



**FACTORS AFFECTING FEMALE TEACHERS IN CAREER PROGRESSION IN
PUBLIC SECONDARY SCHOOLS IN CHINGOLA DISTRICT OF ZAMBIA.**

By

NAKAMBA PENELOPE (715805484)

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Master of Educational Management**

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DECLARATION

I, **Nakamba Penelope**, do hereby declare that this dissertation represents my own work and that it has not been previously submitted for a Master's degree at the University of Zambia or at any other university and all published work or material incorporated in this report has been acknowledged.

Signature of Author.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of **Nakamba Penelope** has been approved as fulfilling the requirements for the award of the Degree of Master of Education Management of the University of Zambia and Zimbabwe Open University.

Examiners' signatures

Name.....

Signature.....

Date.....

Name.....

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DEDICATION

To my late young brother Gilbert Mulambia who supported and encouraged me to pursue higher education. My grandchildren, Njavwa, Taonga and Trisha Mwanza for encouraging and also my father and mother encouragement in my education will forever be an inspiration to me.

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I would also like to extend my acknowledgement to the respondents who were involved in this academic study for the beneficial information and collaboration accorded to me during data collection.

This research has made me to learn a lot of things and it has opened doors to new connections with different people. This study has also enabled me to acquire wider knowledge on issues affecting female teachers in their career progression. It is hoped that, this study will help women in advancing their career and give them moral support. Lastly, I would like to thank Jehovah God for giving me courage and the strength to accomplish this task beyond my expectation

ABSTRACT

This study investigated the factors affecting female teachers in career progression in public secondary schools in Chingola District of Zambia. The study used a descriptive phenomenological research design. The sample consisted of twenty five (25) participants. These were: 10 female teachers, 5 heads of departments, 5 head teachers, 4 district union leaders and 1 Officer from the District Education Board Secretary's Office. Purposive sampling was used in the selection of the head teachers, heads of departments, district union leaders and the DESO, while convenience sampling was used to select the female teachers. The study addressed itself to three specific objectives. These were to: establish the factors affecting female teachers in their career progression, find out how institutional set ups affect career advancement of female teachers and explore female teachers' experiences in the teaching sector on their career progression in Chingola District. Data were collected through use of semi structured questionnaire and interview guides whereas data analysis was done using a thematic analysis method.

The study established that female teachers were affected in their career progression by a number of factors such as lack of funds as they could not venture into businesses after school work as their single female counterparts did. The study also revealed that women's productive activities were hampered by the unofficial and private domestic responsibilities that competed for their labour in terms of time and energy. Further, the study revealed that female teachers found it hard to lobby for leadership positions and form alliances with male in areas of study or consultation that related to work. The study concluded that despite the shortcomings, some female teachers excelled in their studies and held high position although others still complained of facing challenges.

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ABBREVIATIONS

ADB	-	African Development Bank
CPD	-	Continuous Professional Development
DESO	-	District Education Standard officer
HOD	-	Head of department
HT	-	Head Teachers
ILO	-	International Labour Organization
OECD	-	Organisation for Economic Cooperation and Development
SECMEQ	-	Southern and Eastern Consortium for Monitoring Educational Quality
TSC	-	Teachers Service Commission (TSC)
UDHR	-	Universal Declaration of Human Rights
UK	-	United Kingdom
UNESCO	-	United Nations Education and Scientific Organisation
UNICEF	-	United Nation International Children's Education Fund
USD	-	United States Dollar

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CHAPTER ONE

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study, limitation, and delimitation of the study and, definitions of terms.

1.1 Background to the Study

Every human being has the right to education. This principle has been proclaimed and confirmed in a number of important declarations and international conventions such as, Article 26 of the Universal Declaration of Human Rights and the Convention and Recommendation against Discrimination in Education, which was adopted by the General Conference of UNESCO in 1960. Enjoyment of this right, however, is not always ensured in the case of men, and even less so in the case of women. The latter, are often victims of discrimination which arises from various causes and consequences of discrimination which is all the more difficult to detect because the laws of most countries unreservedly recognize unreservedly the equality of women and men in every field, including education.

Educating a girl is one of the best investments to her family, community, and country at large. Knowing that a good quality education can be life-changing for girls, boys, young women, and men, helping them develop their full potential and putting them on a path for success in their lives is of great importance. Educating a woman in particular can kick-start a virtuous circle of development. More educated girls, for example, marry later, have healthier children, earn more money that they invest back into their families and communities and play more active roles in leading their communities and countries.

Since education is one of the significant means to increase human resources, the right to education is well recognized in article 26 of the Universal Declaration of Human Rights (UDHR) (1948) document which declared that ‘elementary’ education shall be free and compulsory, and that the higher levels will be equally available to all on the basis of merit. The objectives of

education are several; among them are; to make people become intelligent; to develop their minds and piety to God, to develop polite behavior, skills and knowledge; and to turn them into mentally and physically healthy individuals. These matters can be achieved if all elements function well, for example, there are students, teachers, and all the teaching materials and equipment. The teacher, as the chief actor of the educational process, is one of the professional directly related to education and teaching is one of the jobs needed by most women (Mulawarman, 2015).

Teacher learning was a continuous process that promoted teachers' teaching skills, helped them master new knowledge, develop new proficiency, which in turn, helped improve students' learning. Studies indicated that when teachers were effective classroom managers, their students achieved at a higher level (Freiberg et al. 1995; Omoteso and Samudara 2011; Stronge et al. 2011; Stronge et al. 2008). Furthermore, learners displayed interest in the class subject matter. Additionally, classroom management was essential to both teachers' education and teachers' professional development, it was crucial to uphold knowledge the teachers held up to date, so they could deliver high quality teaching (e.g., Emmer and Sabornie 2015; Pianta 1999).note that, much was known about teachers taught, considering that teachers themselves were experts in the teaching and learning process. Many researchers explored this area, in order to shed light on the problems faced by the teachers' during the teaching and learning process.

Further, a growing body of research in teaching demonstrated that teachers made a tangible difference in student achievement (Vescio et al. 2008; Ronfeldt et al. 2015). According to Vermunt (2014), high quality teacher learning influenced student-learning outcomes as a result. Teachers should undergo cognitive and metacognitive learning processes in order to achieve learning outcome in the form of changed beliefs about their practice or, even better, change in behaviour. These processes are cognitive thinking activities that were used to process content, for example, classroom management. Teacher outcomes in terms of improved knowledge and skills in a field of classroom management influenced the student learning environment and student learning outcome because of changed student learning processes (Vermunt 2014).

According to Pianta, et al (2012), teachers should concentrate on emotional support, classroom organization and instructional support aspects of classroom interaction among teachers and students in order to be able to do this, it required that the teacher, possessed a certain set of

knowledge and skills to understand how these three domains worked, what difference they made for teachers in the classroom and why they were so important. It was a research proven knowledge that classroom interaction was a tool for any teacher, which supported him or her in any classroom situation. Teachers with high quality teaching tended to do and found out more about their own craft, pushing out the boundaries of their learning and teaching, looking for the new topics and ways to teach. However, in order to achieve their maximum potential, on-going professional development should be incorporated in their schedules.

Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom and new curriculum resources could become a successful factor to their schools. The best professional development was ongoing, collaborative, and connected to and derived from working with students and understanding their culture (Darling-Hammond et al. 2017; Borko 2004). Hughes (1991) indicated a positive link between teacher learning in classroom interaction and student outcomes as perceived by the teachers themselves. Effective teacher learning and professional development was seen as important for student achievement.

Though teaching is one of the professions most needed by women in the developing countries, women have not progressed fully in career prospects as compared to their male counterparts. Women constitute the majority of the informal labour market, which comes with attendant implications for labour standards including access to social protection and employment status (UNESCAP, 2010). Additionally, gender segregation in employment worldwide remains at stark, and recent analysis by the Organisation for Economic Cooperation and Development (OECD) and partner countries suggest that the historical distinctions between ‘masculine’ and ‘feminine’ roles are also visible in the career aspirations; while women tend to be more ‘ambitious’ than men in terms of aspirations for high-status professions, their career expectations mimic the overarching gender segregation of the labour market (OECD, 2013:52). These traditional distinctions and roles are often culturally specific as significant differences between cultures could be observed with regard to career aspirations.

It is estimated that Africa is losing between USD 42 billion to USD 47 billion annually due to the limited access of women to employment opportunities, while another USD 16 billion to USD 30

billion is said to be lost annually due to gender gaps in education (ILO and ADB, 2011). In this regard, Zambia, in particular, had a higher employment average growth rate and employment-to-population ratio for women than their male counterparts, for the 2000–2007 period. Additionally, many gender-based inequities persist in the labour market. The ILO and ADB (2011) as cited by UNESCO, (2013) concluded that in the transition from school to work, female youth face more challenges than males.

Furthermore, sexual division of labour and gendered production and reproduction leads to the stereo-typing and gendering of work; “making things and making things happen, is masculine; caring for people, especially reproducing the next generation, is feminine” (Brush, 1999: 161). The cultural construction of masculinity and femininity also play an important role in gender based occupational segregation (Crompton and Sanderson, 1990). The association of masculine and feminine traits with particular occupations label them as women’s or men’s work, with occupations associated with masculine traits accorded more value than occupations associated with feminine traits. Despite the tagging of women, the centrality of women’s contribution to national development underlines the importance of integrating gender concerns into all development intervals. The natural goal of accelerated development cannot be attained without special attention to the need of women and girls. It is necessary therefore that all these national policies should consider gender specifics (Ministry of Education, 1996).

Furthermore, there is much proof that gender inequities exist in the teaching system and a number of different views have been asserted to explain why many women do not steadily professionally progress as compared to their men counterparts. Studies in African countries have been conducted and have emphasized the impact of gender roles, dual responsibility, cultural factors, institutional factors and psychological challenges as impacting the career progression of women (Powell et al., 2002; Nzeli, 2013, Kumari, 2014 and Choge, 2015). There are a number of reasons behind the sources of gender role injustices in the teaching sector. According to the most general opinion, gender role attitudes are associated with the traits attributed to individuals in childhood socialization where females and males acquire different gender related attitudes and behaviours (Eagly and Carli, 2007). Hence, the opinion that women have been culturally socialized to adopt certain behaviours and traits that drive them to fulfill assumed roles, such as their obligation to deal with domestic responsibilities, leaving the issues pertaining to

professional career progression to be filled by men (Cleveland et al., 2000). Owing to distinct gender roles, women are deemed to be lacking the interests needed for engaging in professional careers and essentially perceived as second rate to men and, thus, naturally finding it difficult to succeed in career advancement.

Though some factors associated with the hindrance of female teachers career progression in East Africa and India are known, for example balancing work and family life, motherhood responsibilities, unfair treatment in the workplace, stressful life and work place discrimination (Njiru, 2013; Kumari, 2014), limited evidence exists in Zambia on the factors affecting female teachers in career progression in public secondary schools. It is against this background that the current study endeavoured to establish such factors in Chingola District of the Copper belt Province.

1.2 Statement of the Problem

In Zambia, teaching is one of the sectors that has attracted a lot of people as compared to other professions. Both men and female flock to the sector, and in comparison in terms of ratio, female teachers outnumber the male teachers' particularly in urban areas. Yet, the professional seemingly appear to have a lot of hindrances.

Female teachers in the teaching fraternity face several challenges in regard to their career advancement in comparison with their male counterparties. The female married teachers are expected to perform the same duties as the unmarried female and male teachers, however, due to their status, they might easily mingle with men and the unmarried women but traditionally doing so is wrong. Their isolation from the others might pose challenges. The common challenges of female teachers include being excluded from useful information shared in places that are not accessible to them (female married teachers) basing on their gender and also due to their unique roles and responsibilities in the family. In addition to this, there is a conflict between their socialization and conflicting ideals which are found in the male domains or competitive organizational cultures or externally in occupation (Burnes, 2004). The notion that women have been culturally socialized to adopt certain behaviours and traits leading them to fulfil assumed roles such as domestic responsibilities leaving men to succeed in career advancement and prospects is not real, especially in this era of gender equality.

Although many studies such as Njiru (2013) Gobena (2014); Gathecha (2013) and Mayaru (2015) have been conducted and have shown that female workers are perceived as homemakers, male being favored, cultural factors and familial factors impacting negatively on the female teachers career prospects and progression, little has been known on the factors affecting female teachers in career progression in public secondary schools in Chingola District of the Copper belt Province and hence the need for the current study.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors affecting female teachers in career progression in public secondary schools in Chingola district of Zambia.

1.4 Objectives of the Study

The following were the objectives of the Study:

- i. To establish the factors affecting female teachers in their career progression in public secondary schools in Chingola district.
- ii. To find out how institutional set ups affect career advancement of female teachers in public secondary schools in Chingola District.
- iii. To explore female teachers' experiences in the teaching sector on their career progression in Chingola District.

1.5 Research Questions

The following were the research questions:

- i. What factors affect female teachers in their career progression in public secondary schools in Chingola District?
- ii. How do institutional set up affect career advancement of female teachers in public secondary schools in Chingola district?
- iii. What experiences do female teachers have in the teaching sector on career prospects and progression in Chingola district?

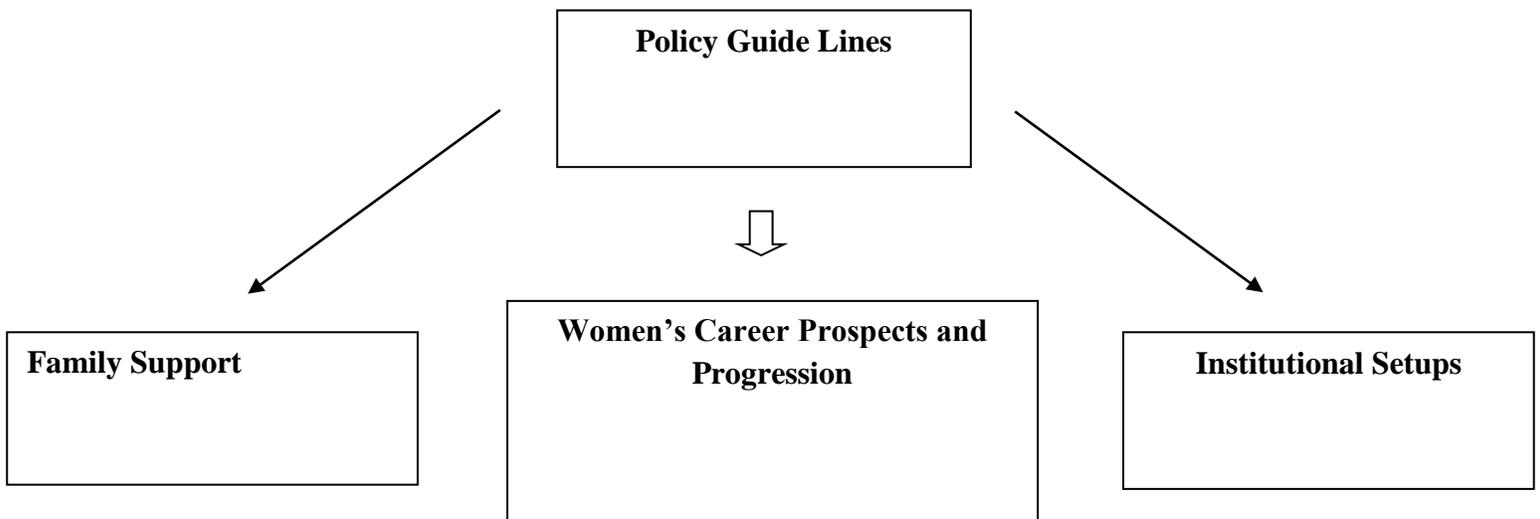
1.6 Significance of the Study

The study might provide empirical research findings on the factors affecting female teachers in their career progression in public secondary schools in Chingola District of Zambia. The findings of the study might also provide insights to policy makers and researchers on the opportunities and challenges faced by female teachers in the teaching sector. The study might also help stakeholders in the education sector to acquire the most recent information on challenges faced by female teachers in public secondary schools in Zambia. This information might strengthen other female teachers to progress in their careers.

1.7 Conceptual Framework

This study was based on the concepts career prospects and progression and how it was affected by the following factors; policy guidelines of the government, family support and institutional setups. Thus:

Figure 1: Career Prospects and Progression



When the family members provide support to the female teacher in the area of education the female teacher might be motivated to pursue education at a higher level. The qualification might also enable her prospect for promotion. For the female teachers to advocate to progress in their careers and prospect for higher positions, the ministry of general education's policy guide lines and institutional set ups should be conducive enough to enable female teachers progress in their career. Therefore, good family support, institutional set up and favourable government policy guideline might result into enhanced career prospects and progression for female teachers who work in different government secondary schools in Zambia.

1.8 Theoretical Framework

The study was guided by Fredrick Herzberg's theory of motivation. Accordingly to Salanova and Kirmanen (2010) Herzberg's motivation/hygiene theory is also known as the two-factor theory. The basis of Herzberg's work is in the Maslow's Hierarchy of Needs. He started in line with the idea that what causes the job satisfaction are the opposite of those things that cause job dissatisfaction. Female teachers in schools are affected by a number of factors, however depending on the way they are handled, they can be happy or unhappy. Depending on the way the female teachers are treated by the school administration and the environments in the schools where they are working, the female teachers can steadily suppress the negative factors and progress in their careers. In the same vein they can also be unhappy depending on the way they are utilised by the same school administration and the environment in which they work.

Herzberg's motivation theory has two factors; that is, the motivators and the hygiene factors. Both factors can motivate workers, in this case the female teachers. Hygiene factors tend to cause only short-term satisfaction to the workers while motivators most probably cause longer-term job satisfaction.

According to the theory, motivator or satisfiers, are those factors that cause feelings of satisfaction at work places. These factors motivate the workers by changing the nature of the work. They challenge a person to develop their talents and fulfil their potential. For example, the school can initiate Continuous Professional Development (CPD) within the school, set policies of sponsoring female teachers for further studies and this can be done through distance education. This entails the core duty of teaching the child will be carried out and provision of

learning opportunities in terms of female teachers furthering their studies will also be achieved. Additionally, the help that the teachers may get from the school administration may lead to intrinsic motivation which in turn leads to intrinsic feelings. In addition to the provision of learning opportunities, recognition in terms of rewards such as promotion, achievement in terms of knowledge, advancement and growth are motivation factors. These factors do not dissatisfy if they are not present but by giving value to these, satisfaction level of the female teachers is most probably going to grow (Bogardus, 2007).

Salanova and Kirmanen (2010) further asserts that when hygiene factors are maintained, dissatisfaction can be avoided. Hygiene factors are those factors that can make the female teachers in the secondary schools to have interest in their career due to expectations of good conditions. Hygiene factors are those that do not cause satisfaction but if they are lacking, it causes job dissatisfaction. The female teachers should be respected as they work in the secondary schools and their status should be recognized and maintained. They should also feel that their job is secured as it is possible in the current economic situation. The working conditions should be clean, sufficiently lit and safe. Sufficient amount of fringe benefits like child care should be given and compensation in general equivalent to the amount of work done. Policies and administrative practices such as flexible hours, dress code, vacation schedules and other scheduling affect workers and should be run efficiently. These factors relate to the content of the work and if they are in proper form, it eliminates job dissatisfaction. The study used Fredrick Herzberg's theory of motivation because of its two factors that is the motivators and the hygiene factors which cause satisfaction and dissatisfactions if not well taken into consideration and these are very important in motivating or demotivating workers in places of work.

1.9 Delimitations of the Study

Delimitation refers to the boundaries or scope of the study. White (2003) explained that delimitations establish the boundaries and exceptions that are inherent in every study. Further, White (2003) suggests that a researcher should use delimitations to address how the study would be narrowed in scope. The current study confined itself to gathering information on factors affecting female teachers in career prospects and career progression in Chingola District of Zambia.

1.10 Limitation of the Study

The study was conducted in Chingola District and it only involved five public secondary schools. Therefore, the results of this study was not generalized to other public secondary schools on the country side as the information was based on a small study sample.

1.11 Definition of Key Terms

Career - A person's "course or progress through life in terms of an occupation or a profession that usually involves special training or formal education and is considered to be a person's lifework

Career Progression - advancement in terms of studies and promotion from the initial training

Challenges - refers to the barriers related to community, institutional and family responsibilities and many others.

Continuous Professional Development (CPD) - refers to learning or training programmes within the school or outside

Endocentric – Having the same grammatical function as one of its constituents

Female Teachers - refers to married women and are teachers in a secondary school.

Feminine - refers to being female

Gender - Refers to the attitudes, feelings and behaviors that societies tag with a person's biological sex.

Governance – The establishment of policies and their execution by leadership structures of an organisation or nation

Institutional Setups - refers to guidelines that the school has put in place to aid women in their advancement

Management – It is a process of planning, organizing, controlling and evaluating mechanisms of governing an institution, organisation or nation.

Masculine – refers to being male

Patriarchal – This is a system of government or system controlled by men

Secondary School - refers to an education institution that has grade ten to twelve pupils.

Tradition – It refers to the transmission of customs or beliefs from generation to generation.

1.12 Summary

This chapter presented the background of the problem under study and presented the statement of the problem, the purpose of the, research objectives and questions, the significant of the study, limitation of the study, theoretical framework, and conceptual framework, delimitation of the study and the definition of key terms. This outline was important in understanding the insight of the study. Chapter two reviews the relevant literature used in this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter discusses the relevant literature on the career progression of female teachers in public secondary schools. A review of the literature is an overview of previous research on the author's topic or on an important aspect of the author's topic (Kombo and Tromp, 2006). The organization of the reviewed literature focused on the following subheadings; the concept of teaching, tradition, institutional and familial factors. Furthermore, the chapter discusses literature on lack of support of women in work places and other factors that result into challenges.

2.1 Concept of Teaching

Teaching is defined by many scholars of education as "the promotion of learning". The teacher in her work of teaching should provide appropriate conditions for learning. Oyekan (1994) described teaching as an all-purpose profession engaged in human resource development for individual and economic growth. Olatunji (1996) defined teaching as a social function that aimed at necessary growth in others. Gathecha et al (2013) also define teaching as helping other people to learn. Teaching is the art of impacting knowledge in to the learners. It is knowing what to teach the learners and ways of imparting the knowledge in the most effective way possible. Teaching therefore as an act of guiding and imparting knowledge in and outside the classroom can only be done professionally by qualified and trained teachers (Oyekan, 1994).

In teaching, further insight is offered by looking at the ancestries of the words. For example, the origin of the word 'teach' lies in the old English *tæcan* meaning 'show, present, point out', which is of Germanic origin; and related to 'token', from an Indo-European root shared by Greek *deiknunai* 'show', 'deigma' 'samples; (Hirst, 1975) makes two very important points. For him teaching involves Setting out with the intention of someone learning something and considering

persons feelings, experiences and needs. Teaching is only teaching if people can take on what is taught.

To this we can add Jerome and Bruner's (2009) insights around the nature of education, and the process of learning and problem solving. Bruner asserted that as expertise, we need to have content. As religious educators about belief, practice and teachings; and, as pedagogues, ethics, human growth and development and social life. Good teachers 'have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it was a significant impediment to students' learning' (Coe et. al. 2014: 2).

Furthermore, (Coe et.al, 2014) highlighted the more formal character of teaching. Interventions are planned, focused and tied to objectives or intentions. Teaching also often entailed using quizzes and tests to see whether planned outcomes were being met. The feel and character of teaching moments are different to many other processes that informal educators, pedagogues and specialist educators use. Those processes, like conversation, playing a game and walking with people are usually more free-flowing and unpredictable.

However, Gathecha (2006) asserted that, teaching was not a simple step-by-step process such as of attending, getting information and intervening because, things rarely go as planned, unless we attend to people's feelings, experiences and needs learners might not always get the points straightaway or see what we are trying to help them learn. They might be able to take on what is being taught but it might take time. As a result, how well we have done is often unlikely to show up in the results of any tests or in assessments made in the session or lesson.

Oyekan, (1994) noted that earlier, scholars saw that relatively little attention had been given to defining the essential nature of teaching in recent years in the UK and North America. This had contributed to confusion around the term and a major undervaluing of other forms of facilitating learning. The same could not be said in a number of continental European countries where there is a much stronger appreciation of the different forms education takes. Reflecting on these traditions helps educators to better understand teaching as a particular process – and to recognize that it is fundamentally concerned with didactics rather than pedagogy.

As Hamilton (1999) pointed out, teaching in schools is properly approached in the main as didactics the study of teaching-learning processes. Pedagogy was something very different. It might include didactic elements but for the most part it was concerned with animation, caring and education. Its focus was upon flourishing and well-being. Within schools there might be specialist educators and practitioners that did this but they were usually not qualified school teachers. Instead they held other professional qualifications, for example in pedagogy, social work, and youth work and community education. To really understand teaching as a process there need to recognize that it was an activity that was both part of daily life and was an element of other practitioner's repertoires. Pedagogues teach, for example, but from within a worldview or halting that is often radically different to school teachers.

Good teaching is rather more than technique according to Parker J. Palmer. Good teaching, he reported, 'comes from the identity and integrity of the teacher' (Palmer 1998: 11). It was the way we were experienced, our enthusiasm, our care, our knowledge, our interest in, and concern for, people that was the key to whether we were felt to be good teachers. As Jackie Beere (2012) and others have argued teachers needed to be present as people in the classroom or learning environments. Nyborg developed a particularly accurate model for the concept of teaching (the CTM) (Nyborg, 1993; Hansen, 2002, 2006) which was supposed to make sure that conceptual meanings and the words representing these were learnt and "connected" in the appropriate manner. This model was thoroughly tested and yielded good results.

As mentioned above, within the Nyborg-tradition a distinction was made between words and concepts. The word was a symbol of and a denomination for the concept. Through observation and the manipulation of objects and events in the surroundings, the child acquired basic concepts and conceptual systems regarding colour, shape, size, position, place, direction and number etc. – which are named in a precise manner. The basic concepts and conceptual systems could not, in other words, be imparted or mediated via explanations of words alone (Nyborg, 1993).

Futrther, Nyborg (1993) asserted that in education, teaching was the concerted sharing of knowledge and experience, which was usually organized within a discipline and, more generally,

the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact. Teaching was seen as pre-planned behaviours informed by learning principles where a child development theory which directed and guided instruction to ensure desired students outcomes.

There are two fundamentally different ways of understanding teaching as observed by (Hansen, 2006). The first regarded teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission. The second saw teaching as a learner-centered activity in which the instructor ensured that learning was made possible for learners and supported, guided and encouraged them in their activities during learning process.

Olatunji (1996) also reported that teaching was that important art that built up the society by the way it is did, the area in which it was conducted and its cumulative effect on the life of the society. Teaching is a process of inducing learning, it is guiding someone to behave in a given or certain manner beneficial to himself and the society. Teaching is the process by which a teacher guides the learners in the acquisition of knowledge, skills and attitudes. It is essentially a system of interactions involving the teacher, the learner and the learning materials. In order for teachers to acquire the skills necessary for them to become competent teachers there is need for them to enhance their professional career through furthering their education.

2.2 The views on Gender Studies

With regards to gender studies, achieving gender equality at all levels is a growing concern among both developing and developed countries. Muchanje (2016) asserts that women who have been given challenging assignments performed well, therefore they improved their chances of career advancement. This puts women in equal probability of rising up the ladder of leadership as men in the teaching profession. However, other researchers have pointed out stagnation of women in their career which has become an increasing important concern (Mwangi, 2011). There are disparities in career progression of tutors in various academic levels with men performing better than women. Some of the factors that lead to women's career advancement include mentoring, training and development, career planning, individual characteristics and hard work. Research

conducted by Southern and Eastern Consortium for Monitoring Educational Quality (SECMEQ, 2010), for example, indicated that about two thirds of teachers involved were female teachers but only 21% of these female teachers are heads in developing countries including Kenya. These figures might have two implications on this research. First female teachers may consider that there are barriers to their career advancement which may imply gender discrimination.

Secondly, the gender inequalities could send wrong signals to pupils that female teachers were incapable of being leaders which might affect girl child's career aspirations. The hiring and promotion policies should be clearly stated in every organization so that workers know the correct path to follow (Okurame, 2012). Okurame further asserted that policies should be put in place to deliberately train managers for the future. Since the launch of free primary education (FPE) in 2003 in Kenya, there has been an upsurge in the enrolment in public primary schools. As a result, there was a high demand for more teachers (Ministry of Education Science and Technology (MOEST), 2005) who were trained in public teachers training colleges (PTTCs). The tutors here required promising policies which guaranteed them career progression and prospects.

According to TSC (2009), career progression of tutors in PTTCs was the same as that of teachers teaching in secondary schools. As outlined in policy documents (MOEST, 2005, TSC, 2006 and TSC, 2007), graduate teachers entered the teaching profession under TSC in Kenya at job group K. After three years, the teacher is automatically promoted to job group L. For the teacher to move to the next job group up to job group R the highest in teaching profession in Kenya, he/she must have served in the current job group for a minimum of three years and passed an interview conducted by the TSC. Job group M was the start of administrative positions with TSC. However, according to Republic of Kenya (2012), TSC promoted tutors on the basis of availability of funds, meaning a tutor could remain in one job group especially lower job groups for more than three years. With increasing emphasis on accountability, it was important that teachers were not just equipped as they entered teaching but continually developed their career (Hughes, 1991). Government of Kenya (2005) committed all public agencies including PTTCs in cost saving as their targets in their performance contracting. One incongruity of this situation was that institutions budgets for human resource development were often the first to be cut. This made it difficult for tutors to have smooth career progression.

Additionally, Somjee (1989) as cited by Kumari (2014) held strong critical comments. She started that “in the history of women’s studies, which is not very long, a variety of approaches have been adopted in order to understand women’s problems and find solutions to them. such approaches ranged from how women were perceived in various cultures and historical settings, given their biological functions and what nature ‘intended’ them to do, to their decline in power and status vis-à-vis men in the complex social evolution, to a widely shared emphasis on the need to make women equal through the economic on the need to make women equal through the economic and legal route which treated them as individuals rather than those having the sole responsibility for looking after the family.

A study in England by Thornton and Bricheno (2000) explored gender differences in UK primary teachers’ perceptions of their careers, through a national questionnaire survey and follow-up interviews. The study indicated different areas of concern and influence on careers and it was found that while reported reasons for not seeking or not achieving promotion were multifaceted, the known and experienced disproportionate promotion of men, plus the frequently traditional gender differences in work - home orientation and contextual or situational expectations, contrived to limit career development for a significant number of women. Promotion opportunities were made available to teachers, and in most cases the process is perceived to be transparent. However, in some countries, they were a little more than grade increments in tandem with the length of service in education or are limited by a fixed number of positions within a school or a job grade (UNESCO, 2016).

2.3 Familial Factors

The formal and informal system forged by men identified within the literature as “men’s Club” was acknowledged by women as a key factor that impedes women’s advancement in organization (Bruni et al 2004). According to Lewis (2006) women were not readily admitted to organizations and those that were hired into managerial positions found it difficult to become part of the existing power coalitions, which was built upon work relationships and other social as well as relational networks. Men and the few women who were part of these networks earned more promotions and advanced faster in their jobs than people who were not members of the

network. Women's under representation in leadership positions might be attributed to their own decisions not to apply for promotion (Oplatka 2006). Although it was assumed that teachers were eager to participate in decision making processes and serve on governance structures, research suggested that they did not jump at the opportunity (Lemmer, 2000). A study done by Adams and Hambrigh in 2004 revealed that female teachers lacked interest in applying for administrative positions and that they were not encouraged to become school administrators. (Clutterbuck & Devine, 1987; Ilagan Bian, 2004). In order to achieve equal status, the requirement level for women to achieve in the workplace, was set at a much higher standard, they are required to work harder, be more qualified, more ambitious and competent than their male counterparts (Bryce, 1989) However, they did not reach authoritative positions with the same ease as their male counterparts with similar positions, backgrounds and qualifications as themselves (Bryce, 1989). Some women even tried to emulate their male counterparts, in the hope that they could climb the high positions.

Family responsibility is one important factor influencing the amount of time and energy that individuals are able and willing to devote to work. The demands of family have been shown to reduce women's personal resources of time, energy, and commitment available for work. Heidi and Ellen (2010) noted that the effects of gender on career expectation were often mediated by personal and environmental variables such as perceived support for combining work and family. Family responsibility had an adverse effect on work effort, particularly for women. Relatively low work effort would in turn, limit opportunities for positive performance outcomes, such as merit increases and promotions

There has been extensive research in western countries, such as the UK and the USA, demonstrating the existence of work-family conflict and its adverse effects on women, both at work and home (Heidi and Ellen, 2010). However, much of this research was concerned with linking work and family conflict with life satisfaction, job satisfaction and work and home stressors of various kinds. Not much attention was paid in these studies to the factors affecting woman in their career progression.

Furthermore, since women in East Asia were still failing to reach higher organizational levels despite their increasing participation in the formal employment sector, we argue that there is a strong need for researching the relationship between work-family conflict and career development through career expectation for female. How the family and work conflict influences the career development of women, and how the career expectations mediate the relationships between the family and work conflict and career development of women. Eagly and Carli (2007) conducted a study in which they surveyed 100 teachers in Lin Yi University and Shandong Medical College, so that they could better understand and progress female career development. On the one hand, broke down the traditional mode of men earning money outside while women just did the house work, lightening the burden that women had in the family, to give women a larger stage to show their potential. On the other hand, change the stereotyped image for roles of gender as that in America and clear up the man-made segregation in the career development path for women, helping them to go further in the hotel Industry

Additionally, in China, the conflict between family and work was found to be the most important obstacle faced by women in their career development Baiju (2008) asserted that, now dual-earner households were supplying more working hours to the labor market than ever before due to childbirth and the fact that women still carried the main responsibility for child-care and worked in the home, their careers become more diverse, with temporary interruptions for maternal leave and periods of part-time work. In spite of these heavy career demands, and the increased participation of men in child care, women still did more of the child care and domestic work at home. Although employed married women spent less time on housework and childcare than non-employed women, they devoted considerably more time to home and family in fulfilling their family role responsibilities than men. As a result, many women failed to professionally advance (Baiju, 2008).

Accordingly, Njiru (2013) argued that, socially accepted role-behaviors still affected young women's career progression. Many women had made career changes to accommodate their families. In this respect, the gender differences in career outcomes might be explained by the fact that women no longer aspired or desired to be engulfed in work environments

and arrangements that allowed little control over work hours. Their career changes and employment decisions, predominantly guided by the demands of family care, could be understood through multiple perspectives they had done so by seeking work places that allowed more family time or flexible work options (Njiru, 2013).

Further, Gillard (2001) explained that, while some men had done so, the majority of the men who had made career changes did so to earn more money. Many women also shared their feelings about the difficulties they faced as women working in male-dominated occupations. Some had chosen to work in female-dominated work places such as public schools and non-profit organizations for the same reason. This might explain part of the differences in men's and women's market outcomes. Human capital theory predicted that individuals' family responsibilities would have a direct, negative effect on work effort and an indirect effect on performance outcomes, mediated by work effort. In this respect, the gender differences in career outcomes might be explained by the fact that women no longer aspire or desire to be engulfed in work environments and arrangements that allow little control over work hours.

Furthermore, Gillard (2001) conducted a study on workers expectation as an inducement towards career progression. His study focused on Millennial' expectations about employer inducements because a breach of these expectations can have a detrimental effect on a number of outcomes, such as job satisfaction, commitment, job performance, and intention. The idea that expectations were an important determinant of outcome satisfaction has been suggested by numerous theoretical perspectives. Thus, someone with low outcome expectations may be more satisfied with a given outcome than someone else with higher expectations might be with the same outcome

Further, Baiju (2008) noted that many highly educated women, including professionals, regard themselves as secondary breadwinners and their earnings as a supplement to the family unit's income. He stated that "one's perception of the value of an activity was more important in determining one's decision to engage in that activity, while one's self-concept of ability is more important in determining one's actual performance once involved in the activity".

Additionally, women's productive activities were often hampered by the unofficial and private domestic responsibilities that competed for women's labour in terms of time and energy, not to mention the increase in workload and long working hours (Chege and Sifuna, 2006). The issue of children and or family was one that deterred many women when they had to make the decision to take up a leadership position. The responsibility that comes with a family was a significant barrier to women attaining top jobs. Many mothers felt exhausted and overwhelmed trying to balance paid work commitments with the commitments of being a parent, thus they felt psychologically, intellectually and emotionally drained (Knowles, et al. 2009). Women often reduced their hours at work when they had children. Some women even quit work and spent one or more years devoting their efforts to their families (Eagly, Carli and Sampson (2009). In their investigation of gendered division of household labour, Cornwall and Legerski (2010) noted that women's gender identities were embedded in responsibilities for care that extended beyond mothering young children, and included the care of husbands, adult children and grandchildren

2.4 Institutional Factors

Most urban primary and secondary schools in Zambia are predominantly staffed by female teachers. However, most countries, Zambia in particular have more male than female in leadership positions (UNESCO, 2016). This could be because of the structure or institutional set ups.

Opportunities for training and progression for female teachers have also been identified as an area of growing concern. Due to the strained budgets of local authorities, opportunities for training have become more limited for female teachers, in particular, the challenge of taking advantage of Continuous Professional Development (CPD) was related to their responsibilities as primary carers. (Wharton, 2002) reported that, in the past, training opportunities were integrated within the school day schedule and teachers were released from school to attend these sessions.

Additionally, a study conducted by (Oplatka, 2006), reported that continuous professional development (CPD) opportunities tended to be organised after school or at weekends. Such change was a potential barrier for many women who had children and required childcare support.

A study carried out in Kenya by Wangari (2009) investigated the challenges faced by head teachers in the implementation of school programmes. The study used a descriptive survey design and randomly sampled thirty five schools. Data was collected through use of questionnaires and interview schedules. The study found that the challenges facing head teachers in the running of the school programmes included lack of proper training of teachers and head teachers, lack of resources, teachers and parents' attitudes, and contents of the syllabus not being specific to children with special needs.

Baiju (2008) in India aimed to study the personal, familial and professional problems faced by the female school teachers in Kerala. The study adopted the descriptive research methodology and used a questionnaire and an interview schedule as research tools. The study found that health related problems were more prevalent as teachers' skipped breakfast daily and did not get time for simple exercises, relaxation and were unable to engage in any recreation activities. Furthermore, the study discovered that there was very high pupil – teacher ratio, unnecessary emphasis on clerical works related to documentation of evaluation, evaluation of fairly large number of students, loss of working days, the tension caused by the existing system of education, lack of enough reference materials to be among the important professional problems.

In his study Gathecha (2016) stated that women in organizations faced more challenges than their male colleagues both in execution of their duties and in career development. The challenges unique to women included lack of training and development, gender stereotypes, being excluded from useful information shared in places that were not accessible to women due to their gender or due to their unique roles and responsibilities in the family.

2.5 Traditional Factors

Patriarchy is a system of social structures and practices in which males' dominant, oppress and exploits females. Gobena (2014) posits that patriarchal oppression, and the mobilization of bias effectively silences women's demands to leadership. In addition, endocentric patriarchal ideology denied the women leaders and neglected their placement in ranking positions. The Zambian traditional society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home. In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles. The average traditional woman put in 15-18 hours of work per day and this was not valued in economic terms (UNICEF, 1998). Women also participated in community management roles, which was usually voluntary and unpaid. In many cases, this was used as one of the reasons to justify that women do not have the time to participate in leadership outside of the home. These and other factors were obstacles that limited women from developing their leadership potentials and taking full potential of the positive enabling environment created by the national women policy.

Celiken (2005) asserted that the main challenges to women's entree to leadership positions in school was the cultural and social structures that divided the society into male and female is engrained and engraved in the beliefs of many upcoming countries such as China and Islamic nations that feature definite tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the societal expectations of one's gender (Celiken, 2005). Leadership positions in this sense belong to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they were susceptible to sanctions such as, reduced chances to marry.

In the traditional Chinese culture, for illustration, women had always been in the submissive roles both at home and in society (Su, Adams and Miniberg, 2000). The cultural and social assumption that women were less strong than men and therefore could not hold managerial positions, were common in many developing countries (Calvert & Calvert, 1996). Schultz (1998)

explained that in Nepalese society, women were in many cases still chained to the house, which was seen as the space where they might obtain ritual and spiritual purity. He further asserted that if a woman obtained this purity, which many still believed to a significant degree could only be achieved in the home, through domestic activities, then she would evolve to the next spiritual plane, that was, could be reborn as a man. The barriers experienced by women in developing countries seemed to be determined by specific cultural and religious beliefs and values that defined femininity in terms of marriage, housekeeping and child-raising. Kenya's Gender and Governance Program (2010), said that, in the year 2006, the government declared that henceforth, 30% all appointments in public services were to be reserved for women. The directive was intended to create equity in the employment of women and promotions to senior positions in public sector. It was intended to provide equal opportunities to all competing groups in the society, including women. But while it had been hailed as a milestone in eradicating discrimination and reforming the education sector, its results remained a contested terrain.

In the African context, traditional beliefs and cultural attitudes regarding the role of women in society were still prevalent and many women were part of these system finding it difficult to dislocate from the cultural tradition lest they be ostracized (Kiamba, 2008). Despite women's education and entry into the job market, the woman's role was typically of homemaker. The man on the other hand was a bread winner, head of the house and had a right to public life (Sadie, 2005). Sadie asserted that traditional attitudes were hostile to women involvement in decision making and professional development.

Despite cultural attitude some women are able to transcend and rise to positions of leadership but more often than not, it means having to juggle cultural expectations with their leadership roles. At various times throughout history, working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva and Gutek, 1980). Having a career posed challenges for women due to their family responsibilities (Valdez and Gutek 1987). Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities.

Additionally, some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks, and Martindale, 1982). Because women's work and family demands were simultaneous, these demands had a significant impact on women's careers (Valdez and Gutek 1987). As stated by Heins et. al. (1982) achieving professional development might be more difficult for women than for men. However, the view of a woman's role in the workforce had changed significantly throughout time. Historically, society believed a woman's place was in her home, caring for her husband and children, as opposed to the workplace. Valued female traits such as a meek nature and submissiveness were feared to be lost if women entered the workforce (Astin, 1984).

In society the socialization for boys and girls has an impact on their future career. A study carried out on career development of African American and Latina females revealed that adolescent's females lack academic skills and career related experiences and therefore perceive narrow career opportunities for themselves and these combine to pose formidable obstacles to obtaining future jobs and careers. This is as a result of socialization practices that do not prepare females to face challenges and develop other skills outside the ones necessary for the performance of their traditional related activities (De-Leon, 1996).

In society there is a belief that a good mother must give less effort and priority to work demands, she is therefore seen as less committed worker. Furthermore, Ridgeway (2001) added that this biased belief is likely to create barriers to women advancement in the workplace. These barriers make women lack opportunities to present their ideas, therefore reducing their influence over professional advancement.

Grady (1992) in Njiru (2013) contends that few women have been socialized to have a clear sense of a career track to develop their leadership skills. They have also been denied the support, opportunity, and experience given to men. The findings from Grady's study suggested that there remained a psychological barrier, a subconscious occupational ceiling that prevents women from actively pursuing success in the non-traditional roles of school administration. Thus, proportionately fewer women than men seek administrative positions, tending to disguise their

ability and eliminate them from competition in a larger occupational sphere (Grady, 1992) as cited by Njiru (2013).

Further, Grady (1992) argued that women have been socialized not to pursue a higher education, since society tends to believe they do not require as high an education as men. They continue that textbooks, the nature of student-teacher interaction and the different treatment that girls receive in comparison to boys, are some of the things that condition a woman to be cooperative, nurturing and dependent. Women have typically been perceived as being weak, and generally not robust enough for the difficult, intensely political nature of educational administration. It is encouraging, if not ironic, to note that some of these very qualities once seen as deficiencies are now being espoused as qualities of effective administrators.

A study by Shimalungwe (2016) in Zambia entitled challenges faced by female head teachers in the management of secondary schools employed a descriptive research. The study sample was 86 participants. Semi-structured interviews, focus group discussions and a questionnaire were used to collect data from the field. The study analysed the data thematically based on the research objectives. The findings revealed that the challenges that female head teachers faced included: negative attitudes from stakeholders; staff resistance; gender bias; sex role stereotyping and prejudice; alleged deceit in marriage; lack of confidence; uncontrolled emotions and dealing with role conflict.

Choge (2015) in Kenya did a similar study. The study was carried out in selected primary schools in Nandi County. Stratified random sampling and purposive proportionate sampling techniques were used to select the participants. The study had a sample of 364 participants and it collected data through the use of questionnaires, interviews, and documents analysis. Descriptive statistics were used to analyse the data.

There are gender related barriers that pose challenges to female head teachers in management of secondary schools that are not faced by their male counterparts. These include: Cultural barriers Gillard (2001) as cited by Nzeli, (2013) defines culture as the habits, traditions and beliefs of a country, society or group of people. The school is an extended organ of the community and

cultural beliefs also manifest themselves in the school situation. When educators enter schools, they do not leave behind their cultural belief systems at home. The current study is not targeting head teachers but female teachers and its focus is on the factors affecting their career progression.

Choge (2015) in Kenya focused on Challenges Facing Women Leadership Development in Primary Schools. The study was guided by Fullans' theory of educational change combined with Riggs theory of Prismatic Society. The study utilised quantitative and qualitative methodologies and adopted a descriptive survey research design. Stratified random sampling and purposive proportionate sampling techniques were used to select the participants. The total sample was 364. Data was collected using questionnaires, interviews, and documents analysis. The challenges facing female teachers in leadership were identified as; lack of promotion since most of them had never been promoted, unequal advancement opportunities, motherhood responsibilities, and career immobility due to geographical immobility due to family responsibilities, lack of role models, dominance of males in the leadership network and lack of self-esteem to seek the administrative posts aggressively.

Shamiman (2006)'s study was conducted to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. The prime aim of the study was to find out the teachers' perception of 'job satisfaction' and to identify the factors which affect job satisfaction of female teachers. To fulfil these aims fifty seven teachers from seven government run primary schools in urban and rural areas were selected. Questionnaires were used to get the answer of the research questions. The empirical study found some factors which affected job satisfaction of both male and female teachers. The factors were salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors of those affect were the same to both male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstede. It was found that both the male and female teachers were dissatisfied but the female section was more dissatisfied than those of the male teachers.

Mayaru (2005)'s study in Tanzania aimed at investigating the causes of the challenges that face the primary school teachers in their teaching career. The study employed interviews, focused group discussions and documentary reviews as method of data collection. The results showed that the poor National Health Insurance (NHIF), poor promotion management among teachers and delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affect the teachers working environment in Mbogwe District. Further, the results showed that the teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying rent houses. This situation influenced the teachers to do other petty business which affected their attention toward lesson preparations. The result furthermore showed that the teachers faced the challenge of poor health services that caused them use their own funds as a result their income were eroded by double contributions, Finally, they were not given rent allowance this affected their living conditions and this situation increased their transport charges.

2.6 Policy Guidelines and Women Advancement

A study in Kenya by Muchanje (2016) sought to determine the influence of gender, Teachers Service Commission (TSC) adherence to career progression policy guidelines and tutors' exposure to professional development on career progression of tutors in primary teachers training colleges. The study was quantitative in nature and had taken a descriptive survey design. The study sample was 264 tutors and was randomly sampled from eight Public Primary Teacher Training Colleges. The study concluded that tutors' gender did not have any significant relationship with career progression. However, exposure to professional development and adherence to policy guidelines by TSC influenced career progression positively, which was a positive result for the study. This study also gathered data on the Zambian policy guideline regarding women advancement in the teaching sector.

Men have traditionally held positions of power, personnel policies and work structures tend to reflect the life experience of men and were often in conflict with the life experience of women (Newman and Mathews 1999) in Njiru (2013). As a first step toward achieving gender equality and promoting the career progression of women, organizations should encourage the hiring, retention, and advancement of women by adopting work/life policies (Guy, 2003). Among work

and life policies found in the literature were flexible work hours, paid leaves of absence, subsidies for childcare, job sharing, and home based employment. Family-friendly, or work-life, policies have been defined as arrangements designed to support employees faced with balancing the competing demands of work and family in today's fast-paced, complex environment. Family-friendly practices could take the form of maternity leave, career breaks with the right to return to a job, flex-job arrangements, and childcare. Flexibility is the underlying principle of family friendly policies (Newman and Matthews 1999) as cited by Njiru (2013). Gender-neutral language targeting both men and women were efforts to level the playing field.

As emphasized by Newman and Matthews (1999) in Njiru (2013), however, while these policies and practices have the potential to provide flexibility to female and male employees alike, they might also have the potential to underscore, if not reinforce, women's double duty at work and at home. Women continue to be responsible for a disproportionate share of domestic duties at the same time they are continuing to enter the workforce in increasing numbers.

In Albania, deep reforms in the education sector had placed new and intensified demands on Albania's teachers, principals, schools, and other institutions that prepared, certified, and maintained the quality of the education workforce. Based on the UNESCO review team's findings, there were several areas where Albania made improvements to its teacher and school leadership policies. Many of these issues were identified in the Government's Pre-University Education Strategy for 2014-2020 such as career advancement for women and girl. The teaching workforce in Albania might be younger than the average in OECD countries, and female teachers greatly outnumber males in Albania, as in many other countries. However, there was a paradoxical challenge in the teaching workforce.

Such options including reducing turnover, lowering recruitment cost, reducing recruitment, improving productivity, and keeping valuable employees. Given that offering family friendly policies is advantageous (Thompson et al. 1997), policies might be adopted for symbolic rather than substantive reasons and might therefore fail to produce any real changes in organizational structure or behaviour as they might often conflict with more entrenched organizational norms, such as overtime, culture work, devotion and a belief in value of face-time.

According to Kottke and Agars (2006), whether or not policies and practices were successful depended on how they were perceived by organisational members. A study by Blair-Loy and Wharton (2002) examined the effects of workplace social context on managers and professionals use of work and family policies in financial services corporations. They found that employees were more likely to use available practices if they worked with powerful supervisors and colleagues, who could buffer them from perceived negative effects on their careers. The perception was that gender-based policies including work and life policies, which were often seen as directed exclusively at women, were often underutilized (Newman and Matthews 1999) in Njiru (2013). Konnard and Linnenhan (1999) as cited by Njiru (2013) maintains that unless underlying organizational processes were addressed and organizational practices were embraced by all members, barriers to women's advancement would remain. Although programmes aimed to improve organizational outcomes, factors other than programmes usefulness continued to determine whether employees utilized those programmes.

2.7 Lack of Women Support at Work Places

Achieving professional status might be more difficult for women than for men. However, the view of a woman's role in the workforce has changed significantly throughout time. Historically, the society believed a woman's place was in her home, caring for her husband and children, as opposed to the workplace. Valued feminine traits such as a meek nature and submissiveness were feared to be lost if women entered the workforce (Astin, 1984) Women's under-representation in leadership positions might be attributed to their own decisions not to apply for promotion (Oplatka 2006). Although it was assumed that teachers were eager to participate in decision-making processes and served on governance structures, research suggested that they did not jump at the opportunity (Squelch, in Lemmer 2000). Forty percent of the female teachers interviewed in Adams and Hambright's (2004) survey, conducted on the reasons why women teachers seemed to lack interest in applying for administrative positions, said that nothing would encourage them to become school administrators. Several of the participants in Eddy's study

(2008) in (Nzioka, 2013) of community college presidents revealed that they did not have a presidential position in mind when they started working in higher education. They got the position by either being encouraged by search committees to seek promotion, by being appointed by their chancellors, by seeking the position for fear of the alternative, or simply by following the hierarchy, which naturally left presidency as the next logical step in their career (Lange 2006).

Women's productive activities were often hampered by the unofficial and private domestic responsibilities that competed for women's labour in terms of time and energy, not to mention the increased workloads and long working hours (Chege and Sifuna 2006). Further, Nzioka (2010) study in Kenya established that despite some female teachers showing ability to outperform their male counterparts, the male teachers were favored in some instances for promotions just because they were men and because the position could not be given to a woman. The study also found familial factors like the house chore duties affected the female teachers' career performance to be behind female teachers' impediment factors.

Additionally, a study by Muchanje (2016) in Kenya on the factors influencing career progression among Graduate Teachers in Public Secondary Schools adopted the descriptive research design. The study had a population of 324 teachers and of 60 teachers drawn from 10 public secondary schools. Data analysis was done using descriptive statistics which includes mean and median and inferential statistics including factor analysis and Karl Pearson's coefficient of correlation.

Furthermore, Thornton and Bricheno (2000) in England and Wales conducted a similar study. Their study was a national questionnaire survey and follow-up interviews. They study found multifaceted reasons for women not seeking or not achieving promotion, the known and experienced disproportionate promotion of men, plus the frequently traditional gender differences in work - home orientation and contextual / situational expectations, contrived to limit career development for a significant number of women. In Pakistan promotion was generally linked to teachers having taught for a specific number of years at a particular grade level and having attained relevant academic qualifications. A study in Kenya by Bernard (2014) sought to establish why many teachers continued to stagnate in particular job grades despite the

steady progression of other teachers who possessed similar qualifications and experience yet the Teachers' Service Commission's (TSC) had made efforts to harmonize the promotion. The study adopted a descriptive research design and had a population of 324 teachers. The sampling procedure was the proportionate stratified sampling whereas the sample size was 60 teachers selected from the 10 public secondary schools in Nairobi's Makadara district. Furthermore, the study by Bernard relied on the questionnaires as the tool for collecting data

In her study Sophia (2011) "investigated the challenges facing women in career development. She found that most of the women employees were dissatisfied with career development programmes and women were discriminated against in career development opportunities. The study recommended that organizations should strive to ensure that career development programmes were set to enhance career development amongst women employees. Top management should also be committed to the career development of women, and organizations should also introduce affirmative action to urgently address career development of women.

In her study of factors influencing gender mobility to the top levels of education management in Kenya, Wanyama (2002) found that most women preferred staying at their middle ranks for fear of seeking promotion and being transferred up-country to work at district or provincial headquarters, as this would affect their families. Other factors impeding women from accessing top management positions included the fact that women lose out on access to formal training opportunities and access to firm sponsored training and development schemes, partly because of the high labour turnover rates of women, which amounts to indirect cost for employers (Anker, 2004). There was still a prevalent perjured perception of the leadership behavior or abilities of women. Many still believed that men were better suited for leadership (Mordi et al 2010). Although several scholars (Madichie, 2009) suggested in their studies that women could make effective top executives. The current study looked at how institutional set up affected career advancement and prospects of female teachers in public secondary schools and used a study sample of 25 participants.

2.8 Other Factors Affecting Female Teachers, Progression

A study in Indonesia by Gobena (2014) found that the main internal obstacle of improving women teachers' career prospects in occupying the position of headmaster was the lack of aspiration and motivation of women teachers. It was established that women were satisfied with their own condition and that they had lower desires to compete with male teachers in occupying the headmaster position and the unwillingness to have mutations were the obstacles of women teachers to occupy the position of headmaster. Furthermore, the main external factor that hampered the improvement of women teachers' career prospects in occupying the position of headmaster was the regulation of government in occupying the position of headmaster. Others included the lack of opportunities for women teachers to follow trainings and other scientific activities because of lack of socialization.

Kumari (2014) in India on the problems and challenges faced by urban working women used a mixed methods approach. The results of the study showed that different age group of working women had different kinds of problems and challenges and different categories as married, single, divorcee, single parent, separated, they also had different issues at stake in the workplace. Some problems were definitely common, like mental and physical stress, lack of proper balance between employment and family care, unfair treatment in the workplace, stressful life and work place discrimination etc. But some challenges were age or category specific, like prejudiced and stereotyped thinking, safety and security issues, ego hassles with colleagues, and problem of glass ceiling etc.

A study by Mulawaman (2015) aimed to describe the obstacles of improving women teachers' career development prospects (internal and external factors) and analyse the government regulation in determining the headmaster of elementary school in Samarinda City. The population of this research consisted of 150 students selected from 10,036 students by using random sampling. The research was done using the qualitative approach. Data gathering tool used was purposive sampling by snowball method. The research result indicated that the obstacles of improving women teachers' career prospects included internal and external factors. The main internal obstacle of improving women teachers' career prospects in occupying the position of headmaster was the lack of aspiration and motivation of women teachers. They were

satisfied with their own condition. They had anxieties that by occupying the position of headmaster, they would have more responsibilities of it. The lower desire to compete with male teachers in occupying the headmaster position and the unwillingness to have mutations was the obstacles of women teachers to occupy the position of headmaster. The main external factor hampering the improvement of women teachers' career prospects in occupying the position of headmaster was the regulation of government in occupying the position of headmaster. Other factors included the lack of opportunities for women teachers to follow trainings and other scientific activities because of lack of socialization.

Alkarna (2014) study focused on problems which challenged the ability of secondary school head teachers in the city of Tabuk to lead their schools professionally. A study adopted a mixed method approach. The study used semi-structured interviews and structured questionnaires.

The key findings of the study were that the head teachers in secondary schools in Tabuk faced some challenges which led them to be unmotivated to continue their employment as head teachers, against a backdrop of a general weakness in the educational infrastructure. Furthermore, it was found that women were inferior to men and could not manage over men. Because of their femaleness, they were thus considered to be weak and not fit for management positions. Studies done in Turkey and the United States on an examination of leadership competence of school principals, female principals in Turkey stated that, because of social and cultural norms, they were not accepted as readily as male principals. Their authority was not readily accepted by their followers irrespective of the gender of the followers (teachers).

The studies above had a bias towards female head teachers' impediments in management. However, the current study dealt with factors affecting female teachers in career prospects and career progression in public secondary schools in Chingola District of Zambia. The studies that were reviewed were useful because they helped the researcher to gain an insight on the topic under the study from different perspectives around the world.

2.9 Summary of Literature Review

Literature review highlighted the factors affecting the career progression of female teachers in terms of society's thoughts on gender, institutional, traditional, women support, Policy guide

lines and women advancement. Many studies have been done in the area of the female teacher's career advancement but not much was done on the Zambian context and hence the need to conduct such a research in public secondary schools in Chingola district of the copper belt province. The next chapter discusses at the methodology that will be employed in the study

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, population, study sample, sampling procedures, research instruments, data collection, data analysis and ethical considerations

3.1 Research Design

In this study, the investigator adopted a qualitative research approach using a descriptive phenomenological research design to investigate the factors affecting female teachers in their career progression in public secondary schools in Chingola. According to Lambart (2012) as cited by Lumbwe (2017), qualitative descriptive design studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that was possible within the context of the research arena. Thus, there was no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon.

3.2 Study Population

A population is a collection of individuals, objects or things from which samples are taken for measurements (Kombo and Tromp, 2006). The population for this study included all the head teachers, female teachers, union leaders, heads of departments and the District Education Standard Officer (DESO).

3.3 Study Sample

A sample is a subgroup, a subset, a slice of the population of interest in research study. A sample can be seen as a group of subjects or situations selected from a larger population to be part of the research (White, 2003). Nkapa (1997) in Nyaguthii and Oyugi (2013) asserted that a sample is a small proportion of a target population. A sample is a part of the population from which information is to be gathered. The study sample consisted of five public secondary schools and

the total number of participants was 25. The participants were segmented as follows: 10 female teachers, 5 head teachers, 5 heads of departments, 4 union leaders and 1 District Education Standard officer. The table below shows the composition of the study sample.

Table: Categories of Participants

Participants	Number in each school	Number of schools	Total
Female teachers	2	5	10
Head teachers	1	5	5
HODs	1	5	5
Union leaders	-	4	4
DESO	-	1	1
Total	4	5	25

3.4 Sampling Techniques

Kothari (2009) in Chaula (2015) defined sampling as a process by which a relatively small number of individuals or objects are selected and analyzed in order to find out something from the entire population from which they are selected. Purposive and convenience sampling techniques were used to select the participants for the study. The 5 head teachers, 5 heads of departments, the 4 union leaders and 1 District Education Standard Officer were sampled purposively by virtue of their positions while the 10 female teachers were conveniently selected because of the accessibility of the participants who had agreed to take part in the research.

3.5 Data Collection Instruments

Data collection instruments are tools used to gather information and these included the following: observations, questionnaires, interview guides and focus group discussions (Kombo and Tromp, 2006). Maslow cited in White (2003:87) once remarked, “If the only tool you have is a hammer, you tend to see every problem as a nail.” Bearing this in mind, it is advisable that researchers should know as many techniques of collecting data as possible, in order to collect the most usable data. The choice for the data collection instrument is its ability to measure the

variables in the research question. It is important that the researcher selects the instruments that are valid and reliable. The validity and reliability of any research undertaking depends to a large extent on the suitability of the instruments.

In the current study, the researcher used two data collection instruments. These were the interview guide and semi structured questionnaire guide. One-on-one interviews were conducted with the head teachers, union leaders and the DESO. Furthermore, semi structured questionnaires were administered to the female teachers.

3.6 Data Collection Procedures

Creswell (2003) elucidates that in order to collect, analyse and interpret data in a research, research methods are used. This study employed a qualitative method to collect data. The Semi structured questionnaires and interviews guides was used to collect the required data. The searcher used these methods because it constituted questions which gave the respondents an opportunity to express their opinions from a set of opinions. The methods also gave the respondents freedom to express their beliefs, experiences perceptions, or attitudes towards the matter under the study.

3.7 Data Analysis

Data analysis is a process of bringing order to the data and organizing units. It involves examining the meanings of people's words and actions. Kothari (2009:122) asserted, "The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups." Since the data was qualitative in nature, the data would be analysed as it were collected. Thematic analysis was used to analyse this data. Major themes were drawn from semi structured questionnaires and interviews guides. Thus the emerging themes become the categories for analysis. In this regard, the researcher would categorize the major themes and identified related issues that arose from the themes.

3.6.1 Interview Guide

Sitali (2011) defines an interview as a conversation or interaction between the researcher and a research participant. The researcher decided to use this instrument to collect data from the head

teacher, union leaders, and the DESO because a semi structured interview has the following advantages: it is flexible; the participant feels part of the team since no rigidity is displayed, and, it allows participants to participate freely in a relaxed atmosphere; the answers given are more reliable and in-depth (Kombo and Tromp, 2006:92-93).

3.6.2 Questionnaire

A questionnaire is a written document comprising of questions seeking answers on a particular subject. Kothari (2004) states that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. Ghosh (2011:240) says, “A questionnaire method is that method in which a number of printed questions are used for collecting data.” It yields standardized results that can be tabulated and treated statistically. “A questionnaire is an instrument with open or closed ended questions or statements to which a respondent should react” (White, 2003:88). A questionnaire according to Key (1997) is a means of eliciting the feelings, beliefs, or experiences, perceptions, or attitudes of some sample of individuals. It is a written or printed form used to collect information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. Brown (2001:6) defines questionnaires as, any written instruments that present respondents with a series of questions or statements to which they were to react either by writing out their answers or selecting from among existing answers.” Semi structured questionnaire was used. This type of a questionnaire called for a free response in the respondent’s own words. The respondent framed and supplied the answers to the questions raised in the questionnaire. It also constituted questions which gave the respondents an opportunity to express their opinions from a set of options. Spaces were often provided for respondents to make their inputs. The questionnaire was used to allow the participants the freedom to express themselves and write relevant information.

3.6.3 Pilot Testing of the Instrument

Pilot testing was done to determine the reliability and validity of the instrument. The pretesting of the instrument was done in one secondary schools. The pilot study was done so as to determine whether there would be ambiguities in any of the research instruments. The research instruments had to elicit the type of data which was to be desired and anticipated. The type of data was to be meaningful when it was be analysed in relation to the stated questions.

3.6.4 Validity of the Instrument

According to Mugenda and Mugenda (1999), validity is the accuracy, meaningfulness and the degree to which results obtained from the analysis of data actually represent the phenomenon of the study. The study adopted content validity which refers to whether an instrument measures what it was intended to measure accurately or the degree to which a test measures a concept it was designed to measure accurately (Coolican, 1996; Orodho 2004) in (Mohamed, 2015). To ensure validity of the instruments, the researcher liaised with the supervisor who is an expert in the area of study while framing the research instruments. The supervisor was considered to be the expert in research who reliably guided the researcher to develop valid instruments.

3.6.5 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Donald, 2006). The researcher did a member checking with the participants. The researcher went back to the field to administer the same instruments to check if what the participants said was what would be captured. This was done after a period of two months.

3.6.6 Ethical Considerations

“Ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad” (White, 2003: 143). Strydom (1998) cited in White (2003: 143) says, Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students. Ethical considerations are guiding principles on how a researcher should conduct a study by avoiding to abuse the participants. The safety of the research participants must be placed in the forefront. This is accomplished by carefully considering avoiding causing discomfort, inconvenience and the risk of harming people, the environment, or property unnecessarily. The investigator avoided deceiving the people that participated in the research. The investigator tried by all means to preserve the privacy and confidentiality of the people whenever possible, and she explained how this concern would be approached.

During this study, approval and permission from the University of Zambia to carry out the study was sought.

3.10 Summary

This chapter presented the methodology that was used in the study. A descriptive phenomenological research design was used for the study. The sample consisted of twenty five (25) participants who were selected through a purposive and convenience sampling technique. These were segmented as follows: 10 female teachers, 5 head teachers, 5 heads of department, 4 union leaders and 1 District Education Standard Officer. Instruments for data collection included semi structured questionnaires and interview schedules. The thematic analysis was used to analyse the data and ethical issues were also be taken into consideration.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter discussed the methodology which was adopted for this study. This chapter presents the findings of the study. The study investigated factors affecting female teachers in career progression in public secondary schools in Chingola District of Zambia. The findings were obtained through interviews and semi structured questionnaires and arranged according to research questions as follows: What factors affect female teachers in their career progression in public secondary schools in Chingola District? How do institutional set up affect career advancement and prospects of female teachers in public secondary schools in Chingola District? What experiences do female teachers have in the teaching sector on career prospects and progression in Chingola district? And what is the relationship between the Teaching Service Commission policy guidelines on female teacher career progression in Chingola district? The findings were as presented below:

4.1 Factors Affecting Female Teachers in Career Progression

The first question participants had to respond to was what factors affected female teachers in their career progression. A number of questions from the interviews and semi structured questionnaires were asked to the participants to provide information on this research question. Generally, the responses were as follows; lack of funds; ignorance about courses to undertake and sponsorship; jealous husbands do not allow their wives to further in studies; lack of time resource; negative attitude towards furthering in education by women and family responsibilities, female teachers do not have active social networks in the organization, lack of time-off to access training courses has negatively affected career growth. For example, one male head teacher from school D had this to say:

Here in this school, my female teachers have challenges towards their career advancement because they do not plan properly. They have gone into heavy borrowing from financial institutions. Their pay slips are deducted due to servicing the loans that they got from financial institutions. This being the case, it is difficult for the female teachers to advance in the area of education as they lack funds to use for the advancement of their education.

Another participant, the head of department from the same school also added the following:

We are sometimes skeptical to interact with the female teachers to motivate and encourage them to advance in education for fear of their jealous husbands who do not allow their wives to further their in studies; husbands think that when their wives go for further studies they go to misbehave with other men.

On the issue of negative attitude towards furthering in education by women and family responsibilities, one union official from Professional teacher Union of Zambia (PROTUZ) said:

Family issues influence career progression of our female teachers greatly. Because of family issues and responsibilities, most female teachers have developed negative attitude towards career advancement. Family responsibilities as a factor influence female teachers career advancement, most of the time they find themselves away from their places of work attending to family matters which has made them not to seek to advance their careers.

On the other issue of the teachers' awareness of the courses to take and sponsorship, the DESO indicated the following:

Some of our female teachers, male inclusive, did not know about the programmes to undertake and are not aware of the procedures to follow when applying for a paid study. For example, when a class teacher who holds a certificate pursues a degree in Development Studies such a degree is relevant to education but not to other Ministries. Our teachers lack guidance and sometimes they find themselves removed from the payroll because of not following right procedures when obtaining paid study leave.

Some female teachers raised issues of age, experience, working conditions and service as factors that affect their career progression. One female teacher had this to say, “People rise to the rank of senior teacher, deputy head teacher, head teacher or other position because of age. When one is old and has served long in the teaching service, he or she can get promoted”. Another teacher from school D added that career progression was a challenge among teachers who were between 45-50 because they felt that they were too old to further their education and many of them had extra responsibilities of sending their children to Universities which impeded their advancement.

Furthermore, one Head of department from school A indicated that lack of permission for teachers to go on further training negatively affected their professional growth of female teachers.

4.2 Institutional Set Up and Career Progression of Female Teachers.

The second question of the study sought to establish how set up of institution of the affected career progression of female teachers. Generally the researcher asked the heads teachers, head of departments, and representatives of unions in the district, female teachers and the DESO, how institutional setups in schools affected the career progression of female teachers in the public schools. The participants brought the following as ways on how institutional set ups affected female teachers in their career progression: the 8 hour policy was an impediment; work overload; tedious procedures in obtaining study leave and difficult in being granted permission to get to libraries.

One female teacher from School A said:

I am pursuing a degree with DMI ST Eugene University, I find it difficult to find time to do my studies because of the 8 hours policy. I report for work at 07:00 hours and knock off at 15:00 hours. When I knock off, am expected to bath my twins, take care of my husband and cook for the family. This is my every day routine and I have no time to spare for my studies.

Another female teacher from School D indicated:

Some head teachers and their management are very strict in granting permission to us even when they know we are pursuing studies. When seeking permission, we are asked to

sign in the permission book and if you ask for more than 5 days, we are asked to apply for local leave. How many local leaves are we going to be applying for? It is difficult to go for furthering training because of pressure of work.

However, the Head teacher from school C said;” This school is supposed to have staff establishment of 60 teachers but currently, it only has 47 teachers. The teachers are overloaded and have no breathing space. They have no time for their professional development studies”.

On the issue of tedious procedures in obtaining study leave, a District union official from BETUZ had this to say; the tedious procedures of getting study leave discourage female teachers. The teacher is told to apply in order to be put on the District study training plan. When the teacher is finally accepted to pursue her studies she is expected to apply for study leave and be bonded for the number of years the studies would take. The study leave is not given immediately. The application for study leave has to be done using the right channel. This can be tedious.

4.3 Experiences of Female Teachers

The third research question was to find out the experiences that female teachers underwent in the teaching sector in their career progression.

In general, the Head teachers, the Heads of Departments, the female teachers, district union officials and the DESO brought out the following:

Female teachers experienced challenges of limited interaction, to informal networks, it was difficult for female teachers to form alliances with male teachers, cultural practices influence female teachers in their quest to leadership positions and female teachers were not more purposeful about planning their careers and lobbying for leadership as they tended to shy away from the same..

One male Head teacher from School E indicated:

Culturally from an early age, daughters are groomed for their marriage roles of wife, mother and food providers and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home. The female teachers therefore lack interest in studying

as they feel comfortable with their current state of affairs or in the qualification and want to believe and follow their culture.

4.4 Summary

This chapter presented the findings of the study which sought to explore the factors that affected female teachers in their career progression in public secondary schools in Chingola District of Zambia. The study established that female teachers did not adequately financially plan properly when they embarked on studies. The study also revealed that work overload and lack of time-off to access training negatively affected the progression rate among female teachers. Further, the study also reported that age posed a major challenge on female teachers who felt that it was too late to further their education when they are just remaining with few years to retire.

Finally the study also revealed that cultural practices influenced female teachers in their quest to leadership positions and tended to avoid the opportunities related to education advancement and leadership positions. The proceeding chapter discusses the findings.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Overview

Chapter four presented the research findings. This chapter discusses the findings of the study. The study investigated the factors that affected female teachers 'career progression in selected public secondary schools in Chingola District of Zambia. The discussions of the findings are organised according to the research objectives of the study which were to establish; i) to establish the factors affecting female teachers in their career progression. .ii) to find out how institutional set ups affect career advancement of female teachers, iii) to explore female teachers' experiences in the teaching sector on their career progression in Chingola District.

5.1. Factors Affecting Female Teachers

From the finding the researcher established that female teachers were affected in their professional development by a number of factors. The study revealed that career progression of female teachers was impeded by lack of funds among other things. Many female teachers particularly those who were married faced challenges related to raising funds meant for their career development. They had no time to do business as their single female counterparts did after school work. They were expected to be home to prepare food for their children and husbands. Furthermore, they were they inconvenienced when they received visitors from their husband's family as they want to prove that they were hard working wives before the in-law. They prepared more expensive meals than they did every day when they were just by themselves.

The implication was that they could use up all the resources meant for their education. When the female teachers faced challenges in raising funds, they dropped out of the studies in which they are engaged. This entailed that they would not progress in their career as was expected The finding of the study on lack of funds among female teachers is congruent with the study done by Mayaru (2005) who asserted that delays of payment of the arrears and poor incentive policy and allowances were the core causes of the challenges that affected the teachers working

environment and that teachers were paid low salaries that hindered their ability to meet the basic needs of life like food and paying rent houses. Hence, could not further in education.

The finding also showed that many female teachers were not guided on the right career or courses to be undertaken. In other words the teachers did not know the courses to be undertaken and neither did they know much about sponsorships. Some of the female teachers undertook courses that were not relevant to education but were appropriate courses if they left education and went to work for the private institutions. As a result of taking courses contrary to education, the teachers that did those course were not upgraded or recognized upon completion. This was a source of frustration at work particularly when they considered what they invested in their studies. The findings agreed with Okurame (2012) who stated that hiring and promotion policy should be clearly stated in every organization so that workers knew the correct path to follow if they were to progress well in their career. Apart from the guidance give to teachers on courses to be undertake when they went to further their studies, District Standards Officers should give specific information to teachers on areas where there was need for manpower development to avoid human resource wastage when teachers undertook courses that were not useful in the teaching sector.

The study further discovered that husbands hindered the career progression of their wives, the female teachers. The jealous husbands did not allow their wives to further studies. The husbands were not comfortable with their wives being engaged in studies for the thought that was an opportunity for their wives to be involved in promiscuous activities, in the name of doing studies. On the contrary, such type of thinking by the husbands about their wives lacked merit because someone could misbehave even when she was not engaged in studies or rather when she was at home Chege and Sifuna, (2006) agreed with the allegation on women but found women's productive activities to be often hampered by the unofficial and private domestic responsibilities that competed for women's labour in terms of time and energy. The issue of children and or family was one that deterred many women from making positive decisions to advance in their career. Indeed, while male teachers could advance their professional careers with much ease, female teachers had to make hard decisions related to their professional and family.

5.2 Institutional Set Up

The second objective was to establish how institutional set up affected career progression of female teachers in public secondary schools in Chingola District. The study found the following to be deterring factors affecting women career progression, the 8 hour policy; work overload; tedious procedures in obtaining study leave and permission to get to libraries. This is in line with the study done by Chege and Sifuna (2006). Their study established that women's productive activities were often hampered by the unofficial and private domestic responsibilities that competed for women's labour in terms of time and energy. The findings gathered from the school administration showed that most schools were under staffed; the teachers were given more teaching periods than expected. They taught from the first period and only rested for 40 minutes. At the close of business of the day they were worn out. Furthermore, others were also involved or engaged with other programmes such as co-curricular activities and evening classes. These were activities that went on every day and every time. The female teachers were left with no spare time for them to study or concentrate on issues that dealt with their academic progression. It is no wonder the majority of female teachers involved in the study could not progress professionally.

The study also revealed that it was difficult for female teachers to be bestowed permission to visit internet cafes and libraries where they could go and do research. A similar study done in Samarinda City, by Mulawarman (2005) aimed to describe the obstacles of improving women teachers' career development prospects, discovered that internal and external factors, and government regulations determined the progression of the females. Nevertheless, in the current studies there were some female teachers who despite the difficult they faced in the schools in accessing permission, they excelled in their studies and careers. Yet there were other teachers whose school administrators were flexible in granting permission to their teachers but the teachers had not upgraded themselves. Some teachers are unable to upgrade themselves not just because of the challenges in their places of work but because nowadays, most learning institutions require that one should at least have the five O levels for them to be accepted. This being the case has made it difficult for female teachers who are not good with mathematics.

5.3 Female Teachers Experiences

The third objective was to explore the female teachers' experiences in the teaching sector on their career progression in Chingola District. The study revealed that it was difficult for female teachers to form alliances with male teachers in the schools they worked due to traditional cultural practices, lack of purposeful planning and lobbying for leadership positions. The finding of the study showed that traditional cultural practices hindered the progression of female teachers. This was not in line with a similar study done in England by Thornton and Bricheno (2000). In their study a multifaceted reasons for women not seeking or not achieving promotion were discovered. The multifaceted reasons were frequently traditional gender differences in work, home orientation and contextual and situational expectations, contrived to limit career development for a significant number of women. In the current study, the findings that traditional cultural practices hindered the progression of female teachers was in agreement with Shultz (1998) who stated that the barriers experienced by women in developing countries seemed to be determined by cultural and religious values.

The study further revealed that female teachers found it hard to lobby for leadership positions as they tended to shy away from such responsibilities. On the contrary, in countries such as Pakistan promotion was generally linked to teachers having taught for a specific number of years at a particular grade level and having attained relevant academic qualifications (Burnes, 2004). This entailed that experience was taken into consideration with regard to promotion of teachers. Nevertheless, some teachers might not be promoted despite the number of service and experience. Other teachers are promoted due to political association, particularly those that support the party in power. They might be rewarded by promoting them so that they are motivated to continue supporting the party. Other people might also be promoted because they bribe education officials. A teacher might give money to a person who holds a high office. Additionally, distance to the school or location where the school was located was found to be another factor that could lead to a teacher being promoted. Teachers that served in the out skirts where other teachers refused to go and work were easily promoted so as to motivate them to stay. A woman who is promoted to high office serves a model to other women. This is true especially in towns where teachers are many and chances for promotions are rare, only those teachers who accept to work in peri-urban areas have high chances for promotions. These chances not only motivate them but also encourage them to further their professional growth.

The findings agreed with Sophias (2011) who asserted that management should be committed to the career development of women, and organizations should introduce affirmative action to address the career development of women. However, Wanyama (2002) established that most women preferred staying at their middle ranks for fear of seeking promotion and being transferred up-country to work at Districts or Provincial Headquarters, as this would affect their families. Notwithstanding of this study and other studies, female teachers might not be willing to be promoted and take up positions in the outskirts as compared to male teachers as they felt insecure with their marriages. Furthermore, they take into consideration issues related to their movement and the rural hardships. Despite the affirmative action women still were not willing to apply for leadership position because they might have to combine responsibilities they hold in the families and the community with those at work. The above contention is true women hold greater responsibilities in the family and community which cannot be combined with other tasks which require much attention such as finding time to study , attending to office work , all these hamper their career progression.

The study also revealed that it was difficult for female teachers to form alliances with male teachers. This finding of the study was in line with the study done by Nzeli (2013) who found that culture had an influence on female teacher's habits, traditions and beliefs. The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation. When teachers enter schools, they do not leave behind their cultural belief systems. Therefore, due to traditional culture, female teachers rarely socialise with the male teachers and this disadvantages them from career advancement. Women who advance in their career prospects might acquire skills such as self-esteem and assertiveness which they might use to sustain their livelihood,

5.4 Summary

This chapter has discussed the findings of the study based on the objectives. It started by discussing the factors affecting female teachers in their career progression in public secondary schools. It was noted that female teachers faced some challenges that affected their career progression; among them were lack of funds as they had no time to engage themselves in business due to family commitment and they also lack proper guidance on the course to be done.

Additionally, it was shown that the institutional setups and regulations had an effect on academic progression of the female teachers, for example, teachers found it difficult to access permission to visit libraries. The 8 hours policy and work overload also left the teachers too tired for them to concentrate on their studies. Further, the study established a number of issues that female teachers experienced in their teaching sector which affected their career progression; namely the female teachers had difficulty in socialising with the male teachers, had problems in budgeting and planning for their education. This had a negative bearing on their career progression as through socialisation greater information or data should be shared. The proceeding chapter presents the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Conclusion

This study investigated the factors that affected female teachers in career progression in public secondary schools in Chingola District of Zambia. Three objectives guided this study; i) to establish the factors affecting female teachers in their career progression in public secondary schools in Chingola district, ii) found out how institutional set ups affect career advancement of female teachers in public secondary schools in Chingola District and, iii) explore female teachers' experiences in the teaching sector on their career progression in Chingola district.

The findings of the study have shown the factors that influenced female teachers' career advancement in public secondary schools. The study established that the female teachers had difficulties socializing with male teachers due to traditional and cultural connotations. This made it hard for them to obtain important information and data pertaining to their career advancement. The study was guided by Fredrick Herzberg's theory of motivation which stated that human behaviour was influenced by satisfaction or dissatisfaction at work places. These factors motivate workers by changing the nature of work and challenged a person to develop their talents and fulfil their potential. The study established that the schools or institutions where the female teachers worked also had an influence on the career progression of female teachers such as getting of permission to go to libraries for research, work over load and the 8 hour policy impeded their progress as the teachers got tired after work and had no energy to engage into meaningful studies. It was also established that female teachers lacked funds and this made it difficult for them to further their studies.

Further, the findings also established that female teachers did not know relevant courses to undertake and had not much information on matters concerning sponsorship. In addition, the study revealed that jealous husbands did not allow their wives to further their studies. Thus, faced by all these challenges a number of female teachers in government schools in Chingola District could not advance in their career progression. However, other female teachers excelled in their studies and held high positions.

6.1 Recommendations

The study made the following recommendations;

- i. The Ministry of General Education and other stakeholders should design deliberate policies aimed at helping female teachers to acquire financial assistance for their career advancement.
- ii. The Zambian government should employ more of teachers so as to alleviate the shortage of teachers which will eventually reduce the work load among the teaching teachers.

6.3 Recommendations for Future Research

The following research topic could be considered for further research:

- i. A comparative study on the factors affecting female teachers in urban and rural secondary schools.

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APPENDICES

Appendix 1: Semi Structure Questionnaire for Female Teachers

1. Your gender is a. female [] b. male []
2. What is your age range?
 - a. 20 – 30 [] b. 31 – 45 [] c. 46 – 55 [] d. 56 – 65 [] e. 66 and above []
3. What is your marital status?
 - a. Single [] b. married [] c. divorced [] d. widowed []
4. Your professional qualification
 - a. Certificate [] b. Diploma [] c. Degree [] d. Masters []
5. Are there factors in your opinion that affect career progression of female teachers in public secondary schools?
 - a. yes [] b. no []
6. If the answer is YES to question 5 above state the factors that affect female teachers career progression in public secondary schools?
.....
.....
7. Explain how the factors affect female teachers’ career progression in the secondary schools
.....
.....
8. What institutional setups affect female teachers’ career progression in public secondary schools?
.....
.....
9. What institutional strategies are put in place to promote women in the ministry?
.....
.....
10. Are their some criterion is used to select teachers to go for further studies?
.....
.....
11. Are the teachers given full, partial or no sponsorship?

.....
.....
12. What is your experience as a female teacher in the teaching sector regarding career progression in the public secondary schools?

.....
.....
13. Justify yours answer

.....
14. Does the government and district policies encourage female teachers in career advancement in public secondary schools?

.....
.....
14 In your opinion is there any link between the teaching service commission policy guidelines and female teacher's career progression?

Appendix 2: Interview Guide for the Head Teachers

1. Gender
2. Age range
3. Marital status
4. Professional qualification
5. Are there factors in your opinion that affect career progression of female teachers in public secondary schools?
6. What are the factors affecting career progression of female teachers in public secondary schools?
7. Explain how the factors affect female teachers' career progression in the secondary schools
8. What institutional strategies are employed to promote teachers in public secondary schools?
9. What criterion is used to select teachers to go for further studies?
10. Do you sponsorship female teachers for further studies?
11. What experience do female teachers undergo in the teaching sector regarding their career progression in the public secondary schools?
12. Are there deliberate policies to encourage female teachers in career advancement in your secondary schools?
13. In your opinion is there any link between the teaching service commission policy guidelines and female teacher's career progression?

Appendix 3: Interview Guide for union leaders

1. Gender
2. Age range
3. Marital status
4. Professional qualification
5. What factors affect female teachers in their career advancement in public secondary schools?
6. Explain how the factors affect female teachers' career progression in the secondary schools
7. What institutional strategies do you suggest to employer to adopt in order to promote female teachers career progression in public secondary schools?
8. What criterion can you suggest for the school administration to select teachers to go for further studies?
9. As union leaders do you sponsorship female teachers for further studies?
10. What experience do female teachers undergo in the teaching sector regarding their career progression in the public secondary schools?
11. Are there deliberate policies to encourage female teachers in career advancement in the education system?
12. What is the linkage between the teaching service commission policy guidelines and female teacher's career progression?

Appendix 4: Interview Guide for the District Education Standard Officer

1. Gender
2. Age range
3. Marital status
4. Professional qualification
5. Are there factors in your opinion that affect career progression of female teachers in public secondary schools?

6. What factors affect career progression of female teachers in public secondary schools?
7. Explain how these factors affect female teachers' career progression in the secondary schools
8. What institutional strategies are employed to promote teachers in public secondary schools?
9. What criterion is used to select teachers to go for further studies?
10. Do you sponsorship female teachers for further studies?
11. What experience do female teachers undergo in the teaching sector regarding their career progression in the public secondary schools?
12. Are there deliberate policies to encourage female teachers in career advancement in your secondary schools?
13. In your opinion is there any link between the teaching service commission policy guidelines and female teacher's career progression?

Appendix 5: Budget Proposal

No.	ITEM	UNIT	UNIT COST (ZMK)	TOTAL COST (ZMK)
	Ream of paper		20.00	200.00
	Pens		2.00	20.00
	Typing/Printing	50 copies	1.00	50.00
	Editing	50 copies	10.00	500.00
	Transport	-----	-----	500.00
	Lunch	2	25.00	50.00
	Camera		500.00	500.00
	Binding		500.00	500.00
	Others			200.00
TOTAL				K9010.00

Appendix 6: Work Plan and Timeline

TIME ALLOCATION	ACTIVITY	EXPECTED
	Problem Identification and formulation	Research topic preparation
	Collecting of related literature and proposal writing	Propose a research study.
	Proposal presentation and submission	full proposal
	Data collection	Collect data
	Analysis and interpretation of data	Analyse data
	Presentation and writing the final report, proof reading and correction	Write a report, proof read and correct.
	Submission for examination	Defend the dissertation