

Teaching as a Profession in Zimbabwe: Are Teachers Facing a Motivation Crisis?

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ABSTRACT This study sought to investigate why Zimbabwean teachers seem demotivated in teaching as a profession and how the possible challenges could be addressed. A sample of 62 (32 male, 30 female) primary school teachers on the Bachelor of Education-in-Service programme in the Faculty of Education at a University in Zimbabwe was used in this study. A self-administered questionnaire was used to collect the data. Data were analysed using descriptive statistics. The study found that both male and female teachers raised the following factors/issues and challenges: poor salaries, poor working conditions, poor accommodation, lack of respect, political harassment/victimisation, overworking, the HIV/AIDS pandemic, absence of refresher courses, teachers not trained to cater for special needs children, and incompetency in terms of technological advancement. Among other issues, these challenges have resulted in low morale, poor delivery and brain drain in the education sector. There is a need for the Zimbabwean government to restore the dignity of the teacher through respect, better salaries and improved services.