SOCIAL CULTURAL FACTORS AFFECTING SEX IMBALANCE IN SCHOOL ADMINISTRATIVE POSITIONS IN LUNDAZI DISTRICT

BY

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A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the Degree of Masters of Arts in Gender Studies

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DECLARATION

I, Songelo Mkandawire, do declare that the Report is my own work which has not been submitted for a Degree of Masters of Arts in Gender Studies at University of Zambia or any other University.

Signature_____   Date_____

DEDICATION

To my children, Lubono, Mulunji-Margaret, Lumuuno-Beatrice, Towela Joy Mbawemi and Banji-McDonald with lots of love.

ABSTRACT

The study established social-cultural factors affecting the distribution of school administrative positions by sex in selected schools in Lundazi District, Eastern province of Zambia. The study was guided by the following specific objectives; to investigate district education board office, head teachers and teachers' perceptions on the influence of social-cultural factors on sex imbalance in school administrative positions; to investigate social-cultural factors that are perceived to cause sex imbalance in school administrative positions and; to establish the influence that social –cultural factors have on women teachers in taking up administrative positions in schools.The researcher used a questionnaire and focus group discussion to gather information from the respondents in order to achieve the objectives.

The study found that lack of relevant higher qualifications and teachers' self-perception which resulted from social cultural factors such as the belief that men were born leaders and women were subjects. The marital status of most female teachers had a bearing on their willingness to be relocated to other schools, this closely related to the location of the schools that resulted in less female teachers taking up administrative position in some schools.

The experience in years of service had a minimal effect on the promotion of teachers into administrative position as one had to serve for at least two years before consideration could be given for promotion.

The study recommended among other things that: the government should ensure that there is an equal distribution of academic progression between male and female teachers. The school administrators should put in place a very strong, transparent and bias free mechanism for rising recommendations for promotions. All stakeholders DEBS, Head Teachers, Teachers and the community) should take women and men as equals where service delivery is concerned.

Keywords: gender, girl child education, women, social issues, education, policy.

APPROVAL

The dissertation by Songelo Mkandawire is approved as fulfilling part of the requirement for the award of a Degree of Master of Arts in Gender Studies of the University of Zambia.

Examiner 1

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DEFINITION OF TERMS

Administration: is leading people through the process of performing work or duties to achieve set objectives.

Basic schools: these are government established schools with grades from 1-9 that are open to all citizens who meet certain requirements.

Culture: a way of life of a group of people, their behaviors, beliefs, values and symbols that they accept, generally without thinking about them and that are passed along by communication and imitation from one generation to the next.

Gender roles: are duties and responsibilities which are considered by the society to be appropriate for men and women.

Gender imbalance: this is the disparity in attainment of senior administrative positions in educational management.

Gender: is socially accepted attributes of an individual related to his/her sex. It is differentiation in any context and treated as such. In this study it refers to social relationship between men and women, allocation of roles, responsibilities, rights and women obligation in the school administration system.

Rural area: is an open swath of land that has few homes or other buildings and not very many people. In this study it refers to a geographic area that is located outside town and cities.

Secondary schools: these are government established secondary schools with grades from 8-12 that are open to all citizens who meet certain requirements.

Self-perception: this is ones view of self in terms of strengths and weaknesses.

Sex role stereotypes: is the behavior classification along sexual lines where they are considered acceptable to men and women.

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ACRONYMS

CEO	-	Chief Executive Officer
CEDAW	-	Convention for Elimination all forms of Discrimination against Women
DEBS	-	District Education Board Secretary
DESO	-	District Education Standards Officer
HRMO	-	Human Resource Management Officer
SADC	-	Southern African Development Community
UK	-	United Kingdom
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNICEF	-	United Nations International Children's Emergency Fund
USA	-	United States of America
ZANEC	-	Zambia National Coalition on Education

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1   Introduction

The role of women in development of any society cannot be overemphasized. Their contribution to economic and social development of society is very significant (Oppong, 1987). However, women in school administrative positions on record in Zambia are less than men and so is the case worldwide (MoE, 2011). Social-cultural reasons have been used to explain this discrepancy, particularly in western countries. In Lundazi district, Eastern Province, the situation is that only 12.6% of school administrators are women, and social-cultural factors unknown to affecting the scenario (MoE, 2011).

Society is the environment in which every individual regardless of age, race, colour, ethnicity and level of education are brought up while culture are the accepted norms and values defining a specific environment. Social –cultural factors are customs, life styles and values that characterize a society. Some examples are religion, attitudes, economic status, class, language, politics and law. These factors can affect quality of life, business, education and health of any given community.

Social and cultural aspects of all human life, including education for sustainable development play a significant role in defining trends of further development of people, society and the environment. They are the means of which people can better understand each other as well as the world in which they live. Today, human kind has been convinced that economic growth and profitability alone cannot automatically improve human life neither at the national nor at the international level. This is why the attention towards social and culture aspects has considerably increased nowadays,(Nozhin, 2005).

According to (Shirin, 2013) a Human Rights Lawyer and Nobel Peace Laureate "discrimination against women is often justified in the name of culture". For 27 years, she has lent her voice to campaigns by women's rights advocates, lawyers and other activists to end the position of girls and women. This can be achieved by implementing women's rights on the ground and to frame women's demands in a language that is

culturally appropriate and culturally persuasive. Furthermore, by showcasing an impressive range of empowerment approaches in diverse geographical and cultural settings aimed at helping women and girls, there would be space created for women to question and negotiate discriminatory social-cultural norms in places of work and the wider society.

Women like men, "require opportunities for developing their intellectual potential to the maximum. National policies and programmes should therefore, provide them with full and equal access to education and training at all levels while ensuring that such programmes and policies consciously shall orient them towards new occupations and new roles constant with their need for self-fulfillment and the needs of national development" (Maigenet, 1982).

The promotion process in the Public Service is that; thepromotion process starts with the immediate supervisor in this case the Head Teacher who raises a recommendation for promotion to the DEB office, who supports the recommendation to Provincial Education Office, then the Provincial office to Permanent Secretary and finally the recommendation is sent to the Teaching Service Commission for determination. Further, the promotion takes into account of qualification, competence, experience, good conduct and good performance (Cabinet office, 2003)

The Government of the Republic of Zambia adopted the National Gender Policy in 2000 and, and in 2004, launched the Strategic Plan of Action (2004-2008). The National Gender Policy highlights a number of policy areas which include education. It takes into account the convention on the Elimination of all forms of Discrimination Against Women (1979); the Beijing Declaration and the Platform for Action (1995); the SADC Declaration on Gender and Development (1997); and the Millennium Development Goals of 2000 (MoGE, 2017).

Currently, after taking into account of the above interventions, the number of female teachers who have been promoted to the ranks of head teacher, deputy head teacher and other administrative positions within the Ministry of Education has risen. Although the numbers of female being promoted has risen, the male sex still dominates in the top administrative posts,(MoE, 1996).

Even with the intervention towards equal representation of male and female in the education sector, the figures are still not reflecting an equal distribution of the sexes in school head teachers and deputy heads.

1.2 Background

The issue of gender inequality is one which has been publicly deep through society for decades, the problem of inequality in employment being one of the most pressing issues today. In order to examine this situation, one must try to understand the sociological factors that cause women to have a much more difficult time getting the same benefits, wages, and job opportunities as their male counterparts,(Wang, 2006). There are many factors contributing to gender imbalance between men and women as have been identified by different scholars. Lower level of education has contributed much in the subordination of women. Women have had less access to educational facilities particularly higher learning in science and technology related disciplines. Their completion rate has been lower than that of men,(Omari, 1998). As (Wang, 2006), asserts that, women suffer significant disadvantages in both employment opportunities and earnings. He further argued that, the percentage of women out of the labour force does not vary greatly by age or marital status, but is more sensitive to their education level. The effect of education on earnings also clearly differs between men and women. Due to the lack of education and managerial skills among women, they do not have the power to participate in leadership activities. This means that men play part in the affairs of the society's activities because they hold higher positions within the society. However, cultural aspects are among the factors contributing to gender imbalance, as argued by (Mbilinyi, 1998) that, in most parts of Africa culture is still the main areas that have hindered women from participating on an equal basis with men in the mainstream of development.

1.3 Problem Statement

Although there is government concern about women's opportunities in formal education at all levels, representation of women in school administrative promotion is still inadequate as compared to men (Kanake, 1997). Though women dominate teaching profession, there is sex imbalance in school administration positions (Kanake, 1997). Many interventions and programmes have been adopted into the education

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sector in Zambia to address the low numbers of women teachers in school administrative positions. Even after the interventions, women are still fewer as compared to men in school administrative positions (opcit).

Due to this, women teachers do not play a significant role in decision making processes in Zambian schools. Such a state of affairs implies that women's chances of influencing important decisions in schools are limited. There is also an implication that women's needs and interests may not be considered during decision making. The girl child especially in the rural areas who is meant to be the future women leader lacks a mentor who is important for the purpose of increasing self-confidence by serving as a role model (Ragins, 1989). In view of this, a study was necessary to establish the customs, life styles and values that characterize a society as such.

1.4 Research Objectives

1.4.1 General Objective

The general objective of the study was to establish social-cultural factors affecting the distribution of school administrative positions by sex in selected schools in Lundazi District.

1.4.2 Specific Objectives

i) To investigate district education board officers', head teachers and teachers' perceptions on social-cultural factors on sex imbalance in school administration.

ii) To investigate social-cultural factors that were perceived to affect sex imbalance in school administrative positions?

iii) To establish social –cultural factors affecting women teachers in taking up administrative positions in schools.

1.5 Research Questions

The research questions under consideration in the study were as follows:

i. What perceptions do district education board officers, head teachers and teachers have on social-cultural factors on sex imbalance in school administrative positions?

ii. What social-cultural factors are perceived to cause sex imbalance in school administrative positions?

iii. What effects do social–cultural factors have on women teachers in taking up administrative positions in schools?

1.6 Significance of the Study

The study focused on the social-cultural factors causing the imbalance in sex distribution of school administration positions in Lundazi district. The increase in numbers of female teachers rising to promotional positions would be justified in two folds that is one, females as role models for girls and other females. The Participation of females in leadership posts in education is very fundamental to Zambia's development both economically and socially. Secondly, redressing gender discrimination on the basis of sex.

1.7 Limitations of the study

A study of this nature should have covered about one third 1/3 of government schools in Lundazi or at least included a sample from other Provinces. Limited financial resources did not make it possible to conduct a big study. Lack of accurate sources of documented data and information on the prevailing imbalance of women in school administration. These were found useful in that the issues raised remain valid. In this research, some secondary data were obtained from documentary sources, reports, print and electronic media and some dissertations, books among other from the University of Zambia library and other sources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature to the proposed study. This was important for purpose of identification of gaps in knowledge and creation of an entry point for the proposed study.

Literature review is the key step in the research process and refers to an extensive, exhaustive and systematic examination of publications relevant to the research project (Bless, 1995).

The literature was reviewed from both published and unpublished sources like journals, text books, internet and unpublished thesis and dissertations done by researchers from other countries and within Zambia.

The literature was reviewed under various subheadings related to determinants of sex imbalance in school administrative positions among teachers.

2.2 Definition of Gender Roles

Gender refers to the social roles, responsibilities and behavior created in our societies and cultures. The concept includes the expectations held about the characteristics, attitudes and behavior of men and women (femininity and masculinity). For example "men as income earners and women as caregivers" (UNESCO, 2003). The roles are learnt and passed on from one generation to the next. It is not biologically determined or fixed forever. They can be changed to achieve equity and equality for both men and women.

Since gender is created by the society its meaning will vary from society to society and will change over time. This is because it carries the ideologies of socio-cultural context in which it is constructed. In all societies the common denominator of gender is female subordination and universal belief of women separation of public and private spheres into gendered spheres. This gives men an advantage in participating in public spheres (Mohanty, 1991).

The concept of gender is vital because it reveals how women's subordination and men's dominion is socially constructed. Gender mainstreaming is critical to overcome this. It will enable men and women have access to opportunities at the level playing ground with men Beijing 1995 conference. An important instrument to gender mainstreaming will be competence development that is the development of awareness, knowledge, commitment and capacity necessary to incorporate gender perspectives into substantive work among professional staff (UNESCO, 2003).

In the education sector, women constitute a high representation but their contribution in education administration is insignificant. The underrepresentation is a global issue contributed by personal factors like education level, ambition and family commitments (ibid). It is important to involve women in educational management because their participation in leadership posts in education is fundamental to development both economically and socially. There are two major advantages associated with female participation in education administration. These are women as role models for girls and other women, and redressing gender discrimination on the basis of sex, (Mitchel, 1996).

2.3 Types of Gender roles in Society

Family and home responsibilities, place bound circumstances and effect of spouse are contributing factors to women's career success. This is because the demands of the family on women aspiring for leadership either restrict them in work performance or those who hired them believed that they would be hindered by family commitments according to the Ministry of Education (Education Statistical Bulletin, 2010).

Therefore, the family responsibilities that women hold in developing countries act as a hindrance to gender balance in education administration in traditional societies where women are expected to be more responsible to their families, remain close to the children, husband and the extended family.

Feminine belief and ideologies of a perfect family influence ideas of women about work and their working lives. It influences ways in which women choose occupations and decide to balance paid and unpaid work. It also influences women identities and their sense of satisfaction with themselves as partners, wives, mothers and professional career workers (Changala, 2006).

Social policy directed towards women perpetuates inequality in domestic obligations. When maternity leaves are favored over paternity leaves, or when women are encouraged to work part-time after the birth of a child while men are not given equal opportunity to do so, the social perception that it is more appropriate for women to fulfill the commitment to family responsibilities than for men to do so is reinforced

Although women have increased their participation in the workplace over the last number of decades, their domestic responsibilities have decreased only marginally. Research by (Fuwa and Cohen, 2010) indicates that the average American woman works 13.2 hours per week on housework, compared to her spouse who works approximately 6.6 hours, (Lachance, 2010). This disparity creates an undesirable scenario for women, who are forced to choose an unhealthy work-life balance in order to pursue their careers.

When female teachers want to avoid administrative positions due to the family commitments they remain in practitioner career which seem a highly rational choice. To pursue a linear career and compete for promotion women might have to consciously oppose the ideology of perfect family and motherhood (Gabrielle et.al. 2013). Thus, such powerful ideological have had a controlling effect on women's career aspirations and mobility. Family responsibility creates unique challenges for women who want to advance to management positions in their careers. Hence, women continue to be responsible for majority of family responsibilities like care for dependent and children.

Another societal issue for women is their limited human capital. Human capital refers to the skills, experience, and knowledge an employee brings to a position,(Canadian Oxford Dictionary, 2005). Cultural expectations deem it more appropriate for women to interrupt their careers due to family responsibilities such as caring for children or aging parents than for men to do the same. In addition, women are encouraged to work in departments that have fewer developmental opportunities or do not translate to executive advancement.

In addition, women's belief that family responsibilities act as barriers to advancement in their careers, this belief has also partly affected their colleagues and superiors perception of them. This perception leads to discriminatory behavior and create an obstacle to advancement for women especially mothers, (Watara, 2004).

Having children for women will influence woman's use of human capital resources like training, development opportunities and work hours in the work place. This in particular relates to attendance of professional development and training which calls for extra time and travelling, an extra commitment at the work place. Women with children are perceived to spend some of their time while at work on family related matters.

2.4 Effects of teachers' perception on sex imbalance in school administrative positions

According to (Shelly, 2014), women are more likely to employ a collaborative approach to decision making, resulting in a sharing of power, as compared to men. From speech patterns to decision-making styles, women more often than men exhibit a democratic, participatory style that encourages inclusiveness rather than exclusiveness in schools.

Part of the reason men outnumber women in administrative positions is that more men have degrees or certification in educational administration than women who seek advanced training and certification as highlighted in the (Education Statistical Bulletin, 2010). This disparity may be due to lack of female role models in training institutions or in the field, negative attitudes of counselor s and professors toward women in administration and a lack of encouragement from women administrators within the profession as noted by Gabrielle quoted earlier (Gabrielle et.al 2013).

Female role models in training institutions are indeed scarce, approximately 98 percent of the faculty in departments of education administration or its equivalent are male,(Weber,   1981). Broughton and Miller in (Schwanke, 2013) noted that women in management are more likely to come from non-business backgrounds, which limits their attempts to succeed because they have little or no business leadership experience. Women may compensate for this lack of experience, however, by developing specialist expertise through higher education degrees. Women's wider acceptance in leadership in soft sectors of corporate governance perpetuates stereotypes about gender-based employment.

Patterns of discrimination emerge clearly when rates of promotion and advancement are examined a study by (Taylor, 2015) showed that male superintendents were likely to hire women as administrators, although there were no written policies precluding women. Other variables such as age, length of experience, size of school district, and type of position had no relationship to the hiring process.

(Weber, 1981), in an article confirmed the findings that Poor self-image or lack of confidence by women has resulted to gender imbalance in education administration. Women who aspire to be administrators are likely to report lack of confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply, needing more affirmative before proceeding into administration than men. Women aspiring to be administrators were reported to have a marked level of lack of self-confidence about seeing themselves at the top.

Low self-esteem and lack of self-confidence may be related to leadership identity which goes hand in hand with gender imbalance. This is a feeling of belonging to a group of leaders and feeling significant within the circle. The few women who have managed to reach positions of leadership despite the obstacles were reported to use some strategies. (Celikten, 2005) reported that women who secured administrative positions have a strong belief in themselves, especially their own voice and motivation to be pathfinders in their countries. Women who are self-reliant and self-motivated have made it to leadership positions in spite of hostile and unwelcoming cultures in their countries of origin.

The issue of sex imbalance in school administrative positions is perceived to be a study that compares women with men. Women are considerably less represented as targets of study in educational administration globally. Throughout history, women have been discriminated against in the field of education as well as in other sectors of society, (Marshall, 1994). Women have historically had the fewest employment opportunities in the area of educational administration, (Restine, 1993). At present, women are under-represented in all aspects of the management of education in Zambia. Even where there are many women teaching in an area, fewer of them rise above the positions of senior teacher, deputy head teacher and head teachers.

The under-representation of women in positions of senior management within educational institutions continues to be a matter of concern, particularly as the teaching fraternity is largely dominated, nationally and internationally by women. Studies on gender and leadership have revealed a number of barriers to women seeking educational leadership and management positions, (University of Manchester, 2003).

In England for instance, four years ago there were roughly equal proportions of male and female head teachers even though women made up three quarters of the teaching personnel. The proportion of women heads has risen to 55% of the total and is on a consistent upward trend. However, the rise in female heads has been concentrated largely in primary schools and the imbalance continues in the secondary sector where only 26% of heads are women. The gap is even more marked at primary level where women teachers outnumber their male counterparts,(Abhinav, 2014).

(UNESCO, 2003) also reports that women are routinely passed over when it comes to promotions, the higher the post, the less likely a woman even one who is qualified as her male colleague is to get it. Women who manage to breakthrough this are so called 'glass ceiling' into decision making positions remain the exception to rule as even if female dominated sectors where there are more women manager, a disproportionate numbers of men rise to the more senior positions.

According to (Cornell University, 2010) the "glass ceiling" is a metaphor first used by Nora Frenkiel to explain the subtle, invisible obstacles women face after they attain mid-management positions. They advance to the top of middle management but are unable to pass through this barrier. Media and contemporary messaging communicate that this glass ceiling is being shattered; the stark reality is that it still exists.

The glass ceiling is an easily applied metaphor for women's experiences. In real terms, however, the underlying causes of gender inequality in senior positions are less identifiable or well defined.

Women are underrepresented in school headship in many parts of the world. Social – cultural reasons have been used to explain this discrepancy particularly in Western Countries. In spite of the advances made in many areas of public service appointment in the past two decades, women still have a long way to go in order to participate on the same footing as men.

The International Labour Organisation had published an update on one of its studies on women in management. The study concludes that globally women are continuing to increase their share of managerial positions, but that the rate of progress is slow, uneven and sometimes discouraging as women are faced with attitudinal prejudice in the workplace, the nature of women's career paths continues to block them from making progress in the organizational hierarchies which they work, (Harvard Business Review, 2015).

Another term more recently suggested for the barriers is the labyrinth, indicating the complicated, exhausting challenges that women must navigate on their way to senior roles. Although gains have been made in many employment areas, women remain significantly underrepresented in positions of power. The few positions have often come at a cost to women who do achieve them. The women carry such burdens as stereotyping, prejudice, sexual harassment, tokenism, and isolation (Harvard Business Review, 2015).

The global picture is one of men outnumbering women at about 20:1 at senior management level (UNESCO, 2003). One explanation might be that equality of opportunities goes unnoticed by decision makers, or is not an issue of concern and is therefore not acted upon.

Some employers discriminate against women by refusing to hire them even when opportunities exist. Most employers prefer to hire men who have the necessary education and skills than women because of their family responsibilities thus women end up taking low paying jobs or being second in position to men in most secondary schools, (Marshall, 1994)

Stereotyping of men and women is one of the social processes taking place of which we have little awareness. Women are seen as different and are often evaluated less favorably than men. Doubts still linger as to whether or not women are as able as men to be effective in school administration or pose the toughness necessary to maintain discipline in high schools. Women in some African cultures find it difficult to exert authority over men, they still suffer from the myth that women are too emotional or too illogical for senior management or best suited to the domestic maintaining aspect of administration.

A study by (Jere, 2002) one male head teacher's opinion to the question asked on whether women could not lead men, he responded "culturally women are supposed to be down every time she has to give attention to a man's demands more especially the husband". From the time they become of age (puberty) when they are put in confinement they are taught how to satisfy and to respect men and this has created fear in them even at work. They feel they are better off to be led by men in these schools.

According to an (African Research Review Journal,2017) studies on School Leadership in Zambia highlighted that there were no major gender differences in school management effectiveness in schools headed by both male and female head teachers. However, there was effective supervision in schools run by female head teachers than their male counterparts and an overall analysis showed that the performance of female managers in running the schools was good and the management styles were more democratic and consultative.

Although in theory, the merit principle is used to guide the selection of head teachers by the Teaching Service Commission, most positions are filled on the basis of trust and rapport and or patronage, (UNESCO, 2003). Women are accustomed to male community based culture that frowns upon social mobility and self-promotion. Female teachers often lack the support of their head teachers, community members, spouses or even family members with respect to their application for promotion.

Some women cannot contemplate taking on headship positions which would almost certainly involve managing male teachers. Lack of self-esteem, role models and mentors contribute to women's reluctance to apply for leadership positions in the education sector (ibid). Lack of role models is as much a product and a cause of domination. Thus domination of headship and deputy headship in schools represents a manifestation of the androcentric world order. To begin with, the absence of female role models in schools and elsewhere reinforces women's subordinate position in a number of ways. It means that the female power network comparable to the male one does not exist. It is therefore harder for women than men to be co-opted to power positions as they lack a sponsoring group of like-minded people at the top.

Secondly, the absence of women from senior positions means that aspiring women will have no one on whom they can model their behavior as they lack non-traditional role

models. In most cases, female teachers occupy nurturance and subordinate positions while men dominate administrative positions, (Jere, 2002). Thus to say pastoral and subordinate roles come to be seen by society as normal and natural for women. It can be seen that women's failure to seek promotion is not as a result of failure to apply but is a mere reflection of the way the male dominated institutions of society operate to make it difficult for women to succeed. The ground rules established are in favour of men themselves.

The Zambia Fifth and Sixth Country Report on the implementation of the (CEDAW, 2007) highlights that women continue to be subjected to various social, economic, cultural and /or traditional biases, discriminatory treatment, inadequate and inappropriate girl/women friendly sanitary facilities and conditions hinder women's progress and representation in the educational sector. The report also highlights the need for the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education.

Gender ideology and cultural patterns, as well as pre-determined social roles assigned to women and men play a major role in hindering the participation of women in sustainable development. To appreciate the social and economic roles men and women play, it is important to understand the dominant gender ideology as reflected in ideas, attitudes, values, beliefs, assumptions and perceptions about the roles and forms of behavior within the wider socio- economic context of Zambia. This is because gender ideology influences policy, planning, legislation, social services provision, and general administrative practices. Traditions continue to emphasize and often dictate, women's primary role as mothers and housewives,(Milimo et al, 2004).

In terms of expressions of gender attitudes and role- expectations through sayings/ proverbs for instance a saying in the Lozi language of Western province *"sina musali kimutu'?* which translates as "*Is a woman a human being*" this just emphasizes the male superiority and women's inferiority in society, (Milimo et al, 2004).

According to (Zulu, 1997) in both rural and urban schools, there were more female teachers than male and yet in each case, there are more male head teachers than female. It is normally that there should be promoted of female empowerment in all institutions of learning. Therefore, implementation of this concept, the Ministry of Education

through the staffing and inspectorate should identify deserving female teachers who should be recommended for promotion to the post of head teachers, deputy head teacher and senior teachers in both rural and urban schools.

As an end, increasing the participation of women in the management of education serves to redress gender imbalances at all levels of the system, and it is in keeping with the post –Beijing national agenda on women in relation to Convention to Eliminate Discrimination against Women,(Mitchel, 1996). A study by (ZANEC, 2010) revealed that in Zambia there are generally more male than female head-teachers in most basic schools. Given the various efforts which have been made to bridge the gender gaps in school administrative positions in Zambia, one would have expected a narrower gender gap. More men have continued to dominate, particularly true in most public and community schools.

2.5 Implications Personal and social roles in Gender stereotypes

Women face two types of structural issues; some are found in society generally, and others are found in corporate settings. Societal issues are those forces which are deeply rooted in culture and public policy. Contributing factors to the limited career advancement for women include some aspects of social programs and policy, limited human capital and the societal expectation of female participation in service industries such as education, health services, and social and community services, (Eagly, 2009).

Although less widespread than societal issues, issues related to corporate structures significantly affect women's potential in a more direct way. Organizational structures can interfere with and inhibit female advancement. These structures include male dominated "old boys networks," increased ambiguity about advancement, and glass cliffs. Existing networks in organizations can often be homogenous and long-standing. They are difficult for women to break into as women are often uncomfortable with networking in the social context of these settings and are also unable to commit the extra time outside of work hours due to their home commitments, (Broughton,2009). The men also generally have little interest in welcoming new female members. Because of these factors, the support network around women at higher levels of leadership is limited and unhelpful.

Another corporate issue is that promotion to senior positions requires more than superior skills and experience. It may be influenced by unclear guidelines and parameters such as amicable relationships with powerful people or other unstated expectations. Further, the ways to participate in opportunities for career development in organizations, such as training or travel, are often veiled in secrecy. This ambiguity increases when the employee is female,(Hamel, 2009). When trying to navigate through the hidden expectations for job promotion, women's limited natural relationships with men at the top inhibit their abilities to secure senior placements

2.6 Prevailing Perceptions of Gender and Leadership

Although research does not support the suggestion that leadership effectiveness is different between the two sexes, this misperception still remains. Gender biases that consider leadership qualities to be most closely related to male qualities obstinately persist in some organizational cultures and are difficult to overcome. Women who are perceived to exhibit attributes that are more associated with men are resisted (Guerrero, 2011). A society's shared knowledge about what attributes men and women exhibit can be divided into two categories. Descriptive beliefs are how society thinks a man or a woman typically acts. Prescriptive beliefs are how society thinks a man or a woman should act (such as courageous or gentle.) In addition to prescribed beliefs about gender, society also holds attitudes towards leadership traits.

Small, slow changes are happening in views about effective leadership. These are starting to lean towards the concept of transformational leadership and away from the male oriented, transactional standard,(Eagly, 2009). Women have proven themselves in soft sectors as executive leaders, including human resources and healthcare. Unfortunately, the absence of women leaders in other industries still demonstrate significant inequity, limited change in social roles has resulted in little change in stereotyping, but the adoption of a larger understanding of leadership may eventually prove helpful for women to be more accepted in senior positions (ibid). The transformational leadership perspective encourages participation and involvement and may help reduce gender discrimination,(Broughton, 2009).

2.7 Prejudices and Discrimination

Prejudices are preconceived opinions that are not based on reason or experience. Discrimination is the act of treating someone unjustly based on one's prejudices, (Collin, 2006). Although prejudices and discrimination toward women in the workforce have diminished, they still exist strongly for women in senior positions. The issues, which surface as stereotypes, tokenism, sexism, and the framing of the current state of gender equality against the even greater inequalities of the past are all prevalent for today's executive woman.

Women in high visibility roles are often stereotyped into "role traps," which include the mother, the seductress, the pet and, for those whose management approaches are more directive than collaborative, the iron maiden, (Simpson, 1997). Due to their lack of female colleagues in management, women are also isolated and are often subconsciously viewed by others in the company as symbolic gestures of the company's goodwill efforts to promote equality. The advancement of a limited number of women into upper echelons of power has created a dynamic labeled "tokenism." This is the interpretation that the few women in positions of power demonstrate equality of opportunity, when in reality, this is far from the truth,(Schmitt, 2009).

This inaccurate perception of gender equality limits opportunities for women as a group because it creates false optimism and eliminates the perceived need to make things better. "Women who perceive that their opportunities for advancement are hindered by pervasive gender discrimination express stronger gender group identification than do women who perceive gender discrimination as an isolated occurrence" (Simpson, 1997). Women will support each other more intentionally when inequality is observed honestly and critically. Token women also find themselves isolated and experience more performance- related stress.

Research also demonstrates that "compared with women who are more equally represented, token women are more likely to experience gender discrimination, receive lower evaluations from male subordinates, and generally experience less career success" A common coping mechanism is the "Queen Bee Syndrome" through which women who have achieved success are not willing to share information or encourage other women to advance. The purpose of this strategy is to maintain a woman's place

with the men at her level by aligning herself to the men's perceptions and interests, (Hamel,2009).

An insightful blog post about women's leadership issues, Women at the Top, reflects on the issues that token women must face when they are isolated among the higher ranks in a corporation. The Queen Bee Syndrome places a woman in the strained position of wanting to integrate herself with her network of associates but feeling pressured to do so by separating herself from her female colleagues at lower ranks. When there are more women in the higher echelons of an organization, a woman no longer has to choose between being a woman and being a successful executive, (Knight, 2011).

Closely related to tokenism is the occasional message by media that gender inequality is no longer a problem. By comparing current successful women to the homemakers of the past, news articles sometimes tout examples of successful women as evidence that the glass ceiling is shattered.

Although a few women have found their way into positions of power, substantial inequalities still exist in the representation of women generally in senior positions. In some ways, discrimination has become increasingly subtle and hard to detect, creating a more complex environment through which women need to navigate, (Schmitt, 2009).

When media and cultural references focus on women's advances, they create a false perception that current conditions are optimal. Discussions of the occasional token female 'boss' and few women in top positions give the illusion of equality. This is because when companies offer few women limited, token opportunities, people within the companies perceive that the limited opportunities are as good as equal opportunities, (Schmitt, 2009). Research participants in different studies valued tokenistic hiring policies as much as equal policies. This relaxed concern about the gender equality reduces the perception that improvement is still needed.

All cultures make social distinctions between men and women and place importance of identity in social hierarchy. This can cover a range of perspectives from hostile differentiation (women are inferior and incompetent) to benevolent differentiation (women are nurturing and possess moral purity), (Eagly, 1994). Men with hostile attitudes towards women target status-seeking women, and when women are in senior

positions, they stand out as having threatened male territory. This, together with the fact that senior women are surrounded mostly by male colleagues, places women at further risk of discrimination, at the work place, (Broughton, 2009).

Sexism has become more elusive than in the past. However,(Barreto, 2009) even when individuals personally agree with and adopt equal and fair practice, and they can still harbour subconscious sexism. The result is that prejudice is often expressed outside a person's awareness, even when people are subjectively convinced that they do not endorse prejudicial beliefs or are trying hard not to express them.

In summary the situation of women in the school environment has a historic perspective, the stereotyping of women goes back as far as religious traditions and diverse cultural histories. Many texts like the Bible and Quran make reference to women being obedient or submissive to men. They lay out rules about how women are to speak and what not to do. Even today in Islamic cultures women must cover themselves from head to toe, in many Christian denominations a woman cannot be allowed to become a pastor or teacher. Gender stereotypes are particularly strong because they are formed and reinforced by the socialisation process that all people take part in and are shaped by. This therefore spills over into organisational settings and, therefore, affect the beliefs people hold regarding women in the workplace.

As (Mbelenga, 2015) rightly highlights that there are many effects of stereotyping women. Stereotyping leads to lack of women who are willing to face the challenges and problems that are associated with being stereotyped as they absorb a stigma about whom they are and where they belong in society. The negative stereotypes can also lead to women's performances lowly appraised by their supervisors and even their subordinates and this can ultimately affect the selection and promotion decisions.

2.8 Theoretical Framework Explanation

The conceptual framework helped to focus on the variables of the study. The study established that the conceptualized socio-cultural factors hindered women's access to administrative positions in Government schools in various aspects.

Independent Variable

Socio-cultural Factors
- Stereotype
- Home based
- Government policies
- Individual
- Religious
- Political
- Level of education

Dependent Variable

Hindrance to women's access to management positions in secondary schools

- Income
- Entrepreneurship
- Age
- Experience
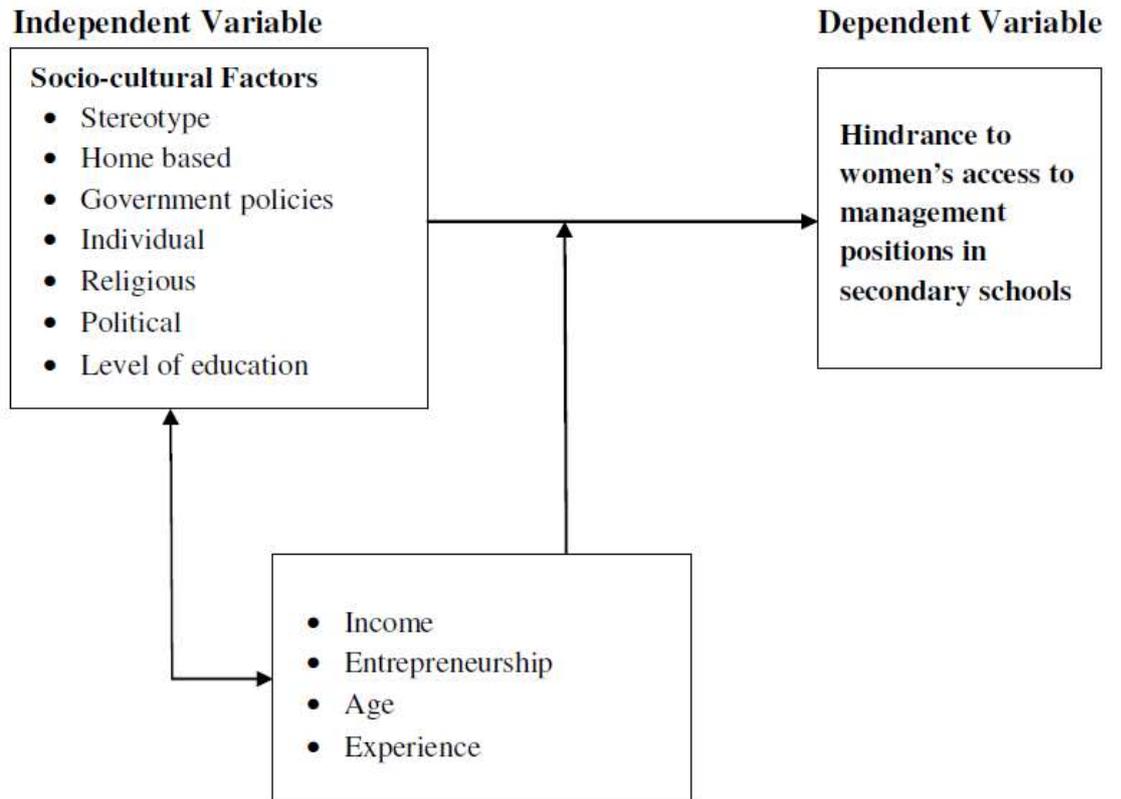
Figure 1: Socio-cultural factors that hinder women's promotion to management positions in schools

The framework which was used to guide this study was arranged in three levels. The first level assumed gender roles, socialization; gender stereotyping learned by over time and passed from one generation to the next and cause gender imbalance in education administration among teachers. They dictate whether women would aspire for and take senior administrative positions when promoted. The women self-perception which leads to lack of self-confidence and low self-esteem is due to socialization process which has portrayed leadership as a province of men.

Gender roles cause sex imbalance in school administration among teachers. The demands of the family on women aspiring for leadership restrict them. This is because they are expected to be more responsible to their families, remain close to the children, husbands and extended family. Self-perception or poor self-image cause sex imbalance in school administrative positions.

Socialization and sex role stereotypes act as an obstacle to sex balance in education administration. Women are oversaturated with a message of female inferiority complex and this makes them shy away from positions. Mentors and role models are crucial for women aspiring for positions in school administration. Mentors provide career development functions like coaching, sponsoring and advancement. It enables a novice to learn political realities, secrets of moving a project through chain of command and survival techniques not written in any handbook.

Educational qualifications and training prepare women as future leaders. The education policy makers must realize the unique needs of women in leadership preparatory programmes. Women with higher education and training stand a better chance to have career mobility than those without or minimal. The second level assumes sex imbalance in school administration which is influenced by a number of factors. Men dominate in high ranking positions as women take low ranking positions. This is supported by and maintained by socialization through myths, stories and gender stereotyping. Gender based division of labour determine allocation of roles. It also influences attitudes and perceptions of women's contribution to the society. This is found in the education system with regard to sex imbalance in school administration among teachers.

The third level assumes that affirmative action, and gender sensitization will benefit the underrepresented women. Affirmative action was first used in 1965 a term used to refer to an active effort to improve the employment or educational opportunities of members of minority groups and women

2.9 Theoretical Framework

Gender Cultural Theory: Culturally, there is a belief that women are supposed to be led but not to lead. In fact stereotyped notions about women constitute major barriers; assertiveness is frequently interpreted as aggression (Bilton et al, 1996). In this respect women find it difficult to exert authority over males since the society still suffer from the myth that women are too emotional and weak for senior management. When women share these stereotypes and accept them uncritically it leaves them marginalized and with limited career effectiveness. Culturally women who get into leadership are seen as trouble makers, more specifically strong and assertive women (Bilton et al, 1996).

Religious Theories: Women are believed to being a cause of bad leadership. For example, faith in Allah an on-line publication quotes Eve to have misled her husband Adam, (Al-bukhani, 2017). Accordingly, they generalize that women should not be in the lead instead men should always lead, while women follow. Some Christians quote Paul (1 Corinthians 14:34) that women should be silent in meetings. This also indirectly pushes the women to the back benches. Awoja quoted in (Ziwa, 2014) observed that women are naturally disadvantaged in a way that they are not allowed to lead. She quotes, "that if women attend an interview and the interviewing panel has more Muslims than members of any other religion, they will never appoint a woman to be Head Teacher.

Gender Mainstreaming Theory: There are some policies on Gender balance but they are never monitored and implemented at all levels in Zambia. There is need to fully implement the gender equality policies at all levels and also formulate policies that give women equal access to management positions (Bilton et al, 1996). Gender Mainstreaming Theory for instance if adhered to, to the latter has high influence on effective participation of women in educational management as it can increase effective access to management positions. That is, the policy in schools would result in more leadership positions in education and hence increase the participation of women in education management thereby increasing the role models.

2.10 Conclusion

Literature review is the key step in the research process and refers to an extensive, exhaustive and systematic examination of publications relevant to the research project (Bless, 1995). The literature was reviewed from both published and unpublished sources like journals, text books, internet and unpublished thesis and dissertations done by researchers from other countries and within Zambia. The next chapter looks at the methodology of the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter deals with the methodological aspects of the study. It is subdivided into six sections namely, research design, research setting, study population, sampling methods and procedure, data collection and data analysis and also briefly discusses the problems encountered in the field during data collection.

3.2 Research Design

The study utilized qualitative and quantitative research designs. The qualitative approach was used because the study involved establishing socio-cultural factors on sex imbalance in school administrative positions that were not easy to quantify. Qualitative data was also collected via focus group discussions using as well as interviews from Head Teachers, Deputy Head Teachers, Senior Teachers and Teachers. Quantitative design was used to generate statistical data using questionnaires.

Qualitative and quantitative research designs were used to collect primary data on social-cultural factors on sex imbalance in school administrative positions in Lundazi district. Qualitative methods, which were based on social issues, were used to find out opinions of different groups of participants in the research study. Quantitative methods, which were statistical, were used to count participants in excel to produce graphs, frequencies and tabulations to give statistical summaries presentation of data. The study used semi-structured questionnaires as instruments to collect data from respondents. The questionnaires are appended at the end of this dissertation.

3.3 Research Setting and Study Area

The study was conducted in the district of Lundazi. The schools selected in the study were located both in the township and remote areas. That gave an equal opportunity in terms of social-cultural attitudes and perceptions on sex imbalance in school administrative positions in Lundazi District.

Lundazi is a district of Zambia located in Eastern Province. The capital lies at Lundazi British Oversea Management Area (BOMA). Samples for the study were taken from three (3) High Schools, three (3) Basic Schools and the District Education Board Office. The High Schools that participated in the study were namely Lundazi Boarding Secondary School, Lundazi Day High Secondary School and Islamic Welfare Trust School. The basic schools that participated were namely Msuzi Basic School, Chaomba Basic School and Mpamba Basic School. Lundazi Boarding and Lundazi Day Secondary schools were selected as they were among the biggest schools within Lundazi district. Islamic welfare trust school was selected because the researcher anticipated having respondents whose culture was greatly influenced by the Islamic faith. Msuzi and Mpamba Basic schools were selected because the schools were between the BOMA and the peri-urban area. Chaomba was selected as the school was located in the remote area of Lundazi District.

3.4 Study population

The study population comprised of seven categories of respondents from all the workers under the Ministry of General Education in Lundazi. These were, district education board secretary, human resource management officer, head teachers, deputy head teachers, heads of departments, senior teachers and teachers. Thus, all the mentioned categories had an equal chance of being selected to be part of the sample size.

3.5 Sampling

Purposive sampling and simple random sampling were used to draw the respondents in the various levels of school administrative positions.

Purposive sampling was used to select the schools which would be part of the sample from the whole district as well as choosing other respondents such as10 Senior Teachers as they were the immediate supervisors to class teachers in basic schools, 10 Heads of Departments, similarly heads of department are the immediate supervisors to subject teachers in high schools , 6 Deputy Head Teachers, 6 Head Teachers the number of heads and deputy heads was corresponding to the number of schools selected for the study, 1 District Education Board Secretary, 1 District Education Standards Officer and 1 Human Resource Management Officer.

The office of the DEBS was selected because it plays a major role in supporting recommendations to Ministry Headquarters for the promotion of teachers at every level.

Simple random sampling was used to select 35 class teachers by selecting 5 teachers per school at random. Since the population of all the teachers in Lundazi was difficult to determine and come up with a sampling frame or a list of all the teachers, simple random sampling was used to select 35 teachers at random and giving all the teachers an equal chance of being selected. That is, the population consisted of **N** number of teachers, and the researcher needed to select **n** number of teachers based on the assumptions and fact that there were more than 35 teachers in Lundazi and that at least 5 teachers could be found in the 7 selected schools.

Therefore, a sample of 35 teachers was selected by selecting 5 teachers per school in Lundazi at random to come up with a sample of 35 teachers to add to the other 35 respondents who were selected using purposive sampling as mentioned above.

3.5.1 Sample Size

The sample comprised 70 respondents of which 35 were Teachers (class/subject) as they were more than school administrators, 10 Senior Teachers were the second highest number as they were the immediate supervisors to class teachers in basic schools, 10 Heads of Departments, similarly heads of department are the immediate supervisors to class teachers in high schools, 6 Deputy Head Teachers, 6 Head Teachers the number of heads and deputy heads was corresponding to the number of schools selected for the study, 1 District Education Board Secretary, 1 District Education Standards Officer and 1 Human Resource Management Officer, the office of the DEBS was selected because it plays a major role in supporting recommendations to Ministry Headquarters for the promotion of teachers at every level.

Each school was comprised of both women and men respondents.

There were seven schools chosen for this study: three (3) High Schools, three Basic Schools, and Islamic Welfare Trust School. Firstly, the schools were easily accessible. Second, they represented both categories of urban and rural schools. Thirdly and finally the schools had respondents at all levels of school administration.

3.6 Data collection techniques

A total number of 70 questionnaires were distributed to the respondents. Focus group discussions were used to gather information through forming groups for discussion with respondents. Two groups were formed by considering sex with the intention of enabling members of the groups to be free in giving their views concerning gender imbalance. Each group had five (5) members. During discussion with groups, the researcher acted as a facilitator of discussion while the assistant researcher was responsible for recording the information given by respondents.

3.7 Data Analysis

The data was analyzed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. The data was presented in tables, pie charts, bar charts and graphs according to the need. That is, data was analysed in SPSS and exported to excel for better graphs and presentations.

Additionally, analysis of focus group discussion was done after transcribing what was

recorded from the discussions and was included in the findings.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyses the findings of the study. The purpose of the study was to establish what effects social-cultural factors have on the distribution of school administrative positions by sex in selected schools in Lundazi District. The study had three specific objectives and these included investigating district education board office, head teachers and teachers' perceptions on social-cultural factors on sex imbalance in school administrative, investigating social-cultural factors that are perceived to affect sex imbalance in school administrative positions and to establish the effects that social –cultural factors have on women teachers in taking up administrative positions in schools. Therefore data is presented showing the results of the objectives.

4.2 Background information of the respondents.
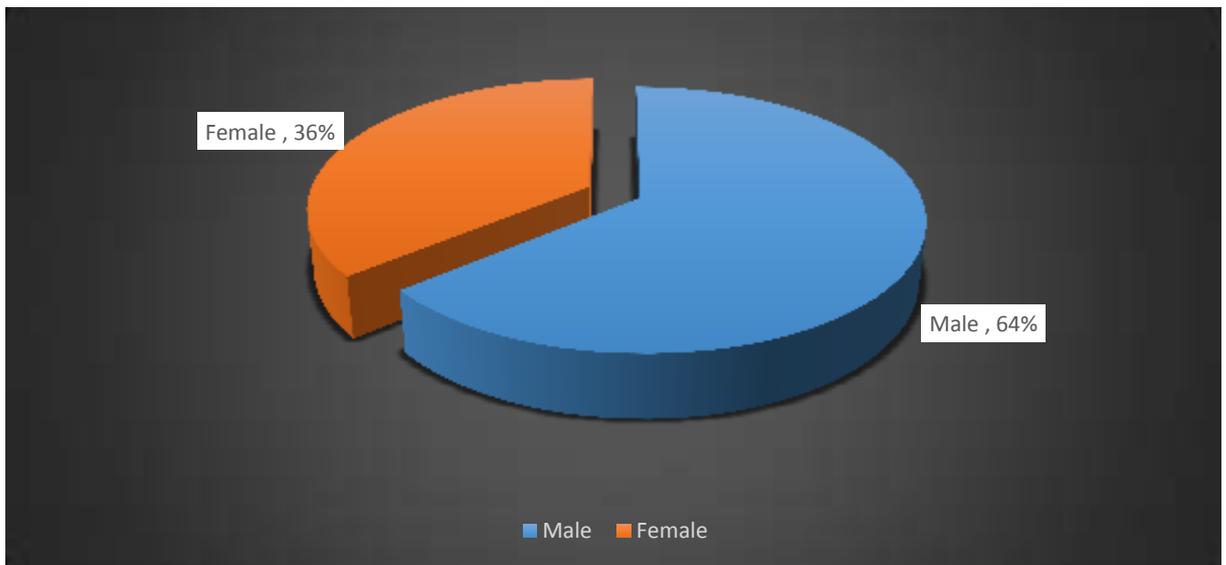
Figure 2: Distribution of respondents by sex

The Figure above showed the distribution of respondents by sex. It showed that 64% of the respondents were male and 36% were female. Thus, there were more men than women who participated in this study.

The reasons for the above finding could be among other things, the fact that Lundazi District is a town not along the line of rail and most of the area is rural and remote such that most female teachers do not desire to work from there. This could also translate that less females within the district attain high school and tertiary education thus representing a lower percentage of local educated women.
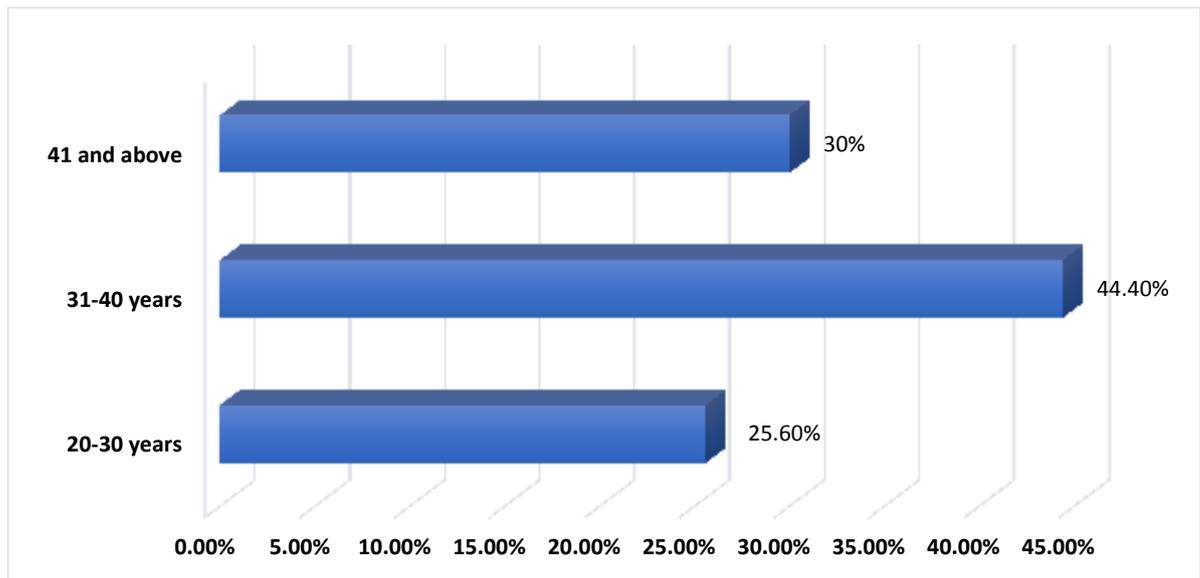
Figure 3: Age distribution

Figure 3 above shows the percentage distribution of respondents by their age. It was found that (44.4%) of respondents were aged between 31 and 40 years while (25.6%) between 20 and 30 years. It was also discovered that 30% of the respondents were aged above 41 years. The findings showed that the majority of the teachers were in the age – range in which they were due for promotion.

4.3 Marital status of respondents:

As outlined in chapters one and two of the study, marriage is one of the important factors considered when promoting women teacher, as most of them are married. It was established that women refused to move on promotion because their husbands would not give consent.

Table 1: Marital status of Respondents

Marital Status of Respondents	Total % of Respondents	% of Male	% of Female
Single	20	13.3	16
Married	70	84.4	68
Divorced	2.9	0	4
Widowed	7.8	2.2	12
Total	100	100	100
N	**70**	**45**	**25**

From the percentages outlined in the table, 14 (20%) of the total numbers of respondents were single, 49 (70%) were married, 2 (2.9) percent were divorced and the other 5 (7.1%) were widowed.

Within the females, 4 (16%) were single, 17 (68) were married, 1 (4%) were divorced and another 3 (12%) were widowed. Within the males, 6 (13.3%) were single, 38 (84.4%) were married, 1 (2.2%) were widowed and none were divorced.

It was therefore evident from the table that the majority of respondents that were married were men. On the contrary, there were 4 percent of divorcees amongst the women respondents whereas there were none from the male group.

Reasons for the higher rate of divorced women could have been that these educated female teachers within the district were perceived to have no traditional and cultural sound morals as they diverge from the prescribed role of women and want to achieve that which had been a preserve for men alone.

Another reason could have been that relatively few women remarry after going through a divorce unlike men who would easily re-marry.

Another reason could have been that these few women were in a "commuter marriage" and so their husbands found other women to marry.

4.4 Teaching experience of respondents

One's teaching experience matters when it comes to promotion. One must not only be within the stipulated age-range to be promoted but they must also generally also have a minimum experience of at least two - three years in their position to be considered for promotion in line with the Terms and Conditions of Service for the Public Service. Cross-refer to details on promotion in the first chapter of the study.

Table 2: Teaching Experience

Number of years in Teaching	Total % of Respondents	% of Male	% of Female
1 – 5	34.3	37.8	31.1
6 – 10	16.7	20	13.3
11 – 15	21.1	20	22.2
16 – 20	8.9	6.7	11.1
21 and above	18.9	15.6	22.2
Total	**100**	**100**	**100**
N	**70**	**45**	**25**

It could be seen from Table 2 outlined above that 24 (34.3%) of the total number of respondents had the teaching experience of between 1 – 5 years, 12 (17.1%) had teaching experience of between 6 – 10 years, 15 (21%) had the experience of between 11-20 years, 19 (27%) had teaching experience of 21 years and above.

Within the female, 8 (32%) had teaching experience of 1 – 5 years and 6 (24%) had teaching experience of 21 years and more. Within the males, 17 (37.8%) had teaching experience of 1-5 years, 10 (22.2%) had 6 – 10 years another 10 (22.2%) had 11 – 15 years, 3 (6.7%) had 16 – 20 years and 5 (11.1%) had teaching experience of 21 year and more.

It would therefore, be right to say that the majority of respondents, which was 51 (72.9%), had the teaching experience of 1 – 15 years. Note that there was a sharp decline in the percentage of respondents, with teaching experience of 16 years and above. Note that there also were more men within their group, who had teaching

experience of 1- 15 years as compared to women within their group. On the contrary, there were more women that had teaching experience of 16 years and above as compared to the men within their group.

The results from the table above could have been influenced by the disadvantaged financial status of female teachers who failed to further their studies or pursue other studies to enable them change duties from teaching to other professions like banking or accounting. Therefore they said longer in the teaching service than men who were privileged to further their studies.

4.5 Current position of respondents:

Current position of respondents was an important aspect because it accorded the researcher an opportunity to see levels of participation of women and men in different administrative posts in the district in comparison to that of the men.

Table 3: Current Position of Respondents under educational administration

Position of Respondents	Total % of Respondents	% of Male	% of Female
Class Teacher	50	46.6	56
Senior Teacher	14.3	15.5	12
Head of Department	14.3	13.3	16
Deputy Head Teacher	8.5	8.8	8
Head Teacher	8.5	11.1	4
Human Resource Management Officer	1.4	0.0	4
District Education Standards Officer	1.4	4	0
District Education Board Secretary	1.4	4	0
Total	100	100	100
N	70	45	25

Out of the total number of respondent, 35 (50%) were class teachers, 10 (14.3%) were senior teachers, 10 (14.3%) were head of departments, 6 (8.5%) were deputy heads and 6 (8.5%) were head teachers and 1 (1.4%) for the DEBS, DESO and HRMO respectively. Note that within men, 21 (46.6%) were class teachers, 7 (15.5%) were senior teachers, another 6 (13.3%) were heads of department, 4 (8.8%) were deputy heads and 5 (11.1%) were head teachers, the DEBS and DESO stood at 1(2.2%) each. From Table 3, It's clear that the majority of respondents, which was 35 (50%) were class teachers and the other 35 (50%) were in leadership positions such as senior teacher, head of department, deputy heads and heads, DEBS and DESO respectively. Additionally it was noticed that a large proportion of class teachers were women who constituted 56 percent within themselves as compared to the men within themselves who constituted 46.6 percent. Only 1 (4%) of women held the post of head teacher as compared to the men within their group who constituted 11.1 percent of the total men respondents.

Taking into account age and experience of the respondents, the women were under-represented in management outlined in chapters one and two of the study.

4.6 Academic qualification:

As indicated in chapter two of the study, academic qualifications were vital if one was to be considered for promotion in Zambia. It was, in the past, said that due to lack of qualifications, it was particularly difficult for appointing officers to consider women for promotion, as most of them did not have the required qualifications.

Table 4: Academic Qualification of Respondents

Form/Grade	Total % of Respondents	% of Male	% of Female
Form 2/Grade 10	0	0	0
Form 5/Grade 12	100	100	100
Total	**100**	**100**	**100**
N	70	45	25

All respondents indicated that they were in possession of the Grade Twelve (12) School Certificate.

The Table 4 shows that the majority of teachers in the study had a basic qualification of Grade 12 certificate. This would be considered as an achievement for Lundazi district on the part of women as compared to the national wide statistics on women participation in education as outlined by MoE (1996:63) in chapter one of the study where it was outlined that number of boys and girls were equal when they begin school but as they went further numbers of girls declined. Out of every 100 girls that begin school, 7 proceed to Grade 8 of Junior secondary, out of the 70, 23 went into Senior secondary and out of the 23 only 7 sit for school leaving certificate exams.

4.7 Highest Professional Qualification

In addition to basic academic qualifications one has, professional qualifications highly enhance and determine the chances that one has in relation to promotion to administrative posts in schools. Besides promotion, his/her levels of professional attainment determine one's salary scale. Therefore, the questionnaire explored the professional qualifications of respondents.

Table 5: Highest Professional Qualification of Respondents

Highest Professional Qualification	Total % of Respondents	% of Male	% of Female
Primary Teacher Certificate	35.7	22.2	60
Primary Teacher Diploma	15.7	17.8	16
Secondary Teacher Diploma	25.7	24.4	20
First Degree	21.4	28	22.2
Master's Degree	1.4	0	1.4
Total	**100**	**100**	**100**
N	**70**	**45**	**25**

Out of the total number of respondents, 25 (35.7%) had Primary Teacher's Certificate, 11 (15.7%) had Primary Teacher's Diploma, 18 (25.7%) had Secondary Teacher's Diploma, 15 (21.4%) had Degree and 1 (1.4%) had Master's Degree.

Among the men, 10 (22.2%) had Primary Teacher Certificate as their highest qualification, 8 (17.8%) had a Diploma in Primary Teaching, 11 (24.4%) had Secondary Teacher Diploma, another 13 (28.9%) had Degree and non-had a Master's Degree.

Among the women, 15 (60%) had Primary Teacher Certificate as their highest professional qualification, 4 (16%) had a Diploma in Primary Teaching, 3 (12%) had Secondary Teacher's Diploma, 2 (8%) had Degree and 1 (4%) had a Master's Degree.

It was evident from the table that respondents, 25 (35.7%) had primary teacher's certificate, followed by 18 (25.7%) who held a Secondary Teacher's diploma in education while 15 (21.4%) had degree and only 1(1.4%) had a master's degree.

This was a clear indication that men were better qualified in the district, than women. The low numbers of women with high professional qualifications narrowed the chances of being promoted to administrative positions as this is one of the requirements for consideration for promotions in the Public Service as per regulations.

4.8 District Education Board Officer's, Head teacher's and Teacher's perceptions on social-cultural factors affecting sex imbalances in school administrative positions.

This section of the study showed the findings to the first objective which investigated the District Education Board Officer's and Head Teacher's perceptions on social-cultural factors on sex imbalances in school administrative positions.

The post-perceptions and attitudes on gender inequalities in the education sector were perpetuated by the perceptions and attitudes of a number of different stakeholders (in this case the officers at the DEBS and the Head Teachers and Deputy Head Teachers).

One Head Teacher responded that

> *"one's cultural belief contributing is that man is the head of the house as Christ is the head of the church".*

From the statement, it was clear that the head teacher perceived women as only subjects and not leaders. Thus, when women enter positions of leadership, they experience a deep-rooted complexity of expectations where they are preferred to exhibit communal traits as a member of the female gender but at the same time to exhibit masculine traits as a member of leadership. This is a difficult balancing act where women are criticized both for being too masculine and being too feminine. This creates stress and frustration for executive women who, despite their efforts, often experience attitudinal penalties by associates and subordinates for not conforming to the perceived role.

Men will therefore accelerate their climb up the corporate ladder, leaving women to slowly ride the glass escalator and to work through external perceptions.

One Deputy Head Teacher responded that *"most women are not ready to take up positions in some schools because of transport problems, not near big hospitals and women are not as strong as men to ride bicycles"*.

Another Head Teacher highlighted that, '*marriages were the biggest social factor that contributes to the lower numbers of female in administrative positions.* "*Commuter" marriages as put due to a wife's promotion have been avoided to safe guard marriages."*

It was observed in the responses from the majority of the head teachers that they were of the view that culturally women were not expected to lead. It was expressed and indicated that women were supposed to be down and to respect men – thus they felt that social –cultural factors had a lot to do with low participation of women in leadership posts in schools.

It was also discovered that District Education Board Officers were to a larger extent of the view that female teachers feared that top level posts in the schools were about answering rough language from others and as an option, women teachers preferred being ordinary teachers.

When asked for an explanation for promotional patterns, administrators cited poor education in inappropriate subjects. This, they thought, was possibly the result of poor career advice. Traditionally, only a small number of women have been educated in sciences, mathematics or scientific industrial oriented subjects, thereby affecting their

administrators' perceptions of their suitability for in-service training. This is important because the education system does not offer only employment to teachers but also opportunities for in-service training.

Another female teacher respondent added that;

> *"district school administrators have   preconceptions of women making them treat women as a poor investment for recommendation for further studies based on the needs of the school because women are expected to become pregnant or have children to care for or transfer away from the school to join families or spouses for those who are married or intend to marry".*

Additionally, another respondent mentioned that in the fast track programme introduced by Ministry of General Education to train teachers in mathematics and science subjects had more male teachers than female teachers. This could be that there were less female teachers who willing to train in mathematics and sciences or school administration and DEBS office were not recommending more female teachers for the training with a perceived bias of men being better in mathematics and sciences.

4.9 Social-cultural factors thataffect sex imbalance in school administrative positions

The section presents findings to the second objective of the study which was to investigate social cultural factors that affect sex imbalance in administrative positions.

Accordingly some respondents in the focus group discussion one highlighted that

> *" I think the number one contributing factor is marriage, I say so because you find that for us who are married, when the promotions comes which mostly is in the rural areas because the town schools are full, we have serious challenges to accept the promotion because you think about your partner. I speak like this because even right now am here in lundazi and my husband and children are on the Copperbelt and sooner or later I will*

have to join them and then when I am offered a promotion to another place, definitely I will refuse that because it would mean I leave my family again".

Another respondent added that;

"Its also a personal issue like myself I would not like to work in the rural area for a long time because there area lot of factors at play especially when you talk of these things like electricity, water supply and then you find that most of your life you have been using electricity and water from the taps. It can only help if the government would put electricity and water in most of the schools. I do not think most teachers would refuse to work in the rural areas. So I think this contributes to the low numbers of women in the rural areas who are getting promoted because they would not want to stay in such a place for a long time and women want good life".

One responded also highlight that;

"For us ladies before we can consider where the promotion is for instance here in lundazi, you may find that the promotion is maybe in Kapangala which is far from the central business district area and when you consider that if you are approached to go there, and if you refuse, the next time there is a vacancy the appointing authorities will not consider you, they shall say you had refused"

Another responded added that;

"Maybe also for us ladies it's the responsibilities that we have; you find that we have more responsibilities than the men (teacher). At times when you are still young and are given the position, you find that you still have childbearing on you and the issue of getting frequent permissions is not too good"

This is one of the main social-cultural factor that cause sex imbalance in school administrative positions.

It was further noted in the study that the belief of men being the leaders while women subjects acts as a major obstacle because most respondents felt that these disparities brought up between males and female teachers in the education sector tended to further widen the gap especially for the girl child in making decisions that ought to have a long term benefit to both her and the wider society if meaningful development and active participation in public life as an administrator in the education system.

The above perspective was drawn from the responses below;

> *"Men they sideline women, we have heard some teachers saying they cannot work with women as their bosses, why because of all those responsibilities and like the other teacher has said, like you go today asking for permission because the baby is sick, the other day no its my husband, so you find that if it's the head teacher, his work is inconvenienced because of your frequent permissions out of the school. Sometimes they appointing person could even pick on someone younger".*

> *"According to some census most of the DEBS are men and this is where is starts from such that when recommending for promotion they usually start looking at fellow men and not women.*
> *"Additionally, also the male teachers are close with people who have positions of influence who help in their promotions unlike most female teachers who have fewer connections with people in positions of influence.*

One responded said;

> *"I should also add here that qualifications also matter, in the past women had less qualifications than men therefore, the male teachers had a better chance of promotion but now atleast we*

> *have seen that most female teachers are upgrading their*
> *qualifications.*

Another responded said;

> *"Sometimes why women are less is because of the belief that*
> *women should always be lower than men, some male teachers*
> *even says that I cannot get instructions from this or that head*
> *teachers who is female because my wife at home respects me*
> *and then here I should be given instructions from a woman"*

The other social cultural factor negatively affecting women is the view that they cannot be promoted on the basis of hard work, determination as well as their qualifications but through the use of other means such as corruption and the use of their bodies to ascend. Such beliefs are associated with perceptions about natural traits of women and often serve to maintain the inferior social status of women both within the school environment and wider society. As one responded mentioned that;

> *"there is too much corruption in the Ministry of General*
> *education. Because I remember when I was deployed some good*
> *2 years ago I was the first female to be posted to a certain*
> *school and the second female also reported after me but*
> *unfortunately she did not even start working at that school. Just*
> *upon arriving she was already transferred to another school in*
> *the cities because she had some form of connections while us*
> *who do not know anyone we are left here in the village''*

Results on reactions surrounding the promotion of teacherswho were appointed to leadership positions showed that female sex often times received a lot of negative reactions.

Most of the teachers perceived women in this way because they said that those female teachers who were considered for promotion solicited for it by means of offering their bodies for sex, other forms of corruption and only a few felt that they deserved their positions as leaders.

4.10 Establishing the effects that social –cultural factors have on women teachers in taking up administrative positions in schools

The third and last objective established the effects that social –cultural factors have on women teachers in taking up administrative positions in schools and this section presented the findings.

It was discovered that women's capacity to participate at leadership levels was restricted due to over burden of family responsibilities, cultural expectations and stereotyping that a woman's place is in the home and in the kitchen. As a result, it can be concluded that, if men alone are seen to be making decisions of public importance, then girls and boys, women and men can be led into believing that women have no legitimate place in such decision-making.

It was discovered that the effect of social-cultural traditions discovered in this study has had a self-fulfilling effect on females, meaning that girls and women do not see themselves as important decision-makers. Men and boys are legitimated in keeping women and girls out of decision-making positions.

The findings of the study also indicated that if favorable conditions were set in place and women provided the position to lead, they would be effective and successful as or more than that of their counterparts. This indicates that there is some encouraging but needing strengthen attitudinal changes among civil servants in the town towards women's leadership and decision making.

Additionally, it was found out that (2) 40% of head teachers responded that "stereo typing affected women as some still believed that leadership was for men and not women" also that "cowardice and irresponsible thinking characterized a lot of women teachers way of operating in the school environment" which resulted from the effects of social cultural aspect.

Other findings that emerged from this study indicated that women were perceived by both men and women as more sensitive and encouraging leaders than men.

4.11 Conclusion

This chapter has presented the data collected from the research in form of table, pie charts, graphs and sentences with actual words from respondents. It also presents the findings to the objectives. The next chapter discusses the finding.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The chapter discusses the findings of the study. The discussion unfolds respectively in the order of the objectives stated in Chapter Four.

5.2 Discussion of findings

The figure 1 in chapter four (4) showed that sixty four (64%) of the respondents were male and thirty six (36%) were female. Thus, there were more men than women who participated in this study.

The reasons for the above finding could be among other things, the fact that Lundazi District is a town not along the line of rail and most of the area is rural and remote such that most female teachers do not desire to work from there. This could also translate that less females within the district attain high school and tertiary education thus representing a lower percentage of local educated women.

Table 3 showed that the majority of respondents that were married were men. There was 4 percent of divorcees amongst the women respondents whereas there were none from the male group.

Reasons for the higher rate of divorced women could have been that these educated female teachers within the district were perceived to have no traditional and cultural sound morals as they diverge from the prescribed role of women and want to achieve that which had been a preserve for men alone.

Another reason could have been that relatively few women remarry after going through a divorce unlike men who would easily re-marry.

Another reason could have been that these few women were in a "commuter marriage" and so their husbands found other women to marry.

Table 4. showed that there were more women that had teaching experience of 16 years and above as compared to the men within their group.

The results from the table above could have been influenced by the disadvantaged financial status of female teachers who failed to further their studies or pursue other studies to enable them change duties from teaching to other professions like banking or accounting. Therefore they said longer in the teaching service than men who were privileged to further their studies.

It was evident from the table 5 that male teachers had attained higher qualifications than the female within the sample size.

The low numbers of women with high professional qualifications narrowed the chances of being promoted to administrative positions as this is one of the requirements for consideration for promotions in the Public Service as per regulations.

5.2.1 Perceptions on the effects of social-cultural factors sex imbalances in school administrative positions.

The first objective investigated District Education Board Office, Head Teachers and Teachers' perceptions on the effect of social-cultural factors on sex imbalance in school administrative positions.

The District Education Board Officers as well as teachers also perceived most women as not willing to upgrade their qualifications. This has also been confirmed by the overall rating of the respondents as shown in table 5 which revealed that lack of relevant higher qualifications among the female teachers in government schools influenced the gender imbalance to a large extent.

In the focus group discussion most teachers said, that, most female teachers did not upgrade their qualifications. This had greatly reduced their chances of promotion to school administrative positions.

In relation to the gender cultural theory and religious theory, culturally, there is a belief that women are supposed to be led but not to lead. In fact stereotyped notions about women constitute major barriers; assertiveness is frequently interpreted as aggression (Bilton et al, 1996). In this respect women find it difficult to exert authority over males since the society still suffer from the myth that women are too emotional and weak for senior management. When women share these stereotypes and accept them uncritically

it leaves them marginalized and with limited career effectiveness. Culturally women who get into leadership are seen as trouble makers, more specifically strong and assertive women (Bilton et al, 1996).

The first social-cultural factor mentioned was the belief that men were leaders while females were subjects. That is, the cultural belief contributing is that man is the head of the house as Christ is the head of the church. This belief shapes the way women are perceived by the District education board office, head teachers and teachers to a larger extent. The findings above showed that most teachers believed this cultural value.

Socialization was given moderate prominence as a hindrance to female teachers' career mobility. According to the findings it emerged that the majority of women indicated that local communities supported women to rise to positions of administration. Though the community supports women, female respondents who indicated non-support to women to be managers said that they were used to male school administrators. This can be attributed to gender stereotypes which define women roles as caretakers and men as income earners.

The findings revealed that head teachers never considered gender as a dominant factor on duty delegation. In addition the effect of socialization and gender stereotypes emerged clearly where male teachers who indicated non-support for their spouses to take administrative positions preferred to have the men getting promotion first instead of women.

Female teachers were also perceived to be very much attached to their marriages such that promotion to higher posts would mean disturbing their marriages than the way male teachers were perceived. Marriages were the biggest social factor that contributed to the lower numbers of women in administrative positions. "Commuter marriages" as put due to a wife's promotion have been avoided to safe guard marriages."

It was also discovered that most women were perceived as not willing to upgrade their qualifications. This has also been confirmed by the overall rating of the respondents as shown above which revealed that lack of relevant higher qualifications among the female teachers in government schools influenced the gender imbalance to a large extent. Most female teachers had no relevant upgraded qualifications to be considered for promotion.

Additionally, another respondent mentioned that in the fast track programme introduced by Ministry of General Education to train teachers in mathematics and science subjects had more male teachers than female teachers. This could be that there were less female teachers who willing to train in mathematics and sciences or school administration and DEBS office were not recommending more female teachers for the training with a perceived bias of men being better in mathematics and sciences.

In his Ministerial statement to Parliament on 15th June, 2017, the Minister of General Education then Dr. Wanchinga stated that "the education sector faced a challenge of phobia, particularly among female students are not willing to take up mathematics and sciences". This had a direct effect on statistics of female teachers who would want to attain higher qualifications in science and mathematics.

The low numbers of women in school administrative positions is as a result of lack of advertisement of vacant positions in schools rendered the system vulnerable to manipulation, abuse and biasness. The fact that the positions are not advertised, those female teachers given the promotional positions often time people would fabricate stories about them.

Additionally, from the findings, geographical location of some schools also had an effect on sex imbalance in school administrative positions. This was because some schools in Lundazi district were located in remote areas with no social amenities and facilities like good hospitals, easily accessible roads.

Therefore female teachers serving in such schools opted to transfer out to schools near the urban areas and hence perceived as teachers who were not likely to be promoted to such areas.Most female teachers were not ready to take up promotional positions in further off schools due to lack of transportation, lack of hospitals and other social amenities.

5.2.2 Social-cultural factors that affect sex imbalance in school administrative positions

The second objective investigated social-cultural factors that affect sex imbalance in school administrative positions. One of the social cultural factors that cause sex

imbalance as discovered in this study is the traditional belief that men were meant to lead and women were supposed to submit.

Religious Theories: Women are believed to being a cause of bad leadership. For example Islam quotes Eve to have misled her husband Adam. Accordingly, they generalize that women should not be in the lead instead men should always lead, while women follow. Some Christians quote Paul (1 Corinthians 14:34) that women should be silent in meetings. This also indirectly pushes the women to the back benches. Awoja quoted in (Ziwa, 2014) observed that women are naturally disadvantaged in a way that they are not allowed to lead. She quotes, "that if women attend an interview and the interviewing panel has more Muslims than members of any other religion, they will never appoint a woman to be Head Teacher.

In relating the findings and the above theoretical framework, Islamic welfare school cemented the assumptions that women were not given an opportunity to lead in the school administrative structure as it was established that the entire school administration and board membership had no woman in the structure.

The other social cultural factor negatively affecting females is the view that they cannot be promoted on the basis of hard work, determination as well as their qualifications but through the use of other means such as corruption and the use of their bodies for sex to ascend. Such beliefs are associated with perceptions about natural traits of women and often serve to maintain the inferior social status of women both within the school environment and wider society.

It was also discovered that there was a culture in the education system of using influential colleagues to ascend to higher positions. This factor was also attributed to the women's failure to ascend to leadership positions because they did not have many influential colleagues compared to men.

Corruption was also noted as another factor affecting the sex imbalance in schools, those who could afford to pay for promotion had it easy to ascend. As highlighted in literature review and findings from the study, women in general are financially disadvantaged than men, hence it is almost impossible for them to pay for promotions.

Clearly this shows that the promotion of female teachers into school administrative positions is not widely accepted as being on merit and objective because even if one has earned it through hard work and qualification they would still be discouraged by the perceptions in their communities.

Furthermore, the human tendency to gravitate to people who are like oneself leads powerful men to sponsor and advocate for other men when leadership opportunities arise.

One respondent cited as

> *"a major barrier to advancement their lack of access to influential colleagues and that women do not want to support each other"*.

Moreover, the connections women do have tend to be less efficacious: Men's networks provide more informal help than women's do, and men are more likely to have mentors who help them get promoted. Meanwhile, men in positions of power tend to direct developmental opportunities to fellow men, whom they view as more likely than women to succeed.

The non-advertising of the vacant promotional positions was a factor viewed by some Head Teachers as influencing the distribution of women teachers in administrative positions as responded in the questionnaires. The fact that the positions were not advertised, teachers given the promotional positions often times people would fabricate stories about them.

Lack of advertisement of vacant posts in schools was seen to be one of the major impediment to women's participation in administrative position in schools as they did not personally give their consent. It was observed in the finding of the study that the majority of respondents agreed with the statement. It was however, noted that there were more women that agreed as compared to the men.

The lack of advertisement of vacant posts in schools rendered the system vulnerable to manipulation, abuse, biasness, and that it was particularly disadvantageous to women

teachers who did not only meet the general requirements but also lacked representation at higher level of decision making on promotions.

5.2.3 The effects that social –cultural factors have on women teachers in taking up administrative positions in schools

The third objective established the effects that social –cultural factors have on women teachers in taking up administrative positions in schools.

Gender Mainstreaming Theory: There are some policies on Gender balance but they are never monitored and implemented at all levels in Zambia. There is need to fully implement the gender equality policies at all levels and also formulate policies that give women equal access to management positions. Gender Mainstreaming Theory for instance if adhered to, to the latter has high influence on effective participation of women in educational management as it can increase effective access to management positions. That is, the policy in schools and colleges would result in more leadership positions in education and hence increase the participation of women in education management thereby increasing the role models for the girl child.

Referring to (Millard, 1998) observed that while there has been progress in equal opportunity legislation and in our understanding of power relations between men and women, the balance of power in the classroom and in extra –curricular affairs remains dominantly in favor of men. A similar statement could be made for conditions in the USA. So little has happened in gender-sensitive educational policies in the less industrialized countries that this assertion is even more valid there. A very important global level commission, set up by UNDP concluded that schooling remains an essential institution in the reproduction and maintenance of modern patriarchies. It also affirmed that the most pervasive inequality in education is that between men and women over that of social class or ethnicity.

The Gender Management System to assist member governments in mainstreaming gender into their activities, the Commonwealth is promoting the Gender Management System (GMS), an integrated network of structures, mechanisms and processes designed to make government more gender-aware, increase the numbers of women in decision-making roles within and outside government, facilitate the formulation of

gender-sensitive policies, plans and programmes, and promote the advancement of gender equality and equity in the broader civil society.

The enabling environment of a GMS the establishment and operation of a Gender Management System requires an enabling environment. There are a number of interrelated factors that determine the degree to which the environment in which the GMS is being set up does or does not enable effective gender mainstreaming.

The Government of the Republic of Zambia's (National Policy on Education, 1995) provides a good example of mainstreaming gender into education policy. The ideological framework is set in the preamble of the policy, where a commitment to gender equity in terms of two critical indicators, school enrolment and school management, is stated. Throughout the policy document, tables and figures present sex-disaggregated data, and gender is addressed in areas such as curriculum and school management.

The guiding philosophy of the document does not explicitly mention gender or any other social category, but speaks of the creation of "total human beings" who exercise "tolerance for other people's views – in defence of individual liberties and human rights". The priority objectives are placed in immediate, short, medium and long term categories and gender concerns are addressed at two priority levels. In the short term (1995–2000), "achieving gender equity in school enrolment and in management posts at all levels of the education system" is a stated objective, while "attaining gender parity in enrolment in mathematics, science and technical subjects at all levels" is a long term (after 2015) goal.

A section in the Plan is devoted to equity, and gender was identified as an issue, along with age and socio-economic status. Specific gender issues identified include, the socio-cultural factors which contribute to female dropout, such as early marriage, pregnancy, heavy household chores, long distances to school and other socio-cultural attitudes which can hinder the participation of females in school administrative positions; Other policy guidelines refer to the curriculum, where it is stated that absence of gender bias must be ensured; and to the management of the education system, where "equitable sharing" of management positions between men and women is recommended.

The gendered nature of this policy document is evident, and it speaks to both equity and equality issues. The action to be taken in the implementation of some of the policy guidelines is not very clearly spelt out, but the intent is evident, and hopefully it will be followed up at various levels through action committees, and through the proposed partnerships with various sectors and agencies, as well as the community. It was stated in the plan that the issues identified had been gleaned through wide consultation across the country, so presumably women and men had contributed to the identification of problems and issues presented, and would therefore be willing to work towards bringing about change.

Gender sensitivity and awareness training comprised an entire component of the project's training objectives, and would be expected to provide a framework within which the issue of gender could be addressed at the level of school management, in the hope that this would be important in establishing a school climate in which gender issues were central to decision-making in all activities.

The numbers of teachers upgrading their academic qualification greatly favors the male teachers. Reasons given by respondents for the lack of relevant qualifications among most female teachers could be among other things that the unequal sharing of resources mostly shows that males draw proportionately more benefits from the education system than females. From this general situation, the Ministry of General Education and Ministry of Higher Education has given high priority to the education of girls and women and commits to the programmes it has drawn up in the elimination of all forms of gender disparities within the education sector.

In most cultures masculinity and leadership are closely linked: The ideal leader, like the ideal man, is decisive, assertive, and independent. In contrast, women are expected to be nice, caretaking, and unselfish. The mismatch between conventionally feminine qualities and the qualities thought necessary for leadership puts female leaders in a double bind. Numerous studies have shown that women who excel in traditionally male domains are viewed as competent but less likable than their male counterparts. Behaviors that suggest self-confidence or assertiveness in men often appear arrogant or abrasive in women.

It was discovered that one of the effects of cultural factors on women teachers taking up administrative positions was that women's capacity to participate at leadership levels is restricted due to over burden of family responsibilities, cultural expectations and stereotyping that a woman's place is in the home and in the kitchen.

It was discovered that the effect of social-cultural traditions discovered in this study has had a self-fulfilling effect on females, meaning that girls and women did not see themselves as important decision-makers. Reactions and comments from fellow women also discouraged women teachers from seeking and taking up promotions.

Most of the respondents responded that culturally, females are not born to be leaders and have a fear of responsibilities. In a special project to upgrade the management behavior of head teachers, which is part of a larger Zambia Education Rehabilitation Project (ZERP), one of the eight members of the project team was appointed to ensure the mainstreaming of gender throughout the project. The focus on gender in the statement of the project objective of creating a gender balance in terms of the numbers of head teachers as well as in other areas of school management reflects the 'equality' concern.

There was widespread agreement among research participants at school level that currently neither pre-service teacher training nor in-service training and professional development equips teachers with the skills they need to effectively address the gender inequalities they encounter in the classroom, the school yard and the wider society. As a result, teachers, since they are themselves products of a society that like all societies has deeply ingrained attitudes to gender roles and behaviors that treat girls and boys differently, encouraging submissiveness and conformity in their female students and confidence and individuality in their male students.

Even where education policies appear to address gender inequity, attention to gender at the level of governmental decision-making and resource-allocation is often still limited, if it exists at all. While it is a step forward to say that a certain measure has considered gender inequity that this will actually happen is still not necessarily the case.

This is not simply the fault of unwilling government officials, or even, in many instances, a lack of resources. Even where policy-makers might truly be concerned with gender, policy implementers may not be equipped and/or willing to make gender a priority or even an issue. In the case of education, implementers should include school administrations, both Ministry of General Education and Ministry of Higher Education.

Elements of domestic gender relations and norms still shape the way they see acceptable options. Any attempt to show young girls that the world is constructed in a way that might be changed, involves not just talking to them, but also showing them that conditions can indeed be altered. Therefore political movements need to push for institutional change that demonstrates the possibility of change in the broader society.

5.3 Consistency of findings with other studies

The findings to the third objective showed that due to the beliefs as well as the social and cultural aspects of societies where women teachers grew up in, the desire to take on administrative positions cools off or it's not cultivated in them. That is, the social-cultural factors creating a self-fulfilling effect on females, meaning that girls and women stop seeing themselves as important decision-makers. These findings were in line with an article in the (Harvard Business Review, 2002) which suggests that it's not enough to identify and instill the right skills and competencies as if organizations operate in a social vacuum. The environment must support a woman's motivation to lead, and encourage others to recognize and encourage her efforts even if she doesn't look or behave like the current generation of senior executives.

It has also been discovered that cultural factors discouraged women to progress to higher positions which in turn discourage most of them to even take on further studies. This finding differs with (UNESCO, 2003) report that has highlighted that Women have made important advances in upgrading their academic qualifications making them eligible for promotion to leadership positions in both primary and secondary schools. This study revealed that (3) 50% of Head Teachers responded that female teachers had no relevant higher qualifications to be considered for promotion.

Furthermore, as observed from the questionnaires, (2) 40% of head teachers responded that "stereo type as some women still believe that leadership is for men and not women" also that "cowardice and irresponsible thinking characterized a lot of female teachers way of operating in the school environment"

Research consistently demonstrates that current society sees leadership traits as closely resembling those which are usually attributed to men. The most common descriptors of the different expectations of men and women are "communal" versus "masculine." Communal qualities are most often associated with women and include affection, helpfulness and gentleness. Masculine traits are most often associated with men and include assertion and control. These generalized expectations create a framework for widespread stereotyping in culture and in the workplace. Professional women are also expected, due to societal norms, to replace warmth for competence based on the perception that women cannot be competent and warm at the same time.

The above can be cemented by some of our traditional and cultural sayings as noted in (Milimo et al, 2004) the Bemba speaking of Northern province say "*kwapa tacila kubeya*" which translates as "*the armpit can never be above the shoulder*" This saying in which the armpit represents a woman, while the shoulder represents a man. This saying emphasizes women's subordination to men in all aspects of social life and at all levels of society. It reflects the cultural expectation for women to defer to men in decision making. Since physiologically, the shoulder and the armpit cannot be positioned at the same level nor interchange, the saying assumes that men and women can never be equal in society.

In the same way that teachers are ill- prepared for tackling gender inequality in the classroom, it is clear from literature reviewed that and from stakeholders who participated in this research that education managers are similarly ill-equipped to address gender inequality in teacher management that is in recruitment and promotion processes. More than 100 years ago, the radical writer and activist Emma Goldman wrote her essay 'The Tragedy of Woman's Emancipation' (1906). She touched four things we're still working on today: first, that men dominate many of the most esteemed professional fields, and get paid more for their work; second, that work stress disproportionately affects women; third, that the 'freedom' the workplace supposedly

offers women sometimes doesn't feel so free at all; and fourth, that women are doubling up on work at home and outside of the home.

(Goldman, 1906) summarized the underlying causes very beautifully: 'The narrowness of the existing conception of woman's independence and emancipation; the dread of love for a man who is not her social equal; the fear that love will rob her of her freedom and independence; the horror that love or the joy of motherhood will only hinder her in the full exercise of her profession — all these together make of the emancipated modern woman a compulsory vestal, before whom life, with its great clarifying sorrows and its deep, entrancing joys, rolls on without touching or gripping her soul'. There have been lots of studies on gender at work, but there's still no region in the world where men and women share completely equal legal, social and economic rights.

It is no joke that women wear many hats. One big challenge to overcome is managing family life with your health and career. "Finding balance" may be an overused phrase but in this case, it's crucial for female teachers stated one respondent during the focus group discussion.

These inequalities are currently affecting all professional sectors in all countries Zambia inclusive. Female leadership in higher education is not very different from other sectors. A significant body of research from the literature reviewed in this study shows that, for women, the subtle gender bias that persists in society disrupts the learning cycle at the heart of becoming a leader.

In order to tackle inequalities between men and women, you have to change the society in which it exits. Women don't exist in a vacuum. They are surrounded by men and fellow women, each of whom has perceptions driven by their culture, education, religion and personal bias. Their resulting behavior affects our perceptions about gender roles. This starts at birth: in many parts of South Asia, a girl's birth is mourned, not celebrated. Later on, boys are often given preference over their sisters when it comes to basic health and education needs.

The same report suggests several ways to enable women to win leadership positions. It argues that women and men need to be educated about gender bias; that organizations should create safe spaces at work and support women's transitions to bigger roles; and that efforts to encourage women's development must be anchored in a push for better

leadership. The aim is to change the whole environment. Women who want to climb the ladder of success should prepare to step over a few obstacles on the way up. Issues like surviving downsizing and navigating troubled economic waters impact everyone, but women in leadership often face unique challenges.

In an effort to understand what is behind this gender imbalance and unique challenges, the British Council's report (2015), Women in Higher Education Leadership in South Asia: Rejection, Refusal, Reluctance, Revisioning, covered six countries in the region — Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka. The findings showed complex social, cultural and economic barriers to women's leadership. These included the organisational culture within universities; discrimination in recruitment and selection for jobs; and unequal power relations. Women who aspire for leadership are frequently rejected from senior positions. Many other women do not aim for senior leadership roles, as they perceive them to be an unattractive career option.

Results on reactions surrounding the promotion of teachers that were appointed to administrative positions show that the female sex often times received a lot of negative reactions. Female teachers who were considered for promotion were perceived to have solicited for it by means of offering their bodies for sex.

With the findings highlighted above, it is suggested that three actions can be implemented to support and advance gender diversity: Educate women and men about second-generation gender bias; create safe "identity workspaces" to support transitions to bigger roles; and anchor women's development efforts in their sense of leadership purpose rather than in how they are perceived.

Other challenges indicated by some respondents were negative attitude from male counterparts' employees who were not in leadership positions. One of the longer-term effects of this has been that male teachers outnumber female teachers by more than two at secondary school and women form only a very small minority of Head Teachers. This further reinforces society's message that not much is expected of women or girls, the leadership roles are reserved for men, so there is no point in trying to perform well at school.

Some respondents during the focus group discussion indicated as follows *"we as women are not easily accepted and respected as leaders from way back and so is the situation currently"*

There is also the problem of girls' lack of career planning. The more definitely girls plan their working careers, the more their occupational choices will resemble those of men. Planning for a continuous attachment to the labour force will move women in the direction of men's jobs. Young women's changed responses would change the context in which young men have to act. Being confronted with young women who expect equal relationships or no relationships will produce a changed set of rewards and sanctions for male behavior, thus requiring young men to accept young women as their equals.

Parents' lack of awareness about the benefits of education and training girls for girls plays a role in perpetuating gender inequalities. Research has indicated that there is an inter-generational transmission of behaviors and attitudes, (UNESCO, 2003). Therefore, it is important for parents to develop a positive attitude towards education for their daughters. The relationship between education and the labour market requires careful attention. It would not help women to diversify their education and training if no one would employ or promote them once they were qualified.

Meanwhile, women in positions of authority who enact a conventionally feminine style may be liked but are not respected. They are deemed too emotional to make tough decisions and too soft to be strong leaders. In an effort to make the school administrative positions attractive to women in social amenities, (Wright,2015) sums it up by making a statement that "We just need to provide the right conditions for women to flourish."

This could be the reason behind the failure to see the need of having more women in positions of administration. Further the non-support for need for more women in administrative positions can be due to negative self-perception which makes women perceive themselves as inferior compared to men. This is further evidenced by female teachers' response which indicated that male administrators are better than female administrators.

The study revealed that female teachers self- perceptions hinders them from raising in the education ladder. They have preconceived views of societal and peer reactions towards them been promoted even without experiencing negative reactions or knowing someone who has experienced negative reactions.

The study showed that gender ideology and cultural patterns as well as pre-determined social roles assigned to women and men play a major role in the promotion of teachers.

It is concluded that women are not only kept away from higher leadership positions, but also from access to higher education which makes them develop skills, and capacitate them with managerial decision making techniques, as well as help them develop confidence in holding leadership positions. Other four significant findings emerged as a result of this study.

Nishat further stated that there are just three per cent of vice-chancellors in India are women, and six of India's 13 female vice chancellors run women-only institutions. Few women hold leadership roles, and new research has found that in South Asia, women academics are not being identified and prepared for leadership. This is a long-term, global problem: men outnumbered women at a ratio of about 5:1 at middle management level and at 20:1 at senior management level, according to the UNESCO Commonwealth Report on Women in Higher Education (1993).

The study further explored in the focus group discussion the impact of reactions surrounding promotions of teachers and specially women teachers to administrative positions. Negative reactions and comments from the community and fellow teachers discouraged women from seeking and participating fully in school administrative positions. It was noted that respondents felt that fellow women were more of culprits of such reactions as compared to the males. Thus negative reactions from either side had adverse effects on women seeking and aspiring for promotions, as they feared unfounded ridicule and accusations that they had sexual relationships with those recommending for promotions.

According to the research findings, 65% of women surveyed perceived that there are existing barriers which prevent women from entering school administrative positions and cause lower advancement rates. The causal link between barriers such as discrimination, family-life demands, prejudice and stereotyping and women's

advancement to top management in the workplace were statistically significant, confirming prior expectations and complementing previous studies.

5.4 Difference in the findings

All the studies that focus on why females were not equally represented in administrative positions showed that women were educated but they were only hindered from attaining administrative positions because of the social cultural aspects. However, this study discovered that despite the fact that social cultural aspects negatively affected women from taking on administrative positions, most men were more qualified in Lundazi District than women which could also have explained the lack of more women taking on administrative positions.

This finding differs with (UNESCO, 2003) report that has highlighted that Women have made important advances in upgrading their academic qualifications making them eligible for promotion to leadership positions in both primary and secondary schools. The study revealed that (3) 50% of Head Teachers responded that female teachers had no relevant higher qualifications to be considered for promotion.

A general portrait could be painted of the teachers in a rural school as having less training, lower levels of skills or knowledge, and being younger and more male than the average teacher according to (UNICEF, 2012). There is a severe imbalance of female teachers, more needs to be done to recruit female teachers to rural areas, especially as studies have shown that female teachers have a positive impact on the achievement of female students and employ distinct teaching practices that may prove beneficial to their students.

During the eve of the 2009 celebrating the international women's day, British Council Pakistan Director of Education (Nishat, 2015) wrote about the gender disparity in leadership in South Asia's higher education sector and beyond. South Asia is home to over one-fifth of the world's population. Ranging from the deltas of Bangladesh to the mountains of Afghanistan, it sweeps in Nepal, Pakistan, Bhutan, India, Sri Lanka, and the islands of the Maldives. It's the most densely populated geographical region in the world, home to 1.64 billion people — nearly a quarter of the world's population(Nishat, 2015).

Nishathighlighted that it was a fascinating place that is rapidly changing. South Asia has produced 20 famous female politicians over the last five decades, of whom three made it to the office of prime minister. But it's also a place where access to education has been dominated by men. According to (UNESCO, 2008) 796 million adults worldwide were illiterate. More than half of those lived in South Asia, and nearly two-thirds were women. South Asia was also home to the greatest gender disparity — nearly three quarters of all South Asian men, but only just over half of all South Asian women, could read and write.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary of the major Findings of the study

The purpose of the study was to establish what influence social-cultural factors have on the distribution of school administrative positions by sex in selected schools in Lundazi District of Eastern province of Zambia. The study was guided by the following specific objectives: to investigate district education board office, head teachers and teachers' perceptions on the effect of social-cultural factors on sex imbalance in school administrative positions, investigating social-cultural factors that are perceived to cause sex imbalance in school administrative positions and establishing the effects that social –cultural factors have on women teachers in taking up administrative positions in schools.

6.2 Conclusion of the Study

From the findings it can be concluded that despite qualifications having a dominant effect on the sex imbalance in school administrative positions in Lundazi District, the main problem emanates from the social cultural effects on female teachers that hinder them from getting promoted to higher positions. The social cultural factors left females with little or no desire to be leaders as the traditional beliefs that they were meant to be followers and male counterparts leaders is widespread and considered true. The belief that women were more attached to marriages also hindered them from progressing in the leadership strata. Thus, the way district board officers, head teachers, teachers both male affected female teacher's self-image as leaders leaving them feeling that they were not worthy for leadership positions.

It was also discovered that given welcoming conditions, female teachers were more likely to make good leaders hence the need for female teachers to upgrade their qualifications in order for them to be considered for possible promotion into the school administrative structure.

This further implied that contrary to findings by other studies that suggest that women were acquiring higher education at a rate higher than men. It is evident that women still lagged behind in professional education.

In addition, teachers' self-perception affects sex imbalance in school administrative positions because it affected their confidence levels and self-esteem. Confidence building is crucial through the successful women in education administration encouraging their women colleagues.

The study further revealed that socialization and gender stereotypes resulted to sex imbalance in school administrative positions among teachers. Gender sensitization was critical in schools demystify the traditional beliefs about the roles played by men and women.

The study also revealed that cultural background influenced the sex imbalance in school administrative positions because respondents said thatfemale sex was not born to lead.

From the findings, geographical location of some schools also had an effect on sex imbalance in school administrative positions. This was because some schools in Lundazi district are located in remote areas with no social amenities and facilities like good hospitals, easily accessible roads. Therefore, female teachers serving in such schools opted to transfer out to schools near the urban areas.

6.3 Recommendations

From the conclusions arrived at and the revelations that there are problems causing sex imbalance in school administration among teachers in Lundazi district, the researcher wishes to make the following recommendations.

i. Communities should be sensitized on the importance of sharing gender roles at family level so that the girl child can grow up with a cultural message that there are no jobs or roles that are for men and women. The girls will grow up knowing that they can do those jobs done by men and leadership included.

ii. The study recommends that women should consider having small size families in order to create ample time for their career progress. This can be done

through family planning practices and campaigning for the same through Ministry of Community Development and Ministry of Health.

iii. The women teachers who are already in administrative positions should take a duty to mentor their female colleagues who aspire to be leaders through leading by example.

iv. The community should support women in taking up leadership positions through giving them maximum co-operation when it comes to discipline of the boys who make women shy away from taking administrative positions in all schools.

v. The Ministry of General Education should come up with a policy of posting female teachers to schools near their families as they give them promotions so that migration does not act as a stumbling block to sex balance in school administration.

vi. The Ministry of General Education should address gender gaps in education through enforcing the affirmative action to provide a firm education foundation for the girl child in order to prepare a foundation for leadership in future.

vii. Ministry of General Education should develop a deliberate curriculum that include gender issues for purpose of sensitizing the community on the social-cultural barriers which affect sex imbalance in school administrative positions. This will enable women change their self-perception and view themselves as managers just like their male counter-parts. A Policy recommendation is to include a section on gender equity which focuses on the education of girls. The recommendations include: adopting measures to remove gender disparity in access, progression and accomplishment at all levels of the education system; penalising persons guilty of sexual harassment; strengthening guidance and counselling programmes in an attempt to change

viii. The Government of the Republic of Zambia should create an enabling environment for women to flourish, the environment should include the following: firstly a solid political will and commitment to gender equality at

the highest levels; global and regional mandates such as the Commonwealth Plan of Action, the Beijing Platform for Action and CEDAW; a legislative and constitutional framework that is conducive to advancing gender equality; the presence of a critical mass of women in decision-making roles; an autonomous civil society and the role it can play in advancing gender equality; adequate human and financial resources; and donor aid and technical assistance, such as that provided by multilateral and bilateral agencies.

6.4 Suggestions for further research

As has emerged from the study some women have a success story in attainment of decision making positions in school administrative positions despite the presence of barriers which have existed.

There is need to carry out a detailed survey on how the successful women have overcome the barriers and attained career goals.

A study can be carried out at the country level to have a broader perspective of varied respondents in the country.

Lastly, an investigation on gender imbalance in school administrative positions which include more private schools should be carried out to determine whether they are affected by similar factors like those in public schools.

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APPENDICES

Appendix I: Questionnaire For Debs Office, Head Teachers And Deputy Head Teachers

Back ground variables

Sex   { }

Age   { }

Marital Status……………………………………………………….……………..

Teaching Experience { }

Academic Qualification { }

Highest professional Qualification…………………………………………………..

1.   What factors in your view inhibit teachers from participating in administrative functions?..

2.   What factors in your view inhibit women from seeking and participating in administrative functions in this school?...

3.   Which of the responsibilities are usually taken up by male teachers and by female teachers?..

4.   What are your views on the present system of promoting teachers to leadership posts in this school?..

5.   What do you take into consideration when raising a recommendation for promotion of teachers?..

6.   From your cultural background, what would be your views on who should be in the lead?..

7.   Between male and female teachers which sex would you find easy to recommend for promotion and why?..

8. What reasons do you think male and female teachers give for taking up and not taking up promotions?...

9. What perceptions do you think contribute to the low numbers of female in administrative positions in schools?...

10. Do you think these perceptions have an impact negatively or positively on the numbers of female and males teachers?...

11. Is the system open enough for teachers seeking leadership in your school?

a) Yes explain……………………………………………………………………..

b) No explain………………………………………………………………………

12. What kind of reactions surrounds the promotion of teachers that are appointed to leadership positions?...

13. What reactions are particularly directed at female teachers that are promoted to leadership?...

14. Are female teachers ready to go to rural areas on promotion? Give reasons to your answer?...

15. Women do not make good administrators because traditionally they are not supposed to lead.Doyou

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

16. In your opinion, what social factors influence the distribution of teachers in leadership in your school (make reference to your area)…………………………………………………………..…………………

17. In your opinion, what cultural factors influence the distribution of teachers in leadership positions making reference to your school?..............................

Thank you for your time.

Appendix II: Questionnaire for Teachers

Back ground variables

Sex { }

Age {   }

Martial Status ……………………………………………………………………..

Teaching Experience { }

Academic Qualification { }

Highest professional Qualification …………………………………………………

1. What factors in your view inhibit teachers from participating in administrative functions?..

2. What factors in your view inhibit women from seeking and participating in administrative functions in this school?..

3. Which of the responsibilities are usually taken up by male teachers and by female teachers?..

4. What are your views on the present system of appointing teachers to leadership posts in this school?...

5. What do you take into consideration when raising a recommendation for promotion of teachers?...

6. From your cultural background, what would be your views on who should be in the lead?..

7. Between male and female teachers which sex would you find easy to recommend for promotion and why?...

8. What reasons do you think male and female teachers give for taking up and not taking up promotions?...

9. What perceptions do you think contribute to the low numbers of female in administrative positions in schools?..

10. Do you think these perceptions have an impact negatively or positively on the numbers of female and males teachers?...

11. Is the system open enough for teachers seeking leadership in your school?

c) Yes explain……………………………………………………………………

d) No explain……………………………………………………………………

12. What kind of reactions surrounds the promotion of teachers that are appointed to leadership positions?...

13. What reactions are particularly directed at female teachers that are promoted to leadership?...

14. Are female teachers ready to go to rural areas on promotion? Give reasons to your answer?..

15. Women do not make good administrators because traditionally they are not supposed to lead? Do you

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

16. In your opinion, what social factors influence the distribution of teachers in leadership in your school (make reference to your area)………………………………

17. In your opinion, what cultural factors influence the distribution of teachers in leadership positions making reference to your school?.......................................

Thank you for your time

Appendix III: Focus Group Discussion Guide

1.   Why are there fewer women in school administrative positions?

2.   What social – cultural factors are influencing the distribution of female and male in school administrative positions?

3.   What kind of reactions surrounds the promotion of teachers that are appointed to leadership positions?

4.   Have you witnessed or come across a female teacher who has been called names after promotions?

5.   How do you view having a female head teacher?

6.   Has any female teacher come to complaining about the attitude of male teachers under her charge?

7.   Do male teachers accord the same respect given to male and female head teachers?

8.   you think these perceptions have an impact negatively or positively on the numbers of female and males teachers?

9.   Is the system open enough for teachers seeking leadership in your school?

e)   Yes explain

f)   No explain

10.   What reactions are particularly directed at female teachers that are promoted to leadership?

11.   Are female teachers ready to go to rural areas on promotion?

12.   In your opinion, what social factors influence the distribution of teachers in leadership in your school (make reference to your area).

13.   In your opinion, what cultural factors influence the distribution of teachers in leadership positions making reference to your school?

Thank you for your time

Appendix IV: Crude Data From Focus Group Discussions Transcribed

The study used both questionnaires and focus group discussion. The questionnaire was used because it was considered vital as an instrument for data collection because it took into account factors such as anonymity of respondents, freedom of respondents to complete them without being identified and also the fact that completion was less time consuming on the part of both the respondents and the researcher. The focus group discussion was also used to probe further the responses given in the questionnaire. The focus group discussions did not limit the responses, and provided an in-depth investigation into social-cultural factors influencing the sex imbalance in school administrative positions.

It was observed that the majority of respondents were above 30 years of age and were married. In terms of qualifications, it was noted that the majority of respondents had completed their professional teachers' qualification. It was equally noted that the majority of female respondents had a primary teacher's certificate as their highest professional qualification whereas there were more males in the other categories such as Secondary Teachers Diploma and a few with degrees in education. The majority of respondents also had teaching experience of 5 years and more.

Data analysis was according to the objectives that were presented in form of statements and questions. These were as follows:-

Focus group discussion mpamba basic school.

What could be the reason the situation is as it is?

R1. For us ladies before we can consider where the promotion is for instance here in Lundazi, you may find that the promotion is maybe in Kapangala which is far from the central business district area and when you consider that if you are approached to go there, and if you refuse, the next time there is a vacancy the appointing authorities will not consider you, they shall say you had refused.

R2. Maybe also for us ladies it's the responsibilities that we have; you find that we have more responsibilities than the men (teacher). At times when you are still young and are given the position, you find that you still have childbearing on you and the issue of getting frequent permissions is not too good.

R1. Men they sideline women, we have heard some teachers saying they cannot work with women as their bosses, why because of all those responsibilities and like the other teacher has said, like you go today asking for permission because the baby is sick, the other day no its my husband, so you find that if it's the headteacher, his work is inconvenienced because of your frequent permissions out of the school. Sometimes they appointing person could even pick on someone younger.

R3. According to some census most of the DEBS are men and this is where is starts from such that when recommending for promotion they usually start looking at fellow men and not women.

Additionally, also the male teachers are close with people who have positions of influence who help in their promotions unlike most female teachers who have fewer connections with people in positions of influence.

I should also add here that qualifications also matter, in the past women had less qualifications than men therefore, the male teachers had a better chance of promotion but now atleast we have seen that most female teachers are upgrading their qualifications.

R2. Sometimes why women are less is because of the belief that women should always be lower than men, some male teachers even says that I cannot get instructions from this or that head teachers who is female because my wife at home respects me and then here I should be given instructions from a woman.

Question = could there be other reasons the situation is as it is?

R 1. The other contributing factor is that a friend's sister was at a school that had no head teacher for a long time and she was told to just wait for her promotion. Like such she was denied the chance and she had to now involve trade-teacher unions. The management pushed her around. With such a situation you can easily see that the administrators do not just want ladies to excel.

Yes qualifications do matter but some people are given promotions even when they do not qualify using other dubious means such as corruptions sexual favours that are sometimes not known to the ones promoting.

The number of years yes so matter when considering for promotion but also who you know does matter and it works for some teachers.

R1. Female head teachers seem to be slow thinkers but they usually come up with tangible things because they take time to analyse issues before making a decision therefore making them better leaders.

R2. Men in general always command while female heads analyse and you walk together in understanding issues.

Question = respondents views on promotions and how they are done in the Ministry.

R5. The system has a very good process in terms of promotions but at times you find that people who do not have the relevant qualifications sometimes get the positions because of using dubious means as highlighted earlier even, using their connections those with right qualifications and right experience are not considered for promotions which is very bad.

R3. In some cases it depends with the head teacher, you may find that the head has someone in mind who has not served as long as the one not in mind.

Additionally at times the head teacher can assign small duties to you however, when it comes to giving you the actual promotions it maybe given to someone else maybe because of the area of strength or qualifications e.g for the heads of department one has to have the qualification and strength in the specific subject area for instance mathematic one to be considered ought to have qualifications and strength in mathematics.

Question= which sex makes a good leader/administrator

R4. In my view it's a woman because they take time to appreciate issues.

R5. We have different types of leadership styles some consider the female type of leadership as persuasion while yet others look at it as all round female leaders tend to use a lot of force on their subordinates and mostly women do not consult on most issues unlike male leaders who in my view like consulting.

R4. A woman leader is better because at times when they becomes too tough, they are easily approached where you just go to her and tell her here you have gone beyond the normal and they usually listen unlike men who are right with what they decide. Women also take time to understand what could have gone wrong when they are approached with concerns.

Question= when asked if they each one would take up a promotion in rural areas

R1. Male, yes I would go to the area where he would go to the area where he could be sent on promotion, however, it could mean than that his studies would suffer because once you are far from the central business area it gets difficult to do almost everything on advancement of qualifications. But to add on yes I may say I can go once offered a promotion away from this school but what I have noted here is that people whose origins are here are given more opportunities for promotion unlike those of us who come from other areas. This has greatly disadvantaged most of us.

Those who are related to debs are given more attention and they receive the promotions.

R3. A lady, no I would not go because it would mean I would be far from my family and I know my husband would not come with me because it would mean he stops whatever he could be doing here to relocate with me.

R2. A lady. No I would not go because the places far from town do not have good health care facilities, they do not have electricity and to just get certain things proves very difficult.

R4. Lady. No I would not just go even if it was a promotion. To just get by in the remote areas is very difficult.

R5. Lady. That would have to be a huge sacrifice because the places in rain season some here within lundazi district are cut off completely such that you ought to buy groceries and other necessities well in advance now in the event that you have not bought enough stocks you tend to suffer.

The roads are also so bad that you would not like to be moving on them frequently now when you get sick it even gets worse to have you taken to the big hospital on time.

R1. I would like to also add that at debs office, you are told out rightly that they are o positions in the town but in the remote areas and I have also seen that those in the boma are seen to be favored by the powers that be. My submission would be to improve service delivery of social amenities to rural and remote areas so that qualified and experienced manpower is retained in the education sector.

Question = any other contributions to add.

R1. Maybe women are left out because f responsibilities especially us working mothers with babies and young children. When you look at men, they seem to have a lot of free time and they often do not get permissions that my child is sick or maybe am taking my child to under five clinic yet us ladies we get permissions to nurse the same men. All these responsibilities just disadvantage us as women to take up promotions.

R1. The structures in terms of accommodation are also not there in the rural/remote areas, you find that some of our friends in these areas complain that there are no houses for them to stay, s they just find accommodation within the villages and usually they rent them from the villagers and most of them are grass thatched with a single room.

Chaomba basic school

RR1. I think the number one contributing factor is marriage, I say so because you find that for us who are married, when the promotions comes which mostly is in the rural areas because the town schools are full, we have serious challenges to accept the promotion because you think about your partner. I speak like this because even right now am here in lundazi and my husband and children are on the Copperbelt and sooner or later I will have to join them mad then am offered a promotion to another place, definitely I will refuse that because it would mean I leave my family again.

RR2. Its also a personal issue like myself I would not like to work in the rural area for a long time because there area lot of factors at play especially when you talk of these things like electricity, water supply and then you find that most of your life you have been using electricity and water from the taps. It can only help if the government would put electricity and water in most of the schools. I do not think most teachers would refuse to work in the rural areas. So I think this contributes to the low numbers of

women in the rural areas who are getting promoted because they would not want to stay in such a place for a long time and women want good life.

RR3. You find that this time around there is the Teaching Service Commission they are the ones with a problem at the point of deployment of teachers, they send teachers to schools like chaomba but then they (teachers) would only be here for very few months. The commission themselves are the ones that transfer these people away from rural areas who mostly are female. So then when promoting if they are not here, us men will get the promotions and the numbers will still remain low for women in administrative positions.

Probe= what about the ministry's role in all this?

The ministry does not have much muscle because what stands is what the commission says as the employers to the teachers.

RR2. What I can also say is that there is too much corruption in the Ministry of General education. Because I remember when I was deployed some good 2 years ago I was the first female to be posted to a certain school and the second female also reported after me but unfortunately she did not even start working at that school. Just upon arriving she was already transferred to another school in the cities because she had some form of connections while us who do not know anyone we are left here in the village.

RR4. Another reason why women are less than us men is that in the years past, women were taken to be weak and always it was men who were taken to be (headmasters) which the title itself does not put a woman in the picture. Even the title head master indicates that there is something wrong very few head mistresses existed.

RR1. Even bad road networks, us who are here in Zumwandacan not access certain things like distance education or consultation with friends who are in town because just to get to the good road it is hard. Therefore,because of the poor and bad road network, we cannot easily access facilities to further our education. I think the government should look into it.

RR5. Yes the roads are terrible but also the houses are also in a terrible state and hardly available, giving an example our deputy head teacher had been working at Lundazi

Primary school for over 16 years and then because of the promotion, she was sent here to chaomba. Now because of lack of piped water and electricity, our deputy head teacher stays inLundaziboma and she has to drive to here every other working day which is not fair. How can you live everything that makes your life better to come to this. From our deputy head teachers' situation, one can see that some promotions are not good from town to rural area.

Question= could there be other reasons the situation is as it is?

RR6. In my view what is causing the low numbers of women in administrative positions is the chosing of what women think is better for them and what is not. In short, women are boastful in nature, they do not want to tone down.

RR1. It is not that we are boastful, it is just the way God created us, we are made to enjoy good life and good things while you men should work hard to provide the good life for women. Additionally us women before we can settle for a place to stay or live, we consider the place for our children first and if it is okey for them to live in. just like I opted to live my children behind because I saw that here am far from the kind of life I want for my children. Now for men, all that comes to play first is if it is habitable for you matters the most.

Questions= do you know the general procedure/processes in promotions?

Participants showed great understanding of the procedure for promotion.

RR2. Yes I do understand that the procedure starts with administrators but some administrators are too weak to raise a good recommendation for promotion. Even just to raise a simple confirmation, some teachers are confirmed with the recommended six (6) months but you find that others it as long as five (5) to ten (10) years showing that the administrators have to be proactive in rising recommendations for promotions. Our system is such that once you are not confirmed you can never be promoted to the next higher position.

I should emphasize that administrators have to be proactive and should be reminded on these processes. Even just to take note of who is confirmed and not is very important,

also making constant follow-ups with either DEBS or PEO's office is very important for submitted cases.

RR6. The conditions of service which the system s using are also very old. All people who used the conditions of long do not seem to understand them. You find that there used to be this thing of upgrading, once you as a teacher advanced your qualifications, then your salary could be upgraded on payroll in line with your qualifications.

RR1. Yes qualifications do matter in promotions. I say so because as for the recently upgraded schools we were told to say the ones who will be considered for those positions should have a minimum of a degree so when one has a degree in senior secondary but was still working from the primary level, in such cases they would get promoted to teach and receive a higher salary at the secondary school.

RR6. But also with the Teaching Service Commission and the Ministry of General Education because of corruption we had talked on earlier, you find that some are promoted without the needed qualifications.

RR5. They are those who upgraded a long time ago but still not promoted to receive the higher salaries and this is like so because the government has not made available the vacancies especially social sciences. We are constantly told there are no vacancies so one would have to wait for the time the vacancy is found either by some retiring or resigning or dying.

RR2. Because of this corruption, you find that the DEBS/PEO's office will tell you that there are no vacancies for upgrading or promotion, then you just discover that of the two who would present such a case one is given a vacancy yet she obtained her qualifications earlier. This case I am referring to right now is under investigations.

Question = which sex in your opinion makes better administrators?

RR4. The men make better leaders because their minds are not divided, you find that female head teachers have divided attention between family responsibilities and work responsibilities.

Probe= would you have problems getting instructions from a female supervisor?

RR3. It is very strange that when you have a female Head teacher, the female teachers do not seem to get along with that head teacher for reasons not known.

RR2. In the case of such, it is just that women are more serious with their work and do not tolerate indiscipline. Like if you want to get permission to take a child for under five (5) clinic, a female head teacher yes will give you permission and because she knows and understands what goes on at under five clinic, you as a female teacher who wanted to lie and get more time out cannot do it that is the more reason some think female head teachers are difficult.

RR1. Also when for example you are pregnant as a teacher, some teachers like to take advantage of that to have all sought of excuses not to be at work and if the head teacher is a man, because he does not know how it feels to be pregnant, whenever a pregnant teacher asks for permission he just gives, even fake reasons he just gives time off. But now if it is a female head teacher, she will know when you are lying or when you are really not well. This in my view is how come some people especially female teachers think female head teachers are difficult when in fact they are not.

RR3. But between male teachers and male head teachers, there usually is no misunderstanding and great tolerance is there between the two.

RR2. There are some female teachers who find themselves in sexual relationships with people in higher offices; they tend to get things and promotions easily.

If you want to be straight, then with such a one, she/he is doomed and will probably retire as a class teacher. For example when I was posted here, someone from DEBS office approached me asking me that if I wanted my way out of a rural school here to a better school in town, he would facilitate just as long as I slept with them of which I refused and true to that am still here at chaomba not knowing for how long is shall be before I could be transferred following the right procedure. The gentle just after seeing my posting letter just said that place is far you will not even reach.

RR1. This is why I am saying that the female teachers who are in places like Lusaka, Ndola, Kitwe and the alike have special relationships with people in higher offices especially at the Ministry Headquarters.

RR4. Women know their principles and refuse to easily defile their bodies that is why you find that even promotions the numbers are still low. But for the men since they cannot sleep with other men, them just pay money, the same corruption we spoke of about earlier and since men are engaged in other economic status, they do not have enough income to give in to the system for them to be promoted.

RR1. At times you can buy the positions as a woman but because men are selfish, they will get the money and still demand for your body. So as women we are forced to give in more.

Question = when asked if they could go on promotion to another place other than Zumwanda area

All male respondents said they would go while the two (2) ladies because of family commitments.

RR1. Understanding the way it is some of the pupils are encouraged when they see us but most them especially when they see that we stay in houses just like theirs, going through the same hardships I think they do not get motivated to study hard and become like us. In view of this, the government should consider building better houses with better facilities so that there is a difference between how the community around is staying or living and how the teachers are living for us to be effective role models.

RR2. The other reason women refuse to go to rural areas is that some areas are well known for witchcraft such that at night they are slept by invisible forces.

RR1. So in order to be close to my family and avoid most of the issues highlighted, I would rather remain an ordinary teacher until retirement for me to be safe.

THE END…………………………………..