration status

At the time of registration, I knew that I was being placed on a register of

a) Certificate,	
b) Diploma,	
c) Degree holder.	

Benefits as expectations

Teachers may have particular expectations from the provisions of the Teaching Profession Act which the Teaching Profession Act ought to offer to licensed teachers. Indicate the level of expectation for each statement below as follows: 1 for I do not expect this benefit, 2 for I least expect this benefit, 3 for I somewhat expect this benefit, 4 for I expect this benefit and 5 I expect of this benefit

Opportunity for professional development from the Teaching Profession Act	
Information from technical libraries setup by the Teaching Profession Act	
Accessing monetary grants from the Teaching Profession Act	
Accessing books from the Teaching Profession Act	
Accessing apparatus from the Teaching Profession Act	
Promoting my personal interests as a teacher by Teaching Profession Act	
Promoting my personal interests as a teacher by way of collaboration with the Teacher Unions by Teaching Profession Act	
Promoting my interest as a teacher by way of using fora for communication by Teaching Profession Act	

Sanctions as expectations

Teachers may have particular expectations from the provisions of the Teaching Profession Act which the Teaching Profession Act ought to do. Indicate the level of expectation for each statement below as follows: 1 for I do not expect this sanction, 2

for 1 I least expect this sanction, 3 for I somewhat expect this sanction, 4 for I expect this sanction and 5 I much expect this sanction.

a) Suspending the practicing certificate by virtue of any misconduct by Teaching Profession Act	
b) Cancelling the practicing certificate by virtue of an professional misconduct by Teaching Profession Act	
c) Cancelling the practicing certificate by virtue of imprisonment by Teaching Profession Act	
d) Cancelling the practicing certificate by virtue of being an undischarged bankrupt by Teaching Profession Act	
e) Cancelling the practicing certificate by virtue of obtaining the practicing certificate through fraud by Teaching Profession Act	
f) Removing teachers from the register by virtue of any misconduct by Teaching Profession Act	

Satisfaction with the Teaching Profession Act

Looking at the provisions and roles of the TCZ or what has been done from the time you were registered, generally, you are:

a) Very satisfied	
b) Satisfied	
c) Somewhat satisfied	
d) Dissatisfied	
e) Very dissatisfied	

Appendix VI: Interview schedule

- 1) Please tell me something about yourself.
- 2) When you look at the Teaching Profession Act, please describe for me what merits teachers as professionals?
 - a) Probe for the theories of the professions further
- 1) As a teacher, you may be satisfied or dissatisfied with the Teaching Professions Act as well as matters incidental to professionalism.
- 2) Please tell me about your experiences or expectations of the Act. Probe for satisfaction and dissatisfaction?
- 3) What would you say about teachers and professionalism?

Appendix VII: Samples of Classical Studies on selected variables

Rewards Teachers Get from Professional Councils

Author	Article	Rewards
Philippines Teaching Council	Code of Ethics for Professional Teachers	Employers
Owen Harvey-Beavis	Performance-Based Rewards for Teachers: A Literature Review	rewards or sanctions teachers based upon some form of performance evaluation (Chamberlin, et al, 2002). increased holiday time and professional development courses and Merit-Pay. Done by employer and teaching Council.
Felipe Barrera-Osorio, Dhushyanth Raju.	Teacher performance pay: Experimental evidence from Pakistan	

Sanctions Teachers Get from Professional Councils

Author	Article	Sanctions
Owen Harvey-Beavis	Performance-Based Rewards for Teachers: A Literature Review	rewards or sanctions teachers based upon some form of performance evaluation (Chamberlin, et al, 2002). increased holiday time and professional development courses and Merit-Pay. Done by employer and teaching Council
General Teaching Council for England Disciplinary Procedures	Guidance for Teachers Subject to The Council's Disciplinary Procedures	Employers and GTC
Philippines Teaching Council	Code of Ethics for Professional Teachers	TC

Levels of Satisfaction of Teachers and Teaching Councils

Article	Article	Satisfaction
Festinger 1942; 1954.	Discrepancy Theory Models of Satisfaction in Is Research	Satisfaction is generally considered the difference between what is expected or desired compared to what is actually experienced across a number of disciplines

Theories Used and Evidence of Satisfaction in Satisfaction Studies

Author	Article	
Porter and Lawler 1968	Discrepancy Theory Models of Satisfaction in Is Research	Our focus is on job satisfaction, where job satisfaction is a function of “the extent to which rewards actually received meet the perceived equitable level of rewards”.

Research Designs Used in Satisfaction Studies

Author	Article	Research Design
Jiang and Klein (1999-2000).	Discrepancy Theory Models of Satisfaction in Is Research.	In employee-satisfaction discrepancy theory, researchers adopted a goal-achievement gap premise and suggested that an individual employee's satisfaction is a function of the perceived gap between what one actually has and what one wants to have.