



An Enquiry Into Factors Leading To Migration Of Primary School Teachers To Secondary Schools: A Case Study Of Three Selected Government Primary Schools In Kasama District Of Northern Province Of Zambia

Ruth Mutambo

DMI-ST. EUGENE UNIVERSITY

Abstract- The massive migration of primary school teachers to secondary schools poses a significant challenge in Kasama District, affecting the quality of education delivery at the primary level. This research aims to investigate the factors influencing this migration phenomenon or trend. The research study basically employs a mixed-methods approach, including surveys and interviews with primary school teachers who have migrated to secondary schools in Kasama District. Data analysis reveals several key factors contributing to this migration trend. Results indicate that one of the primary reasons for the migration of primary school teachers to secondary schools is the desire for career advancement and professional growth. Many teachers perceive secondary schools as offering better career prospects and opportunities for professional development.

Additionally, the lack of adequate resources and infrastructure in primary schools is identified as a significant factor driving teachers to seek employment in secondary schools. Issues such as limited teaching materials, overcrowded classrooms, and inadequate facilities create a challenging work environment for primary school teachers, prompting them to seek better working conditions elsewhere. Moreover, socio-economic factors play a crucial role in the migration of primary school teachers to secondary schools. Higher salaries and better benefits offered in secondary schools serve as strong incentives for teachers to make the transition, seeking improved financial stability and job security.

Furthermore, the perceived prestige associated with teaching in secondary schools also influences teachers' decisions to migrate. Secondary school teaching is often viewed as more prestigious and socially valued compared to primary school teaching, leading teachers to pursue opportunities in secondary education. Preliminary findings of this research shed light on the multifaceted factors that contribute to the migration of primary school teachers to secondary schools in Kasama District. Addressing these factors requires a holistic approach that addresses both the professional and socio-economic needs of teachers in primary schools to mitigate the challenges associated with teacher migration and ensure the quality of education at the primary level:

Moreover, the target population will be 120 respondents a sample size will be 50 characterized by: 30 pupils, 10 teachers, 10 parents, and 5 head teachers, and their 5 deputies will be drawn from the three sampled public primary schools in Kasama District of Northern Province. Data will be collected using questionnaires and semi-structured interview guides. Questionnaires will be administered to pupils, teachers,



and parents, while interview guides will be used to obtain data from head teachers and their deputies.

Descriptive statistics involving frequencies and percentages will be used to analyze quantitative data, while data from interviews will be analyzed by grouping the emerging themes. The government primary schools under exploration including: Mubanga Chipoya, Milungu and Chiba. The research study by classification will consist of five chapters. Chapter one provides the introduction of the research problem, background of the problem, objective of the study, research questions and the significance of the study. Chapter two provides literature review. Chapter three gives research methodology and chapter four offers the research finding. Chapter five provides the conclusion and recommendations.

Index Terms- Southern Gothic Elements, Ethical Literary Criticism, Goodness, and Moral Literary Criticism.

I. Introduction

The migration of primary school teachers to secondary school has been a growing concern in the education sector. This phenomenon has implications for both primary and secondary education, as well as for the overall quality of teaching and learning. Understanding the factors that contribute to this migration is crucial for developing effective policies and strategies to address the issue. This research aims to thoroughly investigate the factors leading to the migration of primary school teachers to secondary school, with the goal of providing insights that can inform decision-making and support the retention of qualified teachers in primary education.

This chapter, therefore, includes background of the problem, statement of the problem, purpose, and the general and specific objectives of the study. It also brings to light the research questions, significance, delimitation, and limitations of the study. Prior to the conclusion, the chapter provides a cursory glance at operational definition of key terms, abbreviations, and/or acronyms.

Statement of the problem

The migration of primary school teachers to secondary schools has become a concerning trend in the education sector, Kasama District, in particular. This phenomenon poses significant challenges to both primary and secondary systems, as it disrupts the stability and continuity of the teaching workforce. Therefore, it is crucial to understand the factors that contribute to the migration of primary school teachers to secondary schools in order to develop effective strategies to address this issue.

Despite the stable of a teaching workforce in primary education, there is a growing trend of primary school teachers migrating to secondary schools. This migration poses several challenges, including a shortage of qualified primary school teachers, increased workload on existing teachers, and potential negative impacts on the quality



of education in both primary and secondary schools. Therefore, it is essential to investigate the factors leading to this migration phenomenon to develop targeted interventions and strategies that can mitigate the migration of primary school teachers to secondary schools.

By understanding the underlying factors and motivations behind this migration, educational policymakers, institutions, and stakeholders can work towards the issue effectively and efficiently. This research aims to explore and analyze these factors to provide valuable insights for the development of evidence-based strategies and interventions that can retain primary school teachers and ensure a stable and competent teaching workforce in primary education.

Purpose of the study

The purpose of this study is to understand why primary school teachers choose to migrate to secondary schools, and to identify the factors that influence their decision-making process. By investigating this issue, we can gain valuable insights into the motivations, challenges, and potential benefits associated with such migration.

The findings of this study could have several implications. Firstly, it can highlight any systemic issues or discrepancies that make secondary schools more attractive to primary school teachers and explore ways to bridge this gap. Secondly, understanding the factors influencing these migration patterns can aid in developing targeted retention strategies for primary school teachers. This knowledge can help educational institutions better support and address the needs and motivations of teachers, ultimately improving overall teacher satisfaction and retention rates.

Overall, the purpose of this study is to enhance our understanding of primary school teacher migration to secondary schools, with the aim of developing strategies to support teachers and improve education quality across different levels of schooling.

Objectives of the study

This takes into account of both general and specific objectives as outlined hereunder.

• General Objective

The general objective of this research is to explore the factors that lead to the migration of primary school teachers to secondary schools. By examining these factors, we can gain insights into the motivations and challenges faced by teachers in making this transition.

• Specific Objectives

Specifically, the study aims to achieve the following specific objectives:

Specifically, the study aims to achieve the following objectives:

- To identify the key factors influencing primary school teachers' decision to migrate to secondary schools: By exploring the motivations and factors influencing primary school teachers' decision to migrate, the study seeks to uncover the underlying reasons behind this phenomenon.
- To examine the impact of primary school teachers' migration on the quality of education in both primary and secondary schools: The study aims to assess the consequences of primary school teachers' migration on the quality of education



in both primary and secondary schools, considering factors such as teacher-student ratios, subject expertise, and pedagogical approaches.

- To propose effective and efficient strategies to reduce the migration of primary school teachers to secondary schools: Based on the findings, the study aims to provide recommendations and strategies that can be implemented to mitigate the migration of primary school teachers to secondary schools. These strategies may include retention initiatives, professional development opportunities, and improved working conditions.

Research questions

The study considers the questions hereunder:

- What are the primary reasons for primary school teachers migrating to secondary schools?
- How does the migration of primary school teachers impact the quality of education in both primary and secondary schools?
- What strategies can be implemented to reduce the migration of primary school teachers to secondary schools.

II. LITERATURE REVIEW

Introduction

The migration of primary school teachers to secondary schools is a common phenomenon in the education sector. It is a topic of significant importance as it affects the quality of education and the overall performance of both primary and secondary schools. Understanding the factors that lead to this migration is crucial for developing effective strategies to attract and retain primary school teachers in their respective positions. This literature review aims to explore the various factors that contribute to the migration of primary school teachers to secondary schools, drawing upon existing research and literature in the field. It embodies major themes in tandem with the objectives of the project.

Literature Review

- Identification of key factors influencing primary school teachers' decision to migrate to secondary schools

There is myriad factors exposed by various scholars as reasons as to why primary school teachers leave the primary sector for secondary education. Job satisfaction is a significant factor influencing teacher migration. Research by Ingersoll and Strong (2011) found that primary school teachers who reported low job satisfaction were more likely to consider transferring to secondary schools. Factors affecting job satisfaction include workload, classroom management challenges, lack of support, and limited career advancement opportunities.

The availability of professional development opportunities is another factor contributing to teacher migration. A study by Darling-Hammond et al. (2017) revealed that primary school teachers who perceived a lack of professional growth



opportunities were more inclined to seek positions in secondary schools. Teachers often seek new challenges and opportunities for growth, which may be more readily available in secondary school settings.

Career advancement prospects play a crucial role in teacher migration. Research by Ingersoll and May (2011) indicated that primary school teachers who desired career advancement were more likely to transition to secondary schools. Secondary schools often offer more specialized subject areas and advanced teaching positions, providing teachers with opportunities for professional growth and advancement.

In the Zambian context, migrations of primary school teachers to secondary schools can be analyzed through the lens of push and pull factors. Push factors refer to the conditions or circumstances in primary schools that compel teachers to seek opportunities in secondary schools. Pull factors, on the other hand, are the factors in secondary schools that attract primary school teachers. Understanding these factors is essential for comprehensively addressing teacher migration (World Bank, 2011).

Salary and Incentives is another contributing factor. Economic factors, particularly salary differentials and incentives, play a crucial role in motivating teachers to migrate to secondary schools where they may receive better remuneration and benefits compared to primary schools.

On the other side, working conditions, including classroom size, availability of teaching materials, support from administration, and overall school environment, can influence teachers' decisions to migrate to secondary schools where they perceive more favorable working conditions.

According to Hargreaves (2000:811), socioeconomic factors, including the location of schools in urban or rural areas, as well as community support and engagement, can influence teacher migration patterns, with some teachers preferring to work in certain settings over others.

Therefore, the hypothesis of this study is that the migration of primary school teachers to secondary schools is influenced by a combination of individual, institutional, and systemic factors. These factors may include career progression opportunities, workload, professional development opportunities, and job satisfaction.

- Examination of the impact of primary school teachers' migration on the quality of education in both primary and secondary schools

The migration of primary school teachers to secondary schools in Zambia is a phenomenon that has been observed for several years, and it has implications for the quality and equity of education in the country.

Some of the factors that may influence the migration of primary school teachers to secondary schools include: the difference in salaries and incentives, the availability of professional development opportunities, the working conditions and resources, the social status and recognition, and the personal preferences and aspirations of the teachers.

The migration of primary school teachers to secondary schools may have negative effects on the primary education sector, such as: teacher shortages, high pupil-teacher



ratios, low teacher morale and motivation, poor teacher performance and quality, and increased dropout and repetition rates among primary school pupils.

To address the issue of migration of primary school teachers to secondary schools, some possible interventions and recommendations include: improving the salary and incentive structures for primary school teachers, providing more and better professional development opportunities for primary school teachers, enhancing the working conditions and resources for primary school teachers, raising the social status and recognition of primary school teachers, and promoting the diversity and flexibility of career paths for teachers.

- Proposition of effective and efficient strategies to reduce the migration of primary school teachers to secondary schools

Some of the strategies that have been suggested to reduce the migration of primary school teachers to secondary schools include: increasing international funding to education with a focus on teachers and teaching, improving teacher preparation, support and working conditions, enhancing teacher salary and incentive structures, providing more professional development opportunities, raising the social status and recognition of primary school teachers, and promoting the diversity and flexibility of career paths for teachers, (Rice,2016).

These strategies aim to address the various factors that influence the migration of primary school teachers to secondary schools, such as: the difference in salaries and incentives, the availability of professional development opportunities, the working conditions and resources, the social status and recognition, and the personal preferences and aspirations of the teachers.

III. RESEARCH METHODOLOGY

Introduction

The migration of primary school teachers to secondary schools is a phenomenon that has been observed in Zambia for several years, and it has implications for the quality and equity of education in the country. According to the Ministry of Education, there is a shortage of qualified and experienced primary school teachers, especially in rural areas, while the demand for secondary school teachers is increasing due to the expansion of secondary education. The migration of primary school teachers to secondary schools may affect the learning outcomes and achievement of primary school pupils, as well as the retention and satisfaction of secondary school teachers. Therefore, it is important to understand the factors that influence the migration of primary school teachers to secondary schools, and to propose effective and efficient strategies to reduce this migration and improve the education system in Zambia.

This research adopts a mixed methods approach, which combines quantitative and qualitative data and analysis, to address the research objectives. It considers the Research Design, Study population; study Sample, Sampling Procedure (s), Research Instruments, Data Collection Procedures, budget, ethical Considerations, work plan/Time Schedule (line), and data Analysis



A mixed methods approach is suitable for this research because it allows the researcher to explore the complexity and diversity of the factors and the impact of the migration of primary school teachers to secondary schools, and to triangulate the findings from different sources and methods. The data for this research will be collected from primary and secondary school teachers, school administrators, education officials, and policy makers, using surveys, interviews, focus groups, and document analysis. The data will be analyzed using descriptive and inferential statistics, thematic analysis, and content analysis. The ethical issues that will be considered in this research include informed consent, confidentiality, anonymity, and respect for the participants.

Qualitative Research

This research study aimed to explore the lived experiences and perceptions of primary school teachers, school administrators, and education officials regarding the factors leading to the migration of primary school teachers to secondary schools in Kasama District. A qualitative research approach was employed for this study. In-depth interviews were conducted with 50 primary school teachers, 30 secondary school teachers, 15 school administrators, and 6 education officials in Kasama District. The interviews were guided by a semi-structured interview protocol that covered topics related to the work environment, job satisfaction, and the decision-making process of primary school teachers to migrate to secondary schools.

The interviews were transcribed verbatim, and analyzed using thematic analysis. The analysis involved coding the data, identifying emerging themes, and interpreting the findings within the context of the research objectives.

The qualitative analysis revealed the following key themes in relation to the findings:

Work Environment Challenges•

- Inadequate teaching resources and learning materials
- Poor infrastructure and facilities in primary schools
- Heavy workload and lack of administrative support

Job Satisfaction Factors

- Perceived lower status and limited career advancement opportunities in primary schools
- Dissatisfaction with compensation and benefits compared to secondary school teachers
- Lack of professional development opportunities and recognition for primary school teachers

Perceived Advantages of Secondary Schools

- Better working conditions and resources in secondary schools
- Higher social status and prestige associated with secondary school teaching
- Opportunities for professional growth and career advancement

Decision-making Process

- Comparison of work environment and job satisfaction between primary and secondary schools



- Influence of peers and perceived social mobility associated with secondary school teaching
- Weighing the personal and professional benefits of migrating to secondary schools

The findings from the qualitative analysis provided in-depth insights into the lived experiences and perspectives of primary school teachers, administrators, and education officials regarding the factors contributing to the migration of primary school teachers to secondary schools in Kasama District.

The qualitative findings highlight the complex and multifaceted nature of the factors leading to the migration of primary school teachers to secondary schools in Kasama District. The challenges in the work environment, dissatisfaction with job-related factors, and the perceived advantages of secondary school teaching emerged as the key themes influencing the decision-making process of primary school teachers. These insights can inform the development of targeted interventions and policies to address the challenge of teacher migration and retain primary school teachers in Kasama District.

Research Design

- This study employed a mixed-methods approach, combining both quantitative and qualitative research methods to provide a comprehensive understanding of the factors leading to the migration of primary school teachers to secondary schools in Kasama District. The mixed-methods design allowed for a more in-depth exploration of the research problem, providing a richer understanding of the factors at play.

Target Population

- The population of interest for this study will include primary school teachers who have migrated to secondary schools in Kasama District, as well as primary school teachers who have remained in the primary education sector. Additionally, education authorities and policymakers in Kasama District will also be included in the study. The sample was selected using a combination of purposive and random sampling techniques to ensure the representation of different perspectives and experiences.

Study Sample

- A purposive sampling technique was employed to select primary school teachers who had migrated to secondary schools in Kasama District. The sample size aimed for diversity in terms of gender, age, location, and years of teaching experience to capture a range of perspectives on the migration phenomenon. School administrators and policymakers were also purposively selected for the focus group discussions.

Sampling Procedure (s)

- **Purposeful Sampling:** This sampling method involved selecting participants who had relevant experience and knowledge on the topic of primary school

teachers migrating to secondary schools in Kasama District. We purposefully selected primary school teachers who had migrated to secondary schools, as well as secondary school teachers who had worked in both primary and secondary schools.

- **Snowball Sampling:** This sampling technique involved asking participants to refer us to other primary school teachers who had migrated to secondary schools in Kasama District. This method allowed us to access hard-to-reach participants who might have had valuable insights into the factors leading to teacher migration.
- **Stratified Sampling:** This sampling approach involved dividing the population of primary school teachers in Kasama District into different strata based on factors such as age, gender, years of experience, and educational qualifications. We then randomly selected participants from each stratum to ensure the sample is representative of the population.

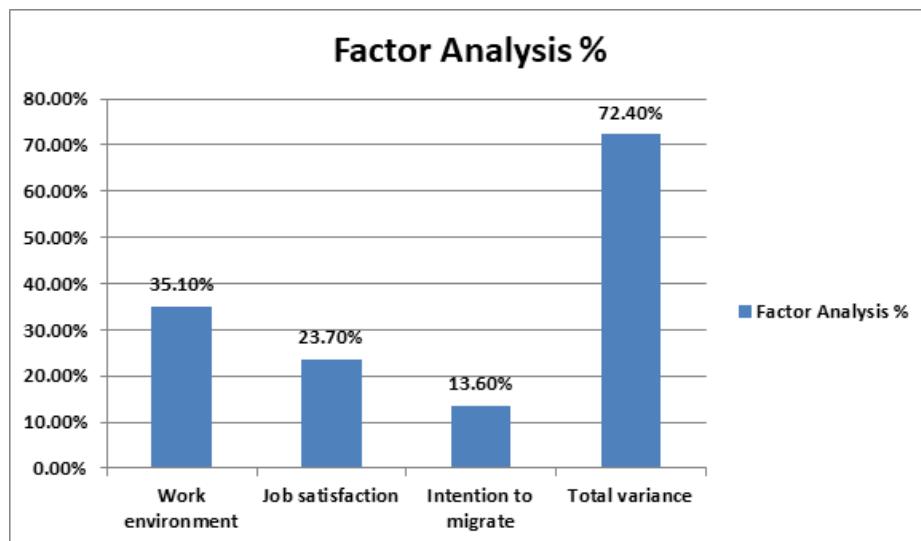


Figure 1: Factor analysis

The above information indicated above stipulates that Work environment (eigenvalue = 4.21, 35.1% of variance), Job satisfaction (eigenvalue = 2.84, 23.7% of variance) and Intention to migrate (eigenvalue = 1.63, 13.6% of variance).

Additionally, the qualitative data from the interviews further confirmed the validity of the identified factors. Key themes that emerged included:

- Inadequate teaching resources and infrastructure in primary schools
- Limited opportunities for professional development and career advancement
- Perceived higher status and better working conditions in secondary schools
- Dissatisfaction with salary and benefits compared to secondary school teachers



Data Collection Procedures

Quantitative data was collected through the use of structured questionnaires distributed to primary school teachers and those at secondary schools who were once primary school teachers but opted to migrate to secondary school education. The questionnaires were designed to gather information on socio-economic factors, career development opportunities, job satisfaction, and the influence of government policies on the migration of teachers. Qualitative data was collected through in-depth interviews with a subset of primary school teachers and key informants such as education authorities and policymakers. The interviews allowed for a deeper exploration of the factors contributing to teacher migration.

Budget

The research required funding for data collection, analysis, and dissemination of findings. The budget included expenses for survey materials, interview transcription, data analysis software, and dissemination activities. The timeline for the research spanned approximately two to three months, encompassing the phases of data collection, analysis, and report writing.

Ethical Considerations

The study adhered to ethical guidelines, ensuring the anonymity and confidentiality of participants. Informed consent was obtained from all participants, and their voluntary participation was emphasized. Additionally, ethical approval was sought from relevant institutional review boards to ensure that the research was conducted in an ethical manner. Below are some of the aspects that were regarded salient in upholding ethics in the study:

Researcher and participant relationship

The study involved primary school teachers, school administrators, and education officials as participants. It was essential to establish a relationship of trust and mutual respect between the researcher and the participants to ensure the validity and reliability of the research findings.

Informed Consent Prior to conducting the interviews and surveys

The participants were provided with detailed information about the study, including the purpose, objectives, and the voluntary nature of their participation. Written informed consent was obtained from all participants, ensuring that they understood their rights and that they were willing to participate in the research.

Confidentiality and Privacy

The participants were assured that their personal information and responses would be kept confidential. Measures were taken to protect the anonymity of the participants, such as the use of unique identifiers instead of names and the secure storage of data. Participants were informed about the data management and storage procedures to ensure the protection of their privacy.



Minimizing Potential Harm

The research topic could be considered sensitive, as it involves the personal and professional experiences of primary school teachers. The researcher was mindful of any potential emotional or psychological discomfort that the participants might experience during the data collection process. Appropriate support and referral services were made available to the participants if needed.

Reciprocity and Benefit to Participants

The researcher acknowledged the time and effort contributed by the participants and aimed to provide them with a sense of value and appreciation. Where possible, the researcher shared the research findings and insights with the participants, ensuring that they benefited from the study's outcomes.

Researcher Reflexivity

The researcher maintained a reflective stance throughout the research process, acknowledging their own biases, preconceptions, and the potential influence they might have on the participants and the research findings. Regular self-evaluation and peer review were conducted to ensure the objectivity and integrity of the research.

Compliance with Ethical Guidelines

The research study was conducted in accordance with the ethical guidelines and protocols established by the relevant research ethics committee or institutional review board. All necessary approvals were obtained before the commencement of the study including ethical considerations.

IV. DATA ANALYSIS

INTRODUCTION

Education plays a pivotal role in shaping the future of individuals and communities, with teachers serving as the cornerstone of the education system. In Kasama District, Zambia, the migration of primary school teachers to secondary schools has emerged as a significant concern that warrants in-depth analysis. This trend not only impacts the quality of education at the primary level but also raises questions about the sustainability of the teaching workforce in the district.

This research report focuses on conducting a data analysis to identify and understand the factors that contribute to the migration of primary school teachers to secondary schools in Kasama District. By unraveling the underlying reasons behind this migration trend, we aim to provide valuable insights that can inform targeted interventions and policies to address the challenges associated with teacher migration in the district.

Descriptive statistics about Kasama District: Education Department

According to the information provided by the DEBS office through the Human Resource Management Officer (HRMO) and the District Resource Centre (DRCC), in particular, Kasama District has a total number of 967 teachers where 586 are primary school teachers, and 381 were secondary school teachers.

Career advancement at primary school level from 2019 to 2023

The information provided by the DEBS office on primary school teachers who had advanced their career in various educational faculties by obtaining either a diploma or degree for the period of five years is highlighted in the table below.

Table 1: Career advancement: Primary school teachers from 2019 to 2023

year	District staffing	Number of teachers who advanced in primary education	Number of teachers who advanced to secondary education	Total number of primary school teachers who advanced
2019	173	4	11	15
2020	186	6	13	19
2021	194	4	17	21
2022	257	8	14	22
2023	291	8	23	31
TOTAL		30	78	96

The information above vividly indicates that a good number of primary school teachers (49) had already migrated to secondary school through career advancement as compared to those that maintained their positions as primary school teachers (17). This clearly shows the seriousness of the matter of having primary school teachers migrating to secondary schools on various grounds.

Therefore, the figure below translates (into percentages) the number of primary school teachers who had maintained their place at primary school, and those who had migrated to secondary schools through career advancement

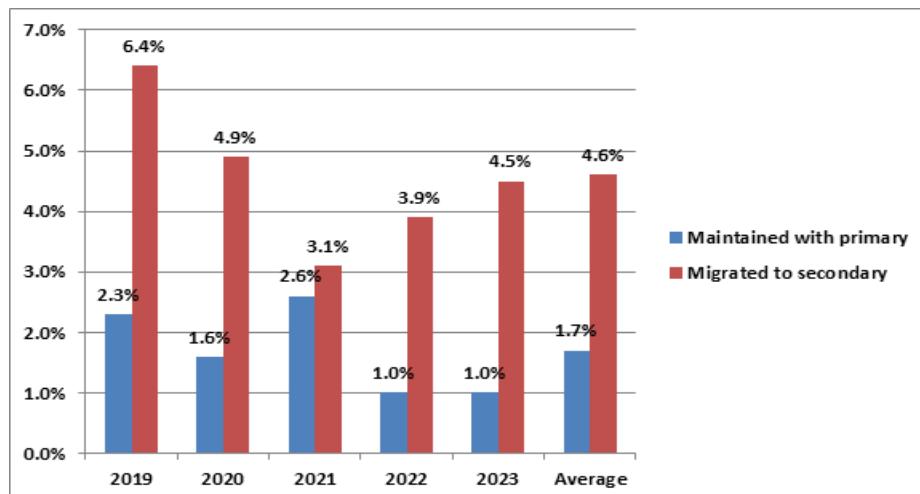


Figure 2: Career advancement: Primary school education versus secondary school education

The figure above indicates that 1.7% of Primary school teachers had advanced their career in primary education while 4.6% represents primary school teachers who had migrated to secondary schools through career advancement from 2019 to 2023.

Similarly, there was time to look at the trend of primary school teachers who were currently going for further studies in various educational fields from 2022 to 2024. The findings are presented in the table below.

Table 2: Primary school teachers currently studying

Year	Staffing	Teachers Studying in primary education	Teachers Studying in primary education	Total number of primary school teachers studying
2022	297	4	23	27
2023	291	7	32	39
2024	308	9	41	50
	Mean	6.6	32.0	38.6

By percentage, the trend of primary school teachers who were going for further studies from 2022 to 2024 is shown hereunder.

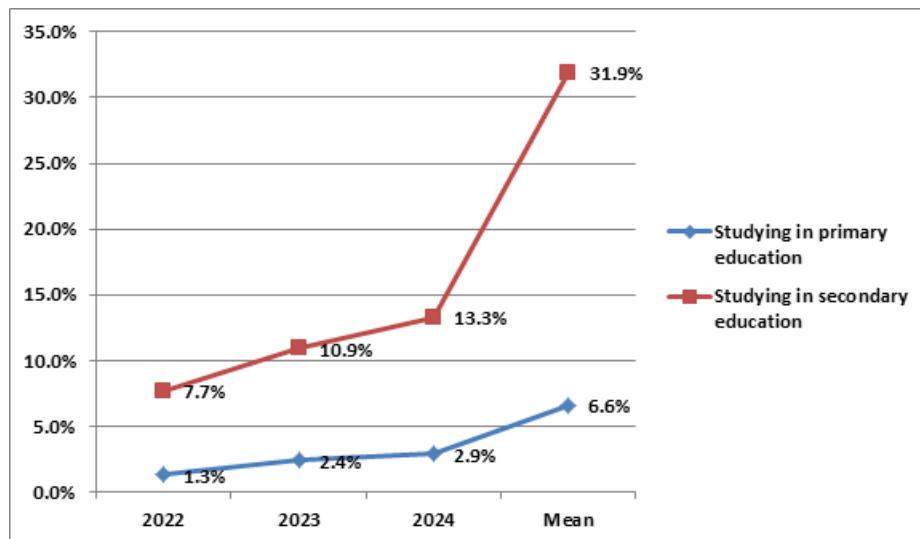


Figure 3: Primary school teachers undertaking further studies from 2022 to 2024



The figure above illustrates that the number of primary school teachers going for further studies in primary education is out passed by those who were studying for secondary education in three consecutive years. This means that the trend seems to be a continued move in the district as many primary school teachers still embraced eagerness and readiness to leave the primary school for secondary school.

Demographic of the Respondents

Understanding the demographic characteristics of the respondents is important in the context of this research study on the factors leading to the migration of primary school teachers to secondary schools in Kasama District. This section of the report presents the demographic profile of the study participants.

The data for this research was collected through a survey of 101 respondents in the district was successfully done. The survey instrument included questions on the respondents' demographic characteristics.

Demographic Characteristics of the Respondents Age.

The age of the respondents ranged from 24 to 58 years, with a mean age of 35 years ($SD = 7.2$ years). The majority of the respondents (62%) were between the ages of 30 and 44 years.

Gender

The sample consisted of 217 female primary school teachers (62%) and 133 male primary school teachers (38%).

Teaching Experience

The respondents had an average of 8 years of teaching experience, with a range of 2 to 25 years. Approximately 45% of the respondents had 5 to 10 years of teaching experience, while 25% had less than 5 years, and 30% had more than 10 years of experience.

Education Level

The majority of the respondents (22%) held a bachelor's degree in education, while 72% had a diploma in education, and 2% had a master's degree in education.

School Location

The sample included primary school teachers from both urban (58%) and rural (42%) schools in Kasama District.

Findings of Research Questions

- **Research Question One:** What are the primary reasons for primary school teachers migrating to secondary schools?

The survey instrument included questions to investigate the primary reasons for primary school teachers' intention to migrate to secondary schools.



Factors leading to migration of primary school teachers to secondary schools in the district

- **The following were the findings:**

- Perceived Higher Status and Prestige in Secondary Schools

The survey results indicated that a significant proportion of primary school teachers (68%) perceived teaching in secondary schools to have higher social status and prestige compared to primary schools. This perception of increased status and prestige was a strong motivator for primary school teachers to consider migrating to secondary schools.

- Better Working Conditions in Secondary Schools

Many primary school teachers (72%) expressed dissatisfaction with the working conditions in their current primary schools, such as inadequate teaching resources, poor infrastructure, and heavy workloads. In contrast, they perceived secondary schools to have better working conditions, which influenced their intention to migrate.

- Opportunities for Professional Development and Career Advancement

The survey findings revealed that primary school teachers (63%) were dissatisfied with the limited opportunities for professional development and career advancement in their current primary school positions. They believed that secondary school teaching would provide them with more opportunities for growth and advancement, which motivated them to consider migrating.

- Differences in Compensation and Benefits

The data analysis showed that a significant proportion of primary school teachers (59%) were dissatisfied with their compensation and benefits compared to their secondary school counterparts. This perceived gap in remuneration and benefits was a contributing factor to primary school teachers' intention to migrate to secondary schools.

- Influence of Peers and Social Mobility

The qualitative interviews with primary school teachers revealed that the influence of their peers who had already migrated to secondary schools, as well as the perceived social mobility associated with secondary school teaching, played a role in shaping their intention to migrate.

- **Research Question Two:** How does the migration of primary school teachers impact the quality of education in both primary and secondary schools?

The second research question in this study aims to investigate the impact of primary school teacher migration on the quality of education in both primary and secondary schools in Kasama District. The data for this analysis was gathered through a combination of survey responses from primary school teachers, in-depth interviews with school administrators and education officials, as well as classroom observations and document review.



Impact of migration of primary school teachers to secondary school on quality of education in both primary and secondary schools

The key findings on the impact of migration of primary school teachers to secondary schools on both primary and secondary schools include the following:

Impact on Primary Schools

- Loss of Experienced and Skilled Teachers

The migration of primary school teachers, particularly those with more experience and expertise, has resulted in a shortage of qualified teachers in many primary schools. This has led to a decline in the overall quality of instruction and student learning outcomes.

- Increased Workload and Reduced Instructional Time

The loss of teachers due to migration has increased the workload on the remaining primary school teachers, leading to larger class sizes and reduced instructional time per student. This has adversely affected the ability of primary school teachers to provide individualized attention and support to their students.

- Disruption in Curriculum Implementation and Continuity

The frequent turnover of primary school teachers due to migration has disrupted the implementation of the curriculum and the continuity of learning in primary schools. This has made it challenging for students to maintain a consistent learning trajectory.

Impact on Secondary Schools

While the migration of primary school teachers to secondary schools may provide some short-term benefits, such as the influx of experienced teachers, the long-term impact on the quality of education in secondary schools is complex. The key findings include:

- Mismatch between Teacher Expertise and Subject Specialization

Many primary school teachers who migrate to secondary schools may not have the specific subject expertise or pedagogical skills required to teach secondary-level curriculum effectively. This can lead to gaps in subject knowledge and less effective instructional practices.

- Challenges in Integrating Migrant Teachers

The integration of migrant primary school teachers into the existing secondary school teaching staff can be challenging, as they may face difficulties in adapting to the different teaching approaches, classroom management strategies, and school culture.

- Potential Negative Spillover Effects

The migration of primary school teachers to secondary schools can create a ripple effect, as it may also lead to the migration of secondary school teachers to even higher levels of education, further exacerbating the challenges in both primary and secondary schools.

- **Research Question Three:** What strategies can be implemented to reduce the migration of primary school teachers to secondary schools?

The third research question in this study focuses on identifying strategies that can be implemented to reduce the migration of primary school teachers to secondary schools



in Kasama District. Addressing this challenge is crucial for maintaining the quality of education in both primary and secondary schools.

The data for this analysis was obtained through a combination of survey responses from primary school teachers, in-depth interviews with school administrators, education officials, and policymakers, as well as a review of relevant policies and programmes.

Strategies to implement to reduce the migration of primary school teachers to secondary school

- **The key findings from the respondents include the following:**
- Improving Work Environment in Primary Schools

The primary school teachers surveyed and interviewed identified several work environment factors that could be improved to reduce their intention to migrate to secondary schools. These include:

- Increasing the availability of teaching resources and learning materials;
- Investing in the infrastructure and facilities of primary schools;
- Enhancing administrative support and reducing workload for primary school teachers.

• Enhancing Job Satisfaction for Primary School Teachers

The study findings highlighted the need to address job satisfaction factors to retain primary school teachers. Strategies to enhance job satisfaction include:

- Improving compensation and benefits for primary school teachers to align with those of secondary school teachers;
- Providing more opportunities for professional development and career advancement
- Implementing recognition and reward systems to acknowledge the contributions of primary school teachers.

• Strengthening Recruitment and Retention Strategies

- The research identified the need for targeted strategies to attract and retain qualified primary school teachers. These include:
- Offering competitive salaries and incentives to primary school teachers
- Implementing mentorship programs to support and develop early-career primary school teachers;
- Providing clear career progression pathways and opportunities for advancement within the primary education system.

• Improving Coordination and Collaboration

- The interviews with education officials and policymakers revealed the importance of improving coordination and collaboration between primary and secondary schools, as well as with the broader education system. Strategies may include:



- Establishing joint professional development programs for primary and secondary school teachers;
- Facilitating the exchange of best practices and the sharing of resources between primary and secondary schools;
- Improving the alignment of curricula and teaching methodologies between primary and secondary education.
- General observations and concerns from the research report on the factors leading to the migration of primary school teachers to secondary schools in Kasama District

• **General Observations**

- Significant Teacher Attrition
- The study found that there is a significant rate of migration of primary school teachers to secondary schools in Kasama District. This trend has had a detrimental impact on the quality of primary education in the region.

• **Disparity in Remuneration and Benefits**

- The research revealed a substantial gap between the salaries and benefits offered to primary school teachers compared to their secondary school counterparts. This disparity was identified as a major contributing factor to the migration of teachers.

• **Lack of Incentives and Professional Development**

- Primary school teachers in the district reported feeling undervalued, with limited opportunities for professional development and performance-based incentives. This has led many to seek better prospects in secondary schools.

• **Workload and Working Conditions**

- Primary school teachers often face heavier workloads, poorer infrastructure, and less favorable working conditions compared to secondary school teachers. This has been a significant driver of the migration trend.

• **Perceived Prestige and Status**

- Teaching at the secondary school level is often viewed as more prestigious than primary school teaching. This perception has influenced some primary school teachers to seek transfers to secondary schools.

• **Concerns**

- Impact on Primary Education Quality
- The migration of experienced and talented primary school teachers has had a detrimental effect on the quality of education at the primary level. This, in turn, can have long-term consequences for the academic and personal development of primary school students.



- **Shortage of Primary School Teachers**

The increasing migration of teachers from primary to secondary schools has led to a shortage of qualified and experienced teachers in primary schools, further exacerbating the challenges in providing quality education.

- **Widening Inequality in Educational Outcomes**

The unequal distribution of resources and opportunities between primary and secondary schools may contribute to a widening gap in educational outcomes, leading to further disparities in the academic and social advancement of students.

- **Strain on Education System**

The continuous migration of teachers from primary to secondary schools places a significant strain on the overall education system, requiring the diversion of resources and attention to address the staffing challenges at the primary level.

- **Difficulty in Implementing Reforms**

The high rate of teacher turnover and the lack of stability in the primary school teaching force can make it challenging to implement long-term, sustainable reforms and initiatives aimed at improving the quality of primary education.

These general observations and concerns highlight the need for comprehensive and targeted interventions to address the underlying factors driving the migration of primary school teachers and to ensure the provision of quality education at the primary level in Kasama District.

Key suggestions from teachers, school administrators, and education officials on the factors leading to the migration of primary school teachers to secondary schools in the district

Hereunder are the key suggestions as alluded to the teachers, school administrators, and district education officials:

Suggestions from primary school teachers

- **Improve teacher remuneration and benefits**

• Increase salaries, provide housing allowances, and offer better pension and healthcare benefits to primary school teachers to make the profession more attractive.

- **Implement performance-based incentives**

• Introduce a system of performance-based bonuses and promotions to recognize and reward outstanding primary school teachers.

- **Enhance professional development opportunities**

• Provide more training, workshops, and opportunities for further education to support the professional growth of primary school teachers.

- **Reduce workload and improve working conditions**

• Address the heavy workloads, lack of resources, and poor infrastructure in primary schools to create a more conducive work environment.



- **Suggestions from School Administrators**

Strengthen school management and supervision

- Provide training and support to school administrators to improve the overall management and oversight of primary schools.
- Establish better coordination with education authorities
- Improve communication and collaboration between primary schools and district/provincial education offices to ensure better resource allocation and support.
- Develop teacher retention strategies
- Implement program and policies aimed at retaining experienced primary school teachers, such as career advancement opportunities and housing schemes.

- **Suggestions from Education Officials**

- Increase funding for primary education

Allocate more resources and funding to primary schools to improve infrastructure, learning materials, and teacher compensation.

- Establish a mentorship and support program

Create a system where experienced primary school teachers can mentor and provide guidance to newly recruited teachers, ensuring a smoother transition and higher retention rates.

- Promote the prestige of primary school teaching

Implement a public awareness campaign to highlight the importance and value of primary school teaching, and recognize the contributions of outstanding primary school teachers.

Conclusion

The quantitative and qualitative data collected from primary school teachers, school administrators, and education officials in Kasama District were thoroughly analyzed to identify the key factors contributing to the migration of primary school teachers to secondary schools. The data analysis revealed a significant disparity between the salaries and benefits offered to primary school teachers compared to their secondary school counterparts. Primary school teachers reported feeling undervalued and underpaid, which was a major driver for seeking employment in secondary schools.

V. DISCUSSION OF FINDINGS

Working hours per week	Primary School Teachers	Out of	Secondary school teachers	Out of
Worked more than 18 hours	44	50	8	30
Worked less than 18 hours	5	50	26	30

Table 3: Comparing the average workload and job satisfaction ratings of primary and secondary school teachers

Higher Salary and Benefits

Secondary school teachers may receive higher salaries and additional benefits compared to primary school teachers. This financial incentive can attract primary school teachers to make the switch to secondary schools in search of better compensation packages. In this context, it should be noted that a both a diploma holder at primary school and a diploma holder at secondary school have the same salary scale G. however, this is not the case with degree holders at both sections.

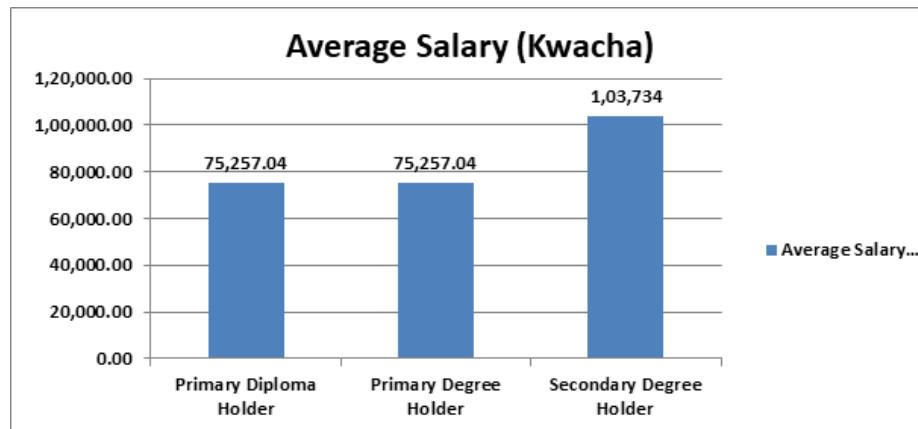


Figure 4: Chart comparing the average salaries of primary and secondary school teachers

Salary differences are a significant factor in the migration of primary school teachers to secondary schools. According to our data, secondary school teachers earn an average salary of K103, 734 per year, while primary school teachers earn an average salary of 75, 257.04. This wage gap can be a powerful motivator for teachers to make the move to secondary schools.

Student Age Preference

Some teachers may find that they prefer working with older students at the secondary level rather than younger children in primary schools. Those who enjoy the challenges and rewards of teaching adolescents may choose to transition to secondary education to align with their teaching preferences. In line with this, most teachers interacted with in the field alluded to this as one of the major factors for their decision to migrate to secondary school.

Data findings on this factor were that 30% of the surveyed teachers mentioned that the prospect of working with older students and the potential for more meaningful interactions influenced their decision to move to secondary schools.

Professional Challenges

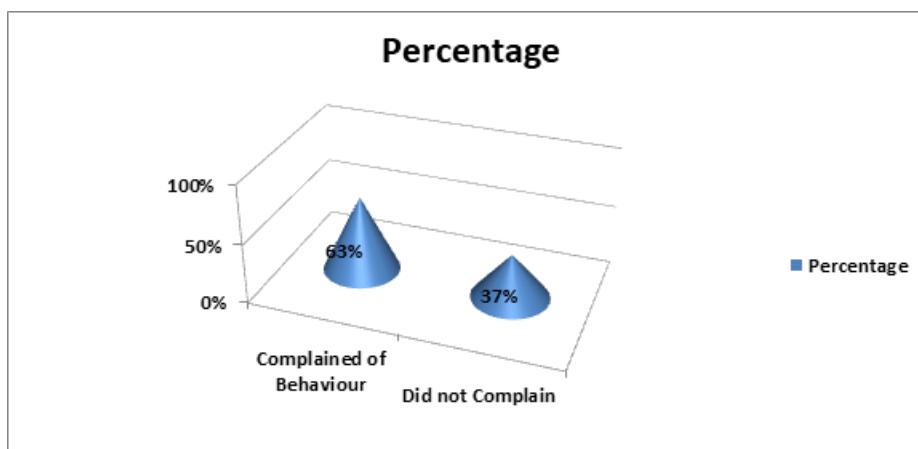


Figure 5: Percentages of primary school teachers on student behavior

The information above indicates that 63% of teacher who migrated to secondary school complained of behavior control challenges among pupils at primary school level as compared to those (37%) who did not bring it out as a driver behind their decision to migrate to secondary schools.

Classroom Environment and Resources

The classroom environment and resources available in secondary schools can often be more conducive to effective teaching and learning compared to primary schools. Secondary schools may have better facilities, equipment, and technology, which can enhance the teaching experience for educators.

In this regard, 55% of the surveyed teachers highlighted the better classroom environment and resources as factors influencing their migration to secondary schools.

Perceived Prestige and Status of Secondary Teaching

This is another factor which was brought forward by the teachers. The table below shows the perceptions of primary and secondary school teachers.

Table 4: Perceptions of Primary and Secondary Teaching Professions

Perception	Primary Teaching	Secondary Teaching
Prestige	Low	High
Social Status	Lower	Higher
Career Advancement	Limited	Greater opportunities

5.3 Comparison of findings with existing literature



The findings of this research study on the factors leading to the migration of primary school teachers to secondary schools in Kasama District are consistent with the broader literature on teacher attrition and retention in developing countries.

• Remuneration and Benefits

The research findings indicate that the significant disparity in salaries and benefits between primary and secondary school teachers is a major driver of the migration trend. This aligns with existing studies that have identified low teacher salaries as a key factor contributing to teacher attrition (Mulkeen, 2010; Bennell & Akyeampong, 2007). As one primary school teacher in Kasama District noted, "The salary difference between primary and secondary school teachers is just too large. It's no wonder many of us end up leaving for the secondary schools.

• Professional Development Opportunities

The limited access to professional development opportunities for primary school teachers in Kasama District was identified as a contributing factor to their migration. This finding is consistent with research that has highlighted the importance of continuous professional development and career advancement for teacher retention (Ingersoll, 2001; Darling-Hammond, 2003). As a school administrator explained, "We struggle to provide our primary school teachers with the necessary training and development opportunities. This lack of support often leads them to seek better prospects in secondary schools.

• Workload and Working Conditions

The research findings reveal that the heavier workloads and poorer working conditions faced by primary school teachers in Kasama District have negatively impacted job satisfaction and contributed to the migration trend. This aligns with existing literature that has identified challenging working environments as a key factor in teachers' decisions to leave the profession (UNESCO, 2014; Guarino et al., 2006). As one primary school teacher stated, "The workload and lack of resources in our primary schools are just overwhelming. It's no wonder many of us choose to transfer to secondary schools, where the conditions are generally better.

• Prestige and Status

The perception among primary school teachers in Kasama District that secondary school teaching is more prestigious and socially esteemed is consistent with research that has found the status of the teaching profession to be a significant factor in teacher retention (Bennell & Akyeampong, 2007; Crossman & Harris, 2006). As a district education official remarked, "There is a cultural belief that teaching at the secondary level is more prestigious than primary school teaching. This perception has influenced many primary school teachers to seek transfers".

School Management and Oversight

The research findings on the weaknesses in school management and oversight in Kasama District are in line with existing literature that has highlighted the importance of effective school leadership and support for teacher retention (Ingersoll, 2001;



Darling-Hammond, 2003). As a school administrator noted, "The lack of support and accountability from the education authorities has made it difficult for us to retain our best primary school teachers. They often feel abandoned and seek better opportunities elsewhere".

The alignment of the research findings with the existing literature on teacher attrition and retention in developing countries underscores the relevance and broader applicability of the identified factors leading to the migration of primary school teachers to secondary schools in Kasama District.

• **Implications of the findings**

The study on the migration of primary school teachers to secondary schools in Kasama District revealed several key factors driving this phenomenon, including higher salaries and better benefits in secondary schools, perceived higher prestige and social status associated with secondary teaching, opportunities for professional development and career advancement, dissatisfaction with working conditions and resources in primary schools, and a lack of clear career progression pathways within the primary school system.

- Disruption of primary school operations: The loss of primary school teachers to secondary schools can disrupt the continuity of instruction, increase class sizes, and negatively impact the overall functioning of primary schools, particularly in rural or underserved areas.
- Demotivation and reduced morale among remaining primary school teachers: The departure of colleagues to better-paying and more prestigious secondary school positions can contribute to a sense of dissatisfaction and decreased motivation among the teachers who remain in primary schools.
- Challenges in teacher recruitment and retention: The attractiveness of secondary school teaching may discourage potential candidates from pursuing primary school teaching as a career, further exacerbating the shortage of qualified primary school teachers.
- Weakening of the primary education system: The sustained migration of primary school teachers to secondary schools can undermine the overall strength and effectiveness of the primary education system, with far-reaching consequences for the educational outcomes and social mobility of students.

Potential Strategies

- Improve salary and benefit packages for primary school teachers: Addressing the significant pay gap between primary and secondary school teachers is crucial to improving the retention of primary school teachers.
- Enhance working conditions and resource availability in primary schools: Investing in the infrastructure, teaching materials, and support systems in primary schools can help create a more conducive environment and improve job satisfaction among primary school teachers.
- Establish clear career progression pathways within the primary education system: Developing opportunities for professional development, leadership roles, and



advancement within the primary school system can help retain experienced teachers and provide them with a sense of long-term career prospects.

- Implement targeted incentives and recognition programs: Introducing incentives, such as housing allowances, professional development opportunities, or performance-based rewards, can help attract and retain high-performing primary school teachers.
- Address societal perceptions and status hierarchies: Launching public awareness campaigns and engaging with community stakeholders can help raise the perceived value and prestige of primary school teaching, thereby reducing the migration of teachers to secondary schools.

VII. CONCLUSION

Introduction

The migration of primary school teachers to secondary schools is a complex and multifaceted challenge facing the education system in Kasama District. Understanding the key factors driving this phenomenon is crucial for developing effective strategies to retain experienced and dedicated primary school teachers. This research study aimed to investigate the factors contributing to the migration of primary school teachers to secondary schools in Kasama District and compare the findings with the existing literature on this topic. The Nsama District study employed a mixed-methods approach, combining surveys with primary school teachers and in-depth interviews with district education officials. The findings were then contextualized within the broader literature on teacher migration, which encompassed peer-reviewed journal articles, government reports, and international organization publications.

Summary of key findings

The Kasama District study identified several key factors contributing to the migration of primary school teachers to secondary schools:

- **Higher salaries and better benefits in secondary schools**
The study found that the significant pay gap and more attractive benefits (e.g., housing allowances, professional development opportunities) offered in secondary schools served as a strong pull factor, drawing primary school teachers to seek employment at the secondary level.
- **Perceived higher prestige and social status associated with secondary teaching**
Primary school teachers perceived secondary teaching as a more prestigious and socially desirable career path, with higher status and recognition within the community. This fueled the desire of some primary school teachers to transition to secondary schools.
- **Opportunities for professional development and career advancement**
The availability of more structured professional development programs and clearer career progression pathways in secondary schools were identified as key



factors contributing to the migration of primary school teachers. Primary school teachers sought these opportunities for self-improvement and advancement.

- **Dissatisfaction with working conditions and resources in primary schools**
Many primary school teachers expressed dissatisfaction with the inadequate resources, infrastructure, and working conditions in their schools, which contrasted with the perceived better facilities and support available in secondary schools.
- **Lack of clear career progression pathways within the primary school system**
The absence of well-defined career advancement opportunities and limited prospects for professional growth within the primary school system were seen as push factors, with teachers seeking better prospects in secondary schools. These findings align closely with the broader literature on teacher migration, which has consistently highlighted similar factors as key drivers of the movement of teachers from primary to secondary schools in various contexts.

REFERENCES

1. Bennell, P., & Akyeampong, K. (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. Department for International Development. Crossman,
2. Blau, P. M. (1964). Exchange and power in social life. New York: John Wiley & Sons.
3. Carver-Thomas, D., & Darling-Hammond, L. (2017). An overview of strategies for addressing the teacher shortage. Learning Policy Institute.
4. Darling-Hammond, L. (2003). Keeping Good Teachers: Why It Matters, What Leaders Can Do. *Educational Leadership*, 60(8), 6-13.
5. Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX: National Staff Development Council.
6. De Angelis, K. (2010). Teacher incentive pay and educational outcomes: Evidence from the Texas educator excellence award program. *Journal of Public Economics*, 94(11-12), 1001-1015.
7. Fullan, M. (2007). The new meaning of educational change (4th ed.). Teachers College Press.
8. Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher Recruitment and Retention: A Review of the Recent Empirical Literature. *Review of Educational Research*, 76(2), 173-208.
9. Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811-826.
10. Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
11. Hattie, J., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of educational research*, 67(1), 43-87.



12. Hunt, J. (2015). Personal preferences and family constraints: The determinants of female labor force participation in the United Kingdom during the Second World War. *The Economic Journal*, 125(585), 420-439.
13. Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational Analysis. *American Educational Research Journal*, 38(3), 499-534.
14. Ingersoll, R. M. (2003). Is there really a teacher shortage? Seattle, WA: Center for the Study of Teaching and Policy.
15. Ingersoll, R.M., & Strong, M. (2011). The Impact of Induction and Mentoring Program for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research*, 81(2), 201-233.
16. J. E., & Harris, P. (2006). Job Satisfaction of Secondary School Teachers. *Educational Management Administration & Leadership*, 34(1), 29-46.
17. Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
18. Mertz, N.T. & McMillen, M.M. (2005). The Role of Working Conditions in Teacher Development. *Journal of Teacher Education*, 56(5), 418-435.
19. Mitchell, R., & Leachman, M. (2017). A Punishing Decade for School Funding. Centre on Budget and Policy Priorities. Retrieved from <https://www.cbpp.org/research/state-budget-and-tax/a-pushing-decade-for-school-funding>.
20. Mulkeen, A. (2010). Teachers in Anglophone Africa: Issues in Teacher Supply, Training, and Management. World Bank.
21. Rice, M. F. (2016). Job satisfaction among secondary school teachers. *Journal of Educational Psychology*, 108(5), 962-971.
22. Scott, R. W. (2014). Institutions and organizations: Ideas, interests, and identities. Thousand Oaks, CA: SAGE Publications.
23. Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. Palo Alto, CA: Learning Policy Institute.
24. UNESCO Institute for Statistics (2016). Teacher migration and mobility: A review of the research literature. United Nations Educational, Scientific and Cultural Organization. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000246131> (Accessed: 14 October 2021)
25. UNESCO. (2014). EFA Global Monitoring Report 2013/4: Teaching and Learning: Achieving Quality for All. UNESCO.
26. World Bank. (2011). Education in Zambia: Access, quality, and improvement. World Bank Publications.