

**A COMPARATIVE STUDY OF THE EFFECTIVENESS OF  
FEMALE SCHOOL HEAD TEACHERS WITH THEIR MALE  
COUNTERPARTS: A CASE OF LUSAKA PROVINCE**

**BY**

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**A Dissertation Submitted in Partial Fulfilment of the  
Requirements for the award of the Degree of Master of  
Education in Educational Administration**

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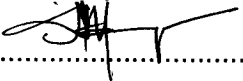
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## Approval

This dissertation of Florence Chonya Mfula is approved as fulfilling part of the requirement for the award of the Degree of Master of Education in Educational Administration by the University of Zambia.

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## **Dedication**

This study is dedicated to my beloved husband, Charles, my two Lovely children, Chisola and Mukupa and my late sister Joyce.

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## **Abstract**

The study sought to find out how many female and male head teachers were in Lusaka province between 2000 and 2005; their professional qualifications; and to compare schools run by female head teachers with those run by male head teachers in terms of effectiveness.

Two different levels of data collection were employed to obtain data for the study. The first source of data was from the questionnaires administered to management teams and teachers at schools. The second source was from focus group discussions with parents and pupils. The sample comprised sixty-eight pupils from ten high schools and eight basic schools, thirty-seven parents, ten deputy head teachers from ten high schools and eight deputy head teachers from basic schools. Four District Education Board Secretaries and four District Education Standards Officers, formed part of the research sample.

The results of the study revealed that some disparities in the number of female and male head teachers still existed, with more male head teachers than their female counterparts. Nonetheless, there was a significant increase in the number of female head teachers. The study also revealed that during the period under study, the male head teachers were found to have possessed higher qualifications than the female head teachers.

In terms of effectiveness, the study showed that more female head teachers than the male head teachers were said to be more effective in terms of school management.

On the basis of the findings of the study, the following were recommended: the Ministry of Education (MoE) should train both female and male head teachers in educational management; hold in-service training for head teachers in educational management during school holidays; increase the number of female head teachers through training and affirmative action; provide a policy to guide head teachers in the daily running of their schools; and that MoE and other stakeholders should provide adequate teaching and learning materials and financial resources to enable schools operate effectively.



# **CHAPTER ONE**

## **1.0 INTRODUCTION**

Zambia has experienced an increasing number of women joining the formal sector in terms of the labour force since the 1970s. This was unlike in the colonial era and beyond when it was generally felt and believed as was observed by Banda (2002) that the office of a woman was in the home.

Zambian women have now taken the mantle and ventured into domains that were previously for men. Women are now found in highly skilled technical, managerial and decision making positions. According to the International Bank of Reconstruction and Development Report of 1998, Zambian females have been noted to have been entering work organisations in significant numbers; and have been entering jobs which require relatively high levels of education. Zambian females have also been mostly distributed in occupations with supervisory duties (i.e. professional/ technical/ clerical).

Despite the positive report above, there was still a large part of society still holding onto the belief that women cannot be leaders or managers. Banda (2002) notes that there were men who actually believed that women's presence in the workforce or organisation lowered professionalism and performance standards. A further revelation of the same perception of females in terms of performance is contained in combined case studies by the Ministry of Education, UNICEF and Canadian International Development Agency (2000) and reported that the notion that organisation is meritocratic so that only the competent succeed is one that was expressed by many males amongst the male head teachers and senior officials. The implication for women is that if they are not succeeding it is because they are not meritorious.

The statement above, according to Chusmar (1988) had presented the woman manager with the added pressure of not wanting to let other women down , set them back or confirm stereo types and men's opinion. To meet all these expectations, many women executives imposed strict standards to prove their worth. Women educational administrators and in particular female head teachers have not been spared in terms of the above stated negative perception. In fact, it is not uncommon to hear sentiments such as "had it been a man managing the school, such problems would not have occurred." Such comments were made when there were problems at a female managed school.

Perritou (1999) and Skria(2000) suggest that it is difficult for women administrators to function effectively as feminine entities because they are expected to satisfy both the feminine as well as masculine characteristics of competence and knowledgeability for their professional image. Perritou (op. cit.) and Skria (op. cit.) conclude by arguing that the "double bind" about women has been exacerbated by the un-written societal and professional rules discouraging women from publicly acknowledging unequal treatment and by the un-yielding silence of those in the profession.

Further confirmation of barriers against women are outlined in a paper presented by Shepard (1999) in Lincoln at the Annual Meeting of Women in Educational Leadership. In this paper, Shepard (op. cit) reported some of the identified barriers to continued enhancement for females as including negative attitudes, socialisation patterns, levels of aspiration, lack of support and mobility.

Institutional discrimination is another factor that impedes progression of women in educational institutions. Commenting on the subject of discrimination against women, Reis (1999), an Assistant Professor of Education at Pennsylvania University confirms that previous data indicated that female aspirants to School Principal and Superintendent have been hurt

by gender discrimination based on the perception that women are subjective and illogical.

Beliefs like the one in the foregone paragraph contribute to a variety of assumptions about female head teachers. This attitude in turn lays ground for people to form negative stereotypes about women. The aforesaid, therefore results into people judging female head teachers lowly in comparison with their male counterparts in terms of effectiveness as they manage their respective institutions.

### **1.1. Gender versus effective management**

There have been a lot of views as to whether gender plays a role in effective management of schools and in some cases studies have been conducted in order to establish the truth. One such study was of 300 female and male college administrators, which was conducted in 1985 by Steven W. Jones, Dean of College Affairs, Phillips Community College, Helena, Kansas. The study was in an effort to determine whether perceived differences in leadership styles and administrative effectiveness actually existed. The Results of the study indicated that, although there might be differences in leadership behaviour between specific male and female administrators, there were no significant differences in their overall leadership styles. It was equally evident that female administrators did not have a significantly higher need for fostering interpersonal relationships than did their male colleagues. Male administrators were not noted to be more task oriented or authoritative, than their female counterparts.

Mufune and Mwansa (1993) agree with Jones' assertion and allude to the fact that females, just as males, were ineffective only when the organization did not include calculated strategies and decisions and when the organisation did not give the basis on which to act.

## **1.2. Status of schools**

A school is a formal organization and exhibits a consciously, co-ordinated unit of activities. Muchelemba (2001:6) states that schools are organizations because they had goals to achieve. People in the school worked together to achieve these goals and they were governed by rules and regulations made by themselves or their supervising officers.

Etzioni (1964) defines an organizational goal as a desired state of affairs which the organization attempts to realize. A head of a school was therefore expected to marshal all resources, that was human, material and financial towards the attainment of the set goals for the school. In that case, the head teacher's focus should be aimed at achieving the organisational goals of the school. In other words, the head teacher should, according to Hornby, (2000) be able to bring about the result intended before being considered effective.

## **1.3. Statement of the problem**

Schools in Lusaka were managed by both males and females. It is generally believed that male head teachers were more effective than their female counterparts. To prove or disprove this assertion, it became imperative to conduct a study to help us find the true status of things.

## **1.4. Objectives of the study**

The objectives of the study were to:

1. identify female and male head teachers in Lusaka Province between 2000 and 2005;
2. scrutinize female and male head teachers' qualifications; and
3. compare schools run by female head teachers with those run by males in terms of effectiveness.

### **1.5. Research questions**

1. How many female/male head teachers were in Lusaka Province between 2000 to 2005?
2. What were the qualifications of male and female head teachers?
3. Were schools run by female head teachers more effective than those run by male head teachers?

### **1.6. Significance of the study**

It was hoped that the findings of the study might help operative supervisors such as District Education Board Secretaries and Provincial Education Officers to clearly appreciate and promote capable and qualified female teachers to the positions of head teachers. This information might further help the Ministry of Education to plan for career advancement beyond headship for capable women.

### **1.7. Limitations of the study**

The researcher had constraints in terms of financial and material resources. This was as a result of the upward adjustment costs of materials. The distance between the schools the researcher used in the study was another constraint, especially schools in Luangwa, Chongwe and Kafue districts.

## **CHAPTER TWO**

### **2.0. REVIEW OF THE RELATED LITERATURE**

Although a lot has been written on how the male and female gender managed their respective institutions, it appeared that very few researchers have attempted to carry out a comparative study of female and male head teachers in relation to effective management of their respective institutions, in Zambia.

The effectiveness of a school manager to a large extent was judged based on observable outcomes of the activities and more so if these observable outcomes met or exceeded the set goals. Sergiovanni (1991) asserts that many criteria to evaluate administrator effectiveness actually exist. Hornby (2000) defines effectiveness as being able to bring about the result intended. Mulling (1985) defines effectiveness as being concerned with doing the right things and relates to outputs of the job and what the manager actually achieves.

As has been alluded to, many criteria to evaluate administrator effectiveness actually exist (Sergiovanni, op. cit.). One such criteria has been advanced by Katz (1955) who has identified three basic skills upon which he felt successful administration rested, and referred to these as technical, human and conceptual. Katz (op. cit.) explains technical skills as assuming an understanding of and proficiency in the methods, processes, procedures and techniques of education. Non instructional technical skills included specific knowledge in finance, accounting, scheduling, purchasing, construction and maintenance.

Katz (op. cit) explains human skill in reference to the school administrator's ability to work effectively and efficiently with others on a one-to-one basis and in group settings. This skill required consideration for others.

On conceptual skill, Katz (1955) contends that conceptual skill included the school administrator's ability to review the school, the district and educational programmes as a whole. The skill includes the effective mapping of independence for each of the components of the school as an organisation, the educational programmes as an institutional system, and the functioning of the human organization. This skill relied heavily on a balanced emphasis of administrative theory, knowledge of organisational, human behaviour and educational philosophy.

Sergiovanni (1991) argues that despite the so many dimensions that were in existence when consideration and thought was being given to effectiveness of the head teacher, there were four critical responsibility areas that should never be overlooked, and these were cultural patterns, external adaptations, maintaining internal integration and goal attainment in a given institution.

Mullins (1985) on the other hand argues that the effectiveness of managers can be assessed in part by such factors such as: the strength of motivation and morale of staff; the success of their training and development; and the creation of organisational environment in which staff work willingly and effectively.

Mullins (op. cit.) further argues that other criteria which might give some indication of managerial effectiveness included efficiency of systems and procedures, and the standard of services afforded to other departments in an institution.

Mullins and Katz seem to hold similar views on issues of the managers' ability to effectively manage human resources and keeping within agreed cost or budgetary control limits. The other issue on which the two seem to hold similar views is on the managers' ability to foster efficiency of systems and procedures. While Katz talks about effective mapping of independence for each of the components of the school as an organization by the manager,

Mullins also talks about the manager affording standard of services to different departments. The two researchers were in agreement on the issue of productivity.

Heyneman and Loxley (1983) in their research on management practices of headmasters in 60 primary schools in Egypt found that headmasters who had longer teaching experiences and longer training courses before becoming headmasters were actually effective. This was a different view from Mullins and Katz who brought out quantitative factors which may give an indication of managerial effectiveness and were silent on one's number of training courses or long teaching experience.

Having considered the opinions of Katz, Mullins, Heyneman and Loxley, the researcher's opinion is that an effective head teacher should be aware of what his/her responsibilities in a school set up are. These responsibilities have to do with goal attainment, maintenance of cultural patterns, internal maintenance and external adaptation. Secondly an effective head teacher should be able to plan, organise, lead and control all the processes in the school with a view to achieving outputs of the job as well as have an effect on pupils, teachers and the community. Finally, in order to achieve the above stated outputs, an effective head teacher needs to possess certain skills. The present researcher seems to agree with Katz's argument about a head teacher possessing management skills in order to perform effectively and these skills in the researcher's opinion are: problem analysis and decision making; communicating; time management; coaching and developing; conflict management and delegation.

This study therefore attempted to bring out interactive skills that both male and female administrators have and to what extent such skills are similar and, or different in relation to effective management of their institutions.

In their research on effectiveness, Kohn and Schooler (1993) contend that effective managers were constantly associated with greater intellectual



flexibility, high valuation of self direction, greater openness (participativeness) and personally responsible moral standards (i.e. universalism)

In her study, on "Attitudes Towards Women as Jewish Day Administrators," Rita Lance (1996) contends that women were perceived as possessing more attributes considered necessary in effective administration than men administrators possess; They are more flexible; they have a better verbal ability in interpersonal relations; they communicate more clearly with adults; they tend to possess better foresight; they are better in providing supervisory help to others; they pursue knowledge and information more willingly; they tend to criticize more constructively; they are better informed with regard to professional problems; they are more tactful; they are more democratic in dealing with others; they communicate better with children; and they have more patience for their work.

Commenting on flexibility, Kohn and Schooler (1993) acknowledge the fact that flexibility was crucial to effectiveness in that since organizations had multiple goals, to be effective, managers should resolve the conflicting goals, as well as competing means to achieve goals.

The picture painted by Lance portrays a female administrator as having almost all it takes to be effective, especially when she touches on the issue of interpersonal relations and empathy on one hand, democratic and flexible approach to administration of human, material and financial resources on the other hand. Most importantly, the fact that female school managers have been noted to be able to communicate better with children and have patience for their work, places them well above their male counterparts. This was because in a school set up, the most important client was a child, thus all the attributes identified by Lance were crucial in handling children.

Lance (1996) however also contends that three attributes were found to be strong points for male administrators: they were able to exercise better

controls over subordinates; they tended to stand job stress more adequately; and they tended to fare well in their work.

In making comparisons of female administrators with male administrators, Morgan-Lee (1986) brings out a different view from Lance when he states that some styles and approaches provided patterns that were similar for both men and women; however, there were significant differences in the styles of female and male administrators but did not point to a difference that was better or worse but rather to the acceptance of multiple approaches to providing leadership.

Contributing on the subject of leadership to administration, Helgesin (1990); Loden (1985); Rosener (1989); Schwatz (1989) and Shakeshaft (1989) argued that women typically brought to administrative positions an approach to leadership that was consistent with developmental, collaborative, relationship oriented-behaviours which were seen as more idealised view of leadership. Consequently, it was anticipated that women would be more effective administrator-leaders than men. The importance of strong leadership by the school head teacher could therefore not be over emphasized. This is so because without leadership, the schools' vision, mission and values cannot be achieved. Moss et al (1994b.) conceptualise that; the leader's aim should be to achieve maximum group productivity by bringing into focus the organisation's vision, mission, and values; helping to adapt the organization to the environment; and securing the consent of individuals in the organisation and fostering their growth by tapping their intrinsic motivation. This conception of a leader's role is essentially one of facilitating the group process and empowering group members through the use of consultation, persuasion, and inspiration.

In line with Moss et al. (1994b) thoughts on securing the consent of individuals in the organisation, Kohn and schooler's (1993) research findings tie in neatly when they bring out the concept of participativeness. They

argued that Participativeness is important in effectiveness because goal achievement by its nature is a participative process. It is only those with a participative orientation who can mobilize others to willingly be part of a goal achievement.

Bjork (2000) supports the fact that women approached school leadership more differently than men did, and more importantly, that these differences corresponded with the emerging tenets of school reform that classified teaching as a relationship between the educator and the learner. Putting it more bluntly, there were studies that have brought out the fact that women tended to be caring and child centered. According to Bjork (op. cit.); Women have an understanding of child development and student achievement; and they are experts at instruction and knowledgeable about learning, teaching and curriculum. Women are also perceived as being more likely to be facilitative and collaborative in their working relationships, and they tend to use democratic leadership styles and power which contribute to achieving high levels of job satisfaction among staff. They are also viewed as being change agents deeply involved in reform and working toward creating common visions of schooling for children and a climate conducive to learning, they also are regarded as being relational, community sensitive, and politically savvy and valuing working with parents and the community. Further more, they tend to be ethnically oriented and efficient; they are task oriented and problem solvers and they have high expectations of others and themselves.

If a head teacher has to achieve effectiveness, such a head teacher is required to be credible and democratic and above all, according to Kohn and Schooler (1993) an effective manager must have a Universalist orientation.

A number of pertinent issues have been raised in the quote from Bjork which hinge on the very essence of effectiveness of the head teachers in the management of schools.

One such issue which female head teachers are able to do is achievement of high levels of satisfaction among teachers. It is generally believed that a head teacher who is able to motivate his or her teachers tends to run his or her respective school effectively and efficiently. This is so because in a school where teachers are involved in decision making and share the schools' vision with the head teacher, such a head teacher would receive a lot of support from the members of staff and that in turn would result in successful management of the school and planned activities. As already alluded to in the back ground, a head teacher needs to possess the ability to work effectively and efficiently with others on a one-to-one basis and in group settings. The skill, Katz (1955) explains further that it requires considerable self understanding and acceptance as well as appreciation, empathy and consideration for others.

The other issue raised by Bjork (2000) has to do with female head teachers being deeply involved in reform and working towards creating a common vision of schooling for children and climate conducive to learning. This is what school is all about.

Pitner (1981) carried out a study on women leadership styles in North America and found that female school superintendents spent less time on desk work than men, visited more classrooms and kept up to date on curricula issues. What matters most to pupils, their parents, teachers and the community is children's results. Pready (1993) states that assessing school management effectiveness in terms of pupil outcome was seen to be important for parents, pupils as well as teachers. The parents used their children's results as a measure of school effectiveness. This was irrespective of whether the head was female or male.

Muchelemba (2001) concurs with the fact that where there are set goals in a School, effectiveness was measured in terms of outcomes, that is, pupils' examination results, social skills and personal development of individual

learners. The social skills acquired by the pupils should according to Kelly (1999) enable them to: express rational, empirical and egalitarian beliefs about how to function in society; demonstrate that they know how to interact effectively with peers and adults; and eventually become involved productively in the social and political life of their community.

In order for a school to score in terms of pupil outcome therefore, the school head teacher should ensure that there was an orderly, controlled atmosphere with a clear set of rules and regulations. MoE (1996) concedes that school discipline, which was definite but not rigid, established a predicable framework within which essential teaching and learning tasks of the school could be carried on. A school head teacher who was therefore capable of attaining pupil outcomes acceptable to parents and community members could surely be viewed as being effective.

## **CHAPTER THREE**

### **3.0. METHODOLOGY**

#### **3.1. RESEARCH DESIGN**

The research design was a survey. A survey is a descriptive research whose purpose is to provide information on a particular subject (Achola and Bless: 1990) In this case, the focus was to provide information on how schools managed by female head teachers were different from those managed by male head teachers in terms of effectiveness. A longitudinal survey was chosen for this purpose as the period under investigation covered a period of five years (from 2000 to 2005).

#### **3.2. POPULATION**

The target population was 133 respondents from a cross section of different stake holders in school administration and comprised management teams and teachers of selected schools. The four District Education Board Secretaries and their four District Education Standards Officers were part of the population. Also part of the population were pupils, teachers and parents from selected schools.

#### **3.3. SAMPLE SIZE**

Sixty nine pupils from ten High Schools and eight Basic Schools were sampled. Also sampled were ten High school Deputy Head teachers and eight Basic School Deputy Head teachers. It was imperative to capture samples from Basic and High Schools in order to establish whether there were variations in as far as perceptions of Headteachers at the two levels was concerned. Two teachers each from the ten and eight Basic schools, four District Education Standards officers and thirty seven parents from the eighteen schools were also part of the research sample to establish the effectiveness of female Headteachers in comparison to male counterparts.

Since the desired sample was 133 and the actual sample 188, that is 55 respondents higher, the study thus increased the opportunities of better generalisations for the variables under investigation. The homogeneity of the sample also increased the chance of having the results of the study bringing out the status quo in terms of the effectiveness of female and male head teachers in the management of their respective schools.

### **3.4. SAMPLING PROCEDURE**

A simple random sampling technique was used to identify the samples. Purposeful sampling of 4 District Education Board Secretaries and 4 District Education Standards officers was used.

### **3.5. RESEARCH INSTRUMENTS**

Data was collected using two instruments: Questionnaires were administered on Teachers, Heads of Department, Deputy Heads', District Education Board Secretaries and District Education Standards Officers. The second instrument was focus group discussions with parents and pupils. Focus group discussions were held with pupils in groups of 2 to 4 and 2 to 4 for parents.

The Teacher, Head of Department and Deputy Heads questionnaire contained 22 items aimed at bringing out attributes and skills that contribute toward effective management of schools. The items in the questionnaires also aimed to establish differences in the management of schools between female and male head teachers.

The District Education Board Secretaries and District Education Standards Officers' questionnaire comprised 12 items which aimed to bring out attributes and skills that contribute towards effective management of schools. The items in the questionnaire also aimed at establishing differences in the management of a schools between female and male head teachers.

### **3.6. DATA ANALYSIS**

Data from focus group discussions was qualitatively analysed. It was coded and categorised into themes while quantitative data was analysed using Statistical Package for Social Science (SPSS). The data are presented in tabular and graphic form.

### **3.7. LIMITATIONS**

The study was limited to selected schools in Lusaka Province due to financial and time constraint. Therefore, the findings may not be generalised to the entire country considering the differences in terms of opportunities to training and re-training, relative affluence and societal influences present in the different provinces.



## CHAPTER FOUR

### 4.0 PRESENTATION OF FINDINGS

#### 4.1 Number of head teachers for the years 2000 – 2005 by gender

Table 1: Number of head teachers for the years 2002 – 2005 by gender (N=53)

| Gender of head teacher | Year        |             |             |             |             |             |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                        | 2000        | 2001        | 2002        | 2003        | 2004        | 2005        |
| Male                   | 27 (50.9%)  | 31 (58.5%)  | 29 (54.7%)  | 27 (50.9%)  | 26 (49.1%)  | 30 (56.6%)  |
| Female                 | 18 (34.0%)  | 19 (35.8%)  | 21 (39.6%)  | 24 (45.3%)  | 25 (47.2%)  | 22 (41.5%)  |
| Not indicated          | 8 (15.1%)   | 3 (5.7%)    | 3 (5.7%)    | 2 (3.8%)    | 2 (3.8%)    | 1 (1.9%)    |
| Total                  | 53 (100.0%) | 53 (100.0%) | 53 (100.0%) | 53 (100.0%) | 53 (100.0%) | 53 (100.0%) |

Table 1 above shows the number of school head teachers by gender from the years 2000 to 2005. As can be seen from the table, there were more male head teachers, thirty (56.6%) than their female counterparts, twenty two (41.5%) in the period under study.

However, the number of female head teachers increased progressively from eighteen (34%) in 2000 to twenty five (47.2%) in 2004. The number reduced from 25 (47.2%) in 2004 to 22 (41.5%) in 2005.

#### 4.2 Professional qualifications of head teachers by gender for the years 2000 - 2005

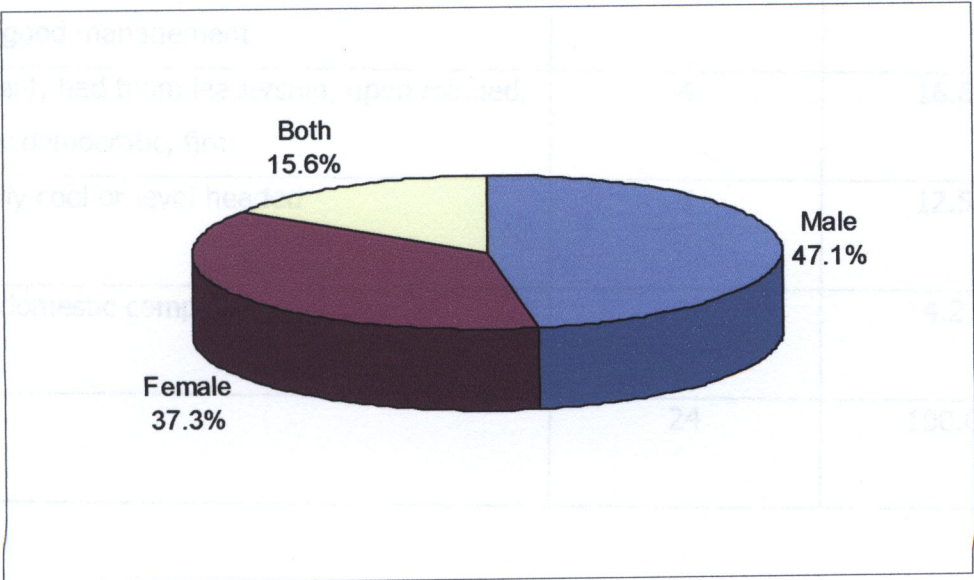
Table 2: Professional qualifications of head teachers by gender for the years 2000 – 2005 (N=51)

| Professional qualification | Gender of head teacher |            | Total       |
|----------------------------|------------------------|------------|-------------|
|                            | Male                   | Female     |             |
| Diploma                    | 16 (31.4%)             | 11 (21.6%) | 27 (52.9%)  |
| Bachelor's degree          | 14 (27.5%)             | 10 (19.6%) | 24 (47.1%)  |
| Total                      | 30 (58.8%)             | 21 (41.2%) | 51 (100.0%) |

Table 2 above shows the professional qualifications of the head teachers under study.

The table above shows that there were fourteen (27.5%) male head teachers who had obtained a bachelor's degree level of education compared to their female counterparts whose number stood at ten (19.6%). Table 2 also shows that there were sixteen (31.4%) male head teachers and eleven (21.6%) female head teachers with a diploma qualification.

**4.3 Preferred gender for the position of head teacher**



**Figure 1: Preferred gender for the position of head teacher (N=51)**

Figure 1 above shows that twenty four (47.1%) of the teachers were in favour of a male head teacher as opposed to nineteen (37.3%) teachers who were in favour of a female head teacher. Eight (15.6%) teachers indicated that gender did not matter at all.

Table 3: Reasons for preferring a male head teacher (N=24)

| Reasons  | Frequency | Percent |
|--|-----------|---------|
| Respectful, good reasoning, understanding and good management        | 16        | 66.7    |
| Efficient, had team leadership, open minded, highly democratic, firm | 4         | 16.6    |
| Usually cool or level headed   | 3         | 12.5    |
| Less domestic complaints and excuses                                 | 1         | 4.2     |
| Total  | 24        | 100.0   |

Table 3 shows the reasons advanced by the teachers who preferred a male head teacher as follows: sixteen (66.7%) said male head teachers were respectful, had good reasoning, understanding and had good management skills while three, (12.5%) said that male head teachers were usually cool or level headed whereas four, (16.6%) teachers indicated that male head teachers were efficient, open minded, had team leadership and had high democratic status. One (4.2%) teacher cited less domestic complaints and excuses as reasons for preferring male head teachers.

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| Less domestic complaints and excuses                                 | 1         | 4.2     |
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Table 4: Reasons for preferring a female head teacher (N=21)

| Reasons   | Frequency | Percent |
|---|-----------|---------|
| Manager's performance depends on one's ability        | 8         | 38.1    |
| Understanding and maintains school cleanliness        | 4         | 19.0    |
| Good financial management                             | 3         | 14.3    |
| Commitment to duty, highly principled and trustworthy | 3         | 14.3    |
| Gave motherly advice                                  | 3         | 14.3    |
| Total   | 21        | 100.0   |

Table 4 above indicates that those who were in favour of a female head teacher had the following as reasons for their preference: four (19.0%) teachers said that female head teachers were understanding and maintained school cleanliness; three (14.3%) said that female head teachers were good financial managers; another three (14.3%) said that the female head teachers had commitment to duty, were highly principled and trustworthy; three (14.3%) said that female head teachers gave motherly advice, while eight teachers (38.1%) said that gender did not matter but that good management depended on an individual's ability.

#### 4.4 Identified good management skills found in the head teacher of preferred gender

Table 5: Identified good management skills found in the head teacher of preferred gender (N=48)

| Identified good management skills | Gender            |                   | Total            |
|-----------------------------------|-------------------|-------------------|------------------|
|                                   | Male              | Female            |                  |
| Planning skills only              | -                 | -                 | 0                |
| Organising skills only            | -                 | -                 | 0                |
| Leading skills only               | -                 | -                 | 0                |
| Controlling skills only           | -                 | -                 | 0                |
| Accounting skills only            | -                 | 1 (2.1%)          | 1(2.1%)          |
| Purchasing skills only            | -                 | -                 | 0                |
| Construction skills only          | -                 | -                 | 0                |
| Two of the skills                 | 2 (4.2%)          | 2 (4.2%)          | 4 (8.4%)         |
| Three of the skills               | 4 (8.3%)          | 3 (6.3%)          | 7 (14.6%)        |
| Four of the skills                | 5 (10.4%)         | 9 (18.8%)         | 13 (29.2%)       |
| Five of the skills                | 3 (6.3%)          | 8 (16.8%)         | 11 (23.1%)       |
| Six of the skills                 | 2 (4.2%)          | 2 (4.2%)          | 4 (8.4%)         |
| All the skills above              | 4 (8.3%)          | 3 (6.3%)          | 7 (14.6%)        |
| <b>Total</b>                      | <b>20 (42.0%)</b> | <b>28 (58.0%)</b> | <b>48 (100%)</b> |

Table 5 above shows that four (8.3%) and three (6.3%) respondents were of the view that both male and female head teachers possessed all the good management skills. Two (4.2%) of the respondents said that male teachers had good management skills in at least six of the management skills which was also the case with two (4.2%) respondents who were of the view that

female head teachers had good skills in at least six of the identified management skills. Five (10.4%) respondents said male head teachers had good management skills in at least four of the management skills compared to their female counterparts who were supported by nine (18.8%) respondents. Overall, more female head teachers, twenty eight (58%) were perceived to be having good management skills than the male counterparts, twenty (42.0%)

#### 4.5 Changes brought to the school by head teacher of preferred gender

Table 6: Changes brought to the school by head teacher of preferred gender (N=53)

| Changes brought to the school  | Gender of preferred head teacher |                   | Total              |
|--|----------------------------------|-------------------|--------------------|
|  | Male                             | Female            |                    |
| Provision of teaching and learning materials   | 10 (18.9%)                       | 6 (11.3%)         | 16 (30.2%)         |
| Provision of teaching and learning materials, holding meetings   | 5 (9.4%)                         | 7 (13.2%)         | 12 (22.6%)         |
| Provision of teaching and learning materials, teacher's classroom furniture and holding regular meetings | 8 (15.1%)                        | 4 (7.5%)          | 12 (22.6%)         |
| Holding regular meetings   | 1 (1.9%)                         | 2 (3.8%)          | 3 (5.7%)           |
| Provision of teacher's classroom furniture   | -                                | 1 (1.9%)          | 1 (1.9%)           |
| Provision of teacher's classroom furniture, holding regular meetings                                     | -                                | 1 (1.9%)          | 1 (1.9%)           |
| No response  | 6 (11.3%)                        | 2 (3.8%)          | 8 (15.1%)          |
| <b>Total</b>   | <b>30 (56.6%)</b>                | <b>23 (43.4%)</b> | <b>53 (100.0%)</b> |



The study also sought to find out if there were any changes that were brought to the schools by the head teacher of preferred gender. The following emerged as can be seen in Table 6 above.

#### **4.5.1 Provision of teaching and learning materials**

Ten (18.9%) teachers indicated that male head teachers had brought about change in terms of provision of teaching and learning materials in their schools compared to their female counterparts represented by six (11.3%) respondents.

#### **4.5.2 Provision of teaching and learning materials, teacher's classroom furniture and holding regular meetings**

Eight (15.1%) respondents were of the view that male head teachers had brought changes in the above areas. Four (7.5%) respondents also felt that female head teachers had brought about change in as far as the provision of teaching and learning materials, teacher's classroom furniture and holding regular meetings were concerned. Two (7.7%) respondents did not respond to this issue.

#### **4.5.3 Provision of teaching and learning materials and holding meetings**

Seven (13.2%) respondents indicated that female head teachers brought about change in the provision of teaching and learning materials and holding of regular meetings compared to the male head teachers represented by five (9.4%) respondents.

#### **4.5.4 Holding regular meetings**

Two (3.8%) out of three respondents who responded to this issue indicated that female head teachers had brought some change in as far as holding of regular meetings was concerned compared to their male counterparts represented by one (1.9%) respondent.

#### **4.6 The head teacher of preferred gender was flexible and democratic in leadership styles**

Table 7: The head teacher of preferred gender was flexible and democratic in leadership styles (N=47)

| The head teacher is flexible and democratic in leadership styles | Gender of preferred head teacher |            |             |
|--|----------------------------------|------------|-------------|
|  | Male                             | Female     | Total       |
| Yes  | 18 (38.3%)                       | 28 (59.6%) | 46 (97.9%)  |
| No   | -                                | 1 (2.1%)   | 1 (2.1%)    |
| Total  | 18 (38.3%)                       | 29 (61.7%) | 47 (100.0%) |

Table 7 above shows that out of 47 respondents, twenty-eight (59.6%) said female head teachers were more flexible and democratic in leadership styles than the male head teachers represented by eighteen (38.3%) respondents. One respondent on the other hand said that female head teachers were not flexible and democratic in leadership styles.

**4.7 The head teacher of preferred gender made use of committees when making major decisions affecting the school**

Table 8: The gender of preferred head teacher made use of committees when making major decisions affecting the school (N=49)

| The head teacher made use of committees when making major decisions affecting the school | Gender of preferred head teacher |            |             |
|--|----------------------------------|------------|-------------|
|  | Male                             | Female     | Total       |
| Yes  | 27 (55.1%)                       | 21 (42.9%) | 48 (98.0%)  |
| No   | 1 (2.0%)                         | -          | 1 (2.0%)    |
| Total  | 28 (57.1%)                       | 21 (42.9%) | 49 (100.0%) |

Teachers were asked to indicate whether the head teacher of their preferred gender made use of committees when making major decisions that affected the school. The findings revealed that twenty-seven (55.1%) respondents indicated that male head teachers made use of the school committees when making major decisions that affected the school than their female counterparts represented by twenty-one (42.9%) respondents. One (2.0%) respondents said that male head teachers did not make use of committees when making major decisions that affected the school.

**4.8 The head teacher of the school ensured that the learning and teaching environment was conducive.**

Table 9: The head teacher of the school ensured that the learning and teaching environment was conducive (N=52)

| The head teacher ensured that the learning and teaching environment was conducive | Gender of preferred head teacher |            |             |
|---|----------------------------------|------------|-------------|
|   | Male                             | Female     | Total       |
| Yes   | 29 (55.8%)                       | 22 (42.3%) | 51 (98.1%)  |
| No  | 1 (1.9%)                         | -          | 1 (1.9%)    |
| Total   | 30 (57.7%)                       | 22 (42.3%) | 52 (100.0%) |

Table 9 above shows that more respondents, twenty-nine (55.8%) said that male head teachers ensured that the learning and teaching environment was conducive than the female head teachers represented by twenty-two (42.3%) respondents. One (1.9%) respondent did not respond to this issue.

**4.9 The head teacher of the school observed lessons regularly**

Table 10: The Head teacher of the school observed lessons regularly (N=43)

| The head teacher of the school observed lessons regularly | Gender of preferred head teacher |            |             |
|---|----------------------------------|------------|-------------|
|   | Male                             | Female     | Total       |
| Yes   | 20 (46.5%)                       | 18 (41.9%) | 38 (88.4%)  |
| No  | 3 (7.0%)                         | 2 (4.7%)   | 5 (11.6%)   |
| Total   | 23 (53.5%)                       | 20 (46.5%) | 43 (100.0%) |

Table 10 above shows that out of 38 respondents who answered in the affirmative, twenty (46.5%) indicated that male head teachers observed

school lessons regularly compared to the female head teachers represented by eighteen (41.9%) respondents. On the other hand, for those respondents who answered in the negative, the reverse was the case with more respondents, three (7.0%) saying that male head teachers did not observe lessons regularly compared to their female counterparts represented by two (4.7%) respondents.

**4.10 The head teacher checked schemes of work, weekly forecasts, lesson plans and records of work regularly**

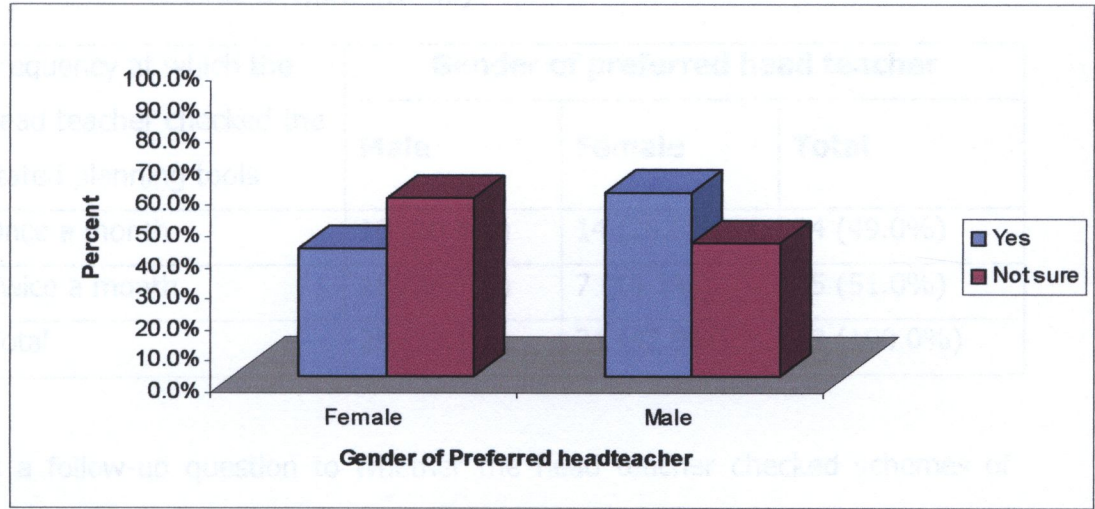


Figure 2: The head teacher checked schemes of work, weekly forecasts, lesson plans and records of work regularly

Teachers were asked to show whether their head teachers checked schemes of work, weekly forecasts, lesson plans and records of work regularly and if so how often they did this.

Figure 2 above shows that twenty-six (59.1%) respondents said that male head teachers checked schemes of work, weekly forecasts, lesson plans and records of work regularly than the female head teachers represented by

eighteen (40.9%) respondents. Three (42.9%) respondents said they were not sure whether the male head teacher checked the above stated tools while four (57.1%) respondents were not sure whether the female head teacher checked the same.

**4.11 Frequency at which the head of preferred gender checked schemes of work, weekly forecasts, lesson plans and records of work**

Table 11: Frequency at which the head teacher of preferred gender checked schemes of work, weekly forecasts, lesson plans and records of work (N=49)

| Frequency at which the head teacher checked the stated planning tools | Gender of preferred head teacher |            |             |
|---|----------------------------------|------------|-------------|
|   | Male                             | Female     | Total       |
| Once a month  | 10 (20.4%)                       | 14 (28.6%) | 24 (49.0%)  |
| Twice a month   | 18 (36.7%)                       | 7 (14.3%)  | 25 (51.0%)  |
| Total   | 28 (57.1%)                       | 21 (42.9%) | 49 (100.0%) |

As a follow-up question to whether the head teacher checked schemes of work, weekly forecasts, lesson plans and records of work regularly, the respondents were asked to indicate how often their head teachers checked the schemes of work, weekly forecasts, lesson plans and records of work.

Table 11 above shows that fourteen (28.6%) respondents indicated that female head teachers checked schemes of work, weekly forecasts, lesson plans and records of work on a monthly basis compared to the male head teachers represented by ten (20.4%) respondents. On the other hand,

eighteen (36.7%) said the male head teacher checked the above stated tools twice a month as compared to their female counterparts represented by seven (14.3%) respondents.

#### **4.12 The head teacher ensured that the problems of teachers and support staff were adequately and promptly attended to**

The study revealed that twenty-eight (52.8%) respondents said that male head teachers ensured that the problems of teachers and support staff were adequately and promptly attended to compared to the female head teachers represented by nineteen (35.8%) respondents. Two (3.8%) respondents said they were not sure whether the male head teacher of the school attended to teachers and support staff problems adequately and promptly, while one (1.9%) respondent was not sure whether the female head teacher of the school attended to teachers and support staff problems adequately and promptly, while three (5.7%) respondents did not respond to this issue.

#### **4.13 The head teacher strictly adhered to laid down guidelines when arriving at a decision**

The results of the findings were that twenty-one (39.6%) respondents said male head teachers adhered to the laid down guidelines when arriving at a decision compared to nineteen (35.8%) respondents representing the female head teachers. The other respondents said they were 'not sure' whether the head teachers' followed the laid down guidelines when arriving at a decision. These accounted for four (7.5%) respondents for male head teachers and

two (3.8%) respondents for female head teachers. Seven (13.2%) respondents did not respond to the above issue.

**4.14 The head teacher ensured that financial resources were prudently managed and spent effectively**

Table 12: The head teacher ensured that financial resources were prudently managed and spent effectively (N=52)

| The head teacher ensured that financial resources were prudently managed and spent effectively | Gender of preferred head teacher |            |             |
|--|----------------------------------|------------|-------------|
|  | Male                             | Female     | Total       |
| Yes  | 26 (50.0%)                       | 20 (38.5%) | 46 (88.5%)  |
| Not sure   | 4 (7.7%)                         | 2 (3.9%)   | 6 (11.5%)   |
| Total  | 30 (57.7%)                       | 22 (42.3%) | 52 (100.0%) |

Table 12 above shows that out of the 46 respondents who answered in affirmative, twenty-six (50.0%) said that male head teachers ensured that financial resources were prudently managed and spent effectively compared with twenty (38.5%) respondents representing the female head teachers. For those who said 'not sure', four (7.7%) out of six respondents showed doubt on the male head teachers compared with two (42.3%) respondents who shared the same view for the female head teachers in this category.



**4.15 The head teacher had focus on learning and ensured that the school time was productively used on teaching and learning**

For the respondents who said “yes”, twenty-eight (52.8%) of them indicated that male head teachers had focus on learning and ensured that the school time was productively used on teaching and learning as compared to their female counterparts who were supported by twenty-two (41.5%) respondents. Two, (3.8%) respondents said they were not sure whether the male head teachers had focus on learning and ensured that the school time was productively used on teaching and learning while one (1.9%) respondent did not respond.

**4.16 There was order in terms of controlled atmosphere and general rules at the school**

Table 13: There was order in terms of controlled atmosphere and general rules at the school (N=51)

| There was order in terms of controlled atmosphere and general rules at the school | Gender of preferred head teacher |            |             |
|---|----------------------------------|------------|-------------|
|   | Male                             | Female     | Total       |
| Yes   | 25 (49.0%)                       | 20 (39.2%) | 45 (88.3%)  |
| No  | 2 (3.9%)                         | -          | 2 (3.9%)    |
| Not sure  | 3 (5.9%)                         | 1 (2.0%)   | 4 (7.8%)    |
| Total   | 30 (58.8%)                       | 21 (41.2%) | 51 (100.0%) |

As can be seen from Table 13 above, the general finding appeared to be that the schools under study had order in terms of controlled atmosphere and general rules as evidenced by 25 (49.0%) respondents saying “yes” for male head teachers and 20 (39.2%) for female head teachers.

Out of four respondents who indicated 'not sure', three (5.9%), were not sure as to whether the male head teachers maintained order in terms of controlled atmosphere and general school rules while one (2.0%) was also not sure as to whether the female head teachers maintained order in terms of controlled atmosphere and general school rules. For those who said 'no', two (3.9%) respondents in this category felt that male head teachers did not command order in terms of controlled atmosphere and general rules.

#### 4.17 Consistent evaluation and assessment policy on weekly tests in the school by head teacher of preferred gender

Table 14: There was consistent evaluation and assessment policy on weekly tests in the school by the head teacher of preferred gender (N=23)

| There was consistent evaluation and assessment policy on weekly tests in the school | Gender of preferred head teacher |           |             |
|---|----------------------------------|-----------|-------------|
|   | Male                             | Female    | Total       |
| Yes   | 6 (26.1%)                        | 1 (4.3%)  | 7 (30.4%)   |
| No  | 8 (34.8%)                        | 8 (34.8%) | 16 (69.6%)  |
| Total   | 14 (60.9%)                       | 9 (39.1%) | 23 (100.0%) |

On whether the head teacher of the school had a consistent evaluation and assessment policy by way of weekly tests, six (26.1%) respondents said that male head teachers had a consistent evaluation and assessment policy compared to the female head teachers represented by one (4.3%) respondent. For those who said 'no', eight (34.8%) respondents said that

female head teachers had not had a consistent evaluation and assessment policy while another eight (34.8%) respondents had the same view on male head teachers. Table 14 above illustrates this.

Table 15:     There was consistent evaluation and assessment policy on monthly tests in the school by head teacher of preferred gender (N=43)

| There was consistent evaluation and assessment policy on monthly tests in the school by head teacher of preferred gender | Gender of preferred head teacher |            |             |
|--|----------------------------------|------------|-------------|
|  | Male                             | Female     | Total       |
| Yes  | 20 (46.5%)                       | 17 (39.5%) | 37 (86.0%)  |
| No   | 3 (7.0%)                         | -          | 3 (7.0%)    |
| Not sure   | 2 (4.7%)                         | 1 (2.3%)   | 3 (7.0%)    |
| Total  | 25 (58.1%)                       | 18 (41.9%) | 43 (100.0%) |

Table 15 above shows that seventeen (39.5%) respondents were of the view that female head teachers had a consistent evaluation and assessment policy on monthly tests while twenty (46.5%) respondents on the other hand said male head teachers had a consistent evaluation and assessment policy on monthly tests. For those who said 'no', three (7.0%) respondents within this category were of the view that male head teachers had no consistent evaluation and assessment policy on monthly tests. One (2.3%) respondent was not sure whether the female head teachers had a consistent evaluation and assessment policy on monthly tests while two (4.7%) respondents were not sure as to whether the male head teachers had a consistent evaluation and assessment policy on monthly tests.

Table 16: There was consistent evaluation and assessment policy on termly tests in the school by head teacher of preferred gender (N=46)

| Response | Gender     |            | Total       |
|----------|------------|------------|-------------|
|          | Male       | Female     |             |
| Yes      | 27 (58.7%) | 18 (39.1%) | 45 (97.8%)  |
| No       | 1 (2.2%)   | -          | 1 (2.2%)    |
| Total    | 28 (60.9%) | 18 (39.1%) | 46 (100.0%) |

On termly tests, Table 16 above shows that eighteen (39.1%) and twenty-seven (58.7%) respondents were in the affirmative that female and male head teachers had a consistent evaluation and assessment policy on termly tests, although the number of respondents that said so were more for male head teachers than that of the female head teachers. For those who said 'no', one (2.2%) respondent was of the view that male head teachers had not had a consistent evaluation and assessment policy on termly tests.

Table 17: There was consistent evaluation and assessment policy on regular home work in the school by head teacher of preferred gender (N=30)

| Response |            |            | Total       |
|----------|------------|------------|-------------|
|          | Male       | Female     |             |
| Yes      | 17 (56.7%) | 12 (40.0%) | 29 (96.7%)  |
| No       | -          | 1 (3.3%)   | 1 (3.3%)    |
| Total    | 17 (56.7%) | 13 (43.3%) | 30 (100.0%) |

On whether there was a consistent evaluation and assessment policy on regular home work in the school, Table 17 above revealed that twelve (40.0%) respondents indicated that female head teachers had consistent evaluation and assessment policy on regular home work in place compared to

the male head teachers represented by seventeen (56.7%) respondents. One (3.3%) respondent indicated that female head teachers had no consistent evaluation and assessment policy on regular home work.

**4.18 The head teacher at my school was able to meet important deadlines**

Table 18: The head teacher at my school was able to meet important deadlines (N=50)

| Response | Gender     |            | Total       |
|----------|------------|------------|-------------|
|          | Male       | Female     |             |
| Yes      | 21 (42.0%) | 16 (32.0%) | 37 (74.0%)  |
| Not sure | 8 (16.0%)  | 5 (10.0%)  | 13 (26.0%)  |
| Total    | 29 (58.0%) | 21 (42.0%) | 50 (100.0%) |

On whether the head teachers were able to meet important deadlines, Table 18 above shows that sixteen (32.0%) respondents said that female head teachers were able to meet important deadlines compared with their male counterparts represented by twenty-one (42.0%) respondents. Five (10.0%) respondents said they were not sure whether the female head teachers met important deadlines compared with the male head teachers represented by eight (16.0%) respondents.

**4.19 Views on who were better head teachers**

Table 19: Views on who are better head teachers between females and males (N=41)

| Gender  | Frequency | Percent |
|---------|-----------|---------|
| Females | 19        | 46.3    |
| Males   | 22        | 53.7    |
| Total   | 41        | 100.0   |

As regards to whom the respondents thought were better head teachers, Table 19 above shows that twenty-two (53.7%) respondents said that male school head teachers were better than female head teachers while nineteen (46.3%) respondents were of the view that female head teachers were better than male head teachers.

#### **4.20 Type of support mechanisms needed to be put in place to make head teachers more effective**

Teachers were asked to indicate the type of support mechanisms needed to be put in place in order to make the head teachers more effective in the management of their schools. From the findings of the study the following emerged:

##### **4.20.1 Female head teachers**

Twenty-one (39.6%) respondents felt that female head teachers should be given managerial training. Eleven (20.8%) indicated that head teachers should be given adequate teaching and learning materials and enough financial resources while three (5.7%) respondents said head teachers should be given more power to discipline staff and that they should also be given reasonable salaries. Three (5.7%) respondents were of the view that female head teachers should be provided with a clear policy to guide them in their daily management of the schools. Fifteen (28.2%) respondents did not respond to this issue.

#### **4.20.2 Male head teachers**

When the teachers were asked what sort of support mechanisms were needed to make male head teachers more effective in the management of their schools, the following emerged: fifteen (28.3%) respondents said head teachers should be given more management skills. This was followed by five (9.4%) respondents who said head teachers should be provided with adequate teaching and learning materials and financial resources. Three (5.7%) respondents felt that head teachers should be given more powers to discipline staff and that they should also be given reasonable salaries while one (1.9%) respondent said head teachers should be given short management courses during school holidays. Twenty-four (45.3%) respondents did not respond.

### **4.21 FOCUS GROUP DISCUSSIONS WITH PARENTS**

#### **4.21.1 Number of years parents had had children at the school**

The number of years that parents had their children in the schools under study ranged from one year to fifteen. The majority of the respondents, fourteen (48.3%), said that they had their children at the school for a period of four to six years. This was followed by those who said they had had their children in the school for a period of one to three years representing thirteen (24.5%) of the respondents. Others said they had had their children in the school for a period of between seven to nine years and ten to twelve years

accounting for five (35.7%) respondents and two (28.6%) respondents respectively.

#### **4.21.2 Rating of school head teachers by parents**

Parents said that both female and male head teachers were good administrators although most of them were in favour of male head teachers as opposed to female head teachers. The reasons cited for preferring male school head teachers were that they were strong, understanding, good counsellors, disciplinarians, had improved examination results, had ensured a clean and conducive school environment for teaching and learning. On the other hand, the parents that were in favour of female head teachers cited reasons that female head teachers were good disciplinarians, had improved infrastructure, had improved examination results and that they kept the school environment conducive for teaching and learning. However, some parents felt that gender was not a key factor in as far as effective management was concerned but that effective management depended on the skills that one had acquired and his/her personality.

#### **4.21.3 How head teachers ensured that teachers and pupils were in class when they should**

When asked about the methods that head teachers used to ensure that teachers and pupils were in class when they should, thirty-six (97.3%) parents said 'going round the classes' and 'checking period registers' was the only way the head teachers ensured the teachers and pupils were in class. One (2.7%) parent did not respond to the above issue.



#### **4.21.4 How female and male head teachers differed in the management of schools**

Parents were also asked to indicate how the female and male head teachers differed in the management of their schools. The most pronounced response was that there was not much difference at all but that managing of schools depended on one's experience, skills, personality and training. Nonetheless, the differences that came out from the study were that the positive trends in male head teachers included the following: Male head teachers reacted only after careful consideration and had less domestic problems. One negative attribute pointed out against male head teachers was that they mismanaged funds. The following positive trends were pointed out as being the strengths of female head teachers: Female head teachers were said to be accommodating, kept the school environment clean and were good at managing finances and materials. The negative traits recognised among female head teachers were that they were slow in implementing programmes, moody, emotional and feared challenges.

#### **4.21.5 Opinion on the adequacy and inadequacy of teaching and learning materials**

Parents were asked to give their opinion on the adequacy and inadequacy of the teaching and learning materials in the schools under study. Of the thirty-seven parents interviewed, twenty-nine (78.4%) said that the teaching and learning materials were inadequate. Eight of these (21.6%) did not give any reasons for the state of inadequacy. Four (10.8%) parents said that the inadequacy of the teaching and learning materials was due to thefts by pupils

themselves. Twelve (32.4%) parents cited lack of funds; two (5.4%) parents cited poor planning as reasons for inadequacy of teaching and learning materials. Three (8.1%) parents stated that the school had not bought any teaching and learning materials for a long time. Four (10.8%) parents said that the teaching and learning materials were adequate. Two (5.4%) parents said the materials were available in some subjects while in others they were not. Two (5.4%) parents did not respond to the above issue.

#### **4.21.6 Pupil to book ratio**

In order for pupils to learn properly, book ratio was considered to be a factor. Thus the parents were asked to indicate what they thought was an appropriate pupil to book ratio. From the results of the study, out of a total number of twelve parents who responded to the above, 10 (83.3%) parents said that the appropriate pupil to book ratio was 1: 1 The other two (16.7%) parents were of the view that either 1:1 or 1:2 was the appropriate pupil to book ratio.

#### **4.21.7 Evidence to indicate that the head teacher kept within agreed cost or budgetary limits**

As regards to evidence to indicate that the head teacher kept within agreed cost or budgetary limits, thirteen (35.1%) parents said they were not sure of any evidence. This was followed by six (16.2%) parents who said they did not know any form of evidence at all. However, fourteen (37.8%) parents said the only evidence they had was that they were availed with financial statements by the head teacher during the Parent Teachers Association

Annual General Meeting (AGM). Two (5.4%) parents indicated that the head prepared and presented audited accounts of expenditure. Another two (5.4%) parents did not respond to the above.

#### **4.21.8 Incidences recalled when the head teacher contributed towards your being unable to meet important deadlines on tasks**

From the results of the study, the incidences cited by two (5.4%) parents were that delays were due to government system and not the head teachers themselves. Thirty-two (86.5%) respondents said they had not had any incidences at all. One (2.7%) respondent was not sure while two (5.4%) respondents were not aware of any incidences.

#### **4.21.9 The head teacher utilised committee system in the school**

As regards to whether the head teacher utilised the committee system in the school, sixteen (43.2%) respondents said committees were used for consultation purposes while nineteen (51.4%) respondents said that they were not aware of the fact that the head teacher utilised these committees. Two (5.4%) said that they were not sure.

**4.22 FOCUS GROUP DISCUSSIONS WITH PUPILS**

**4.22.1 Number of years pupils had been in the school**

The number of years that pupils had been in the school under study was found to range from one to twelve years. The majority said they had been at the school from one year to three years representing forty (57.9%). This was followed by those who said they had been in the school from four to six years representing fifteen (21.7%). Others said they had been in the school from seven to nine years and from ten to twelve years accounting for nine (13.0%) and five (7.2%) respectively.

**4.22.2 Rating of school head teachers by pupils**

As was the case with parents, most pupils were in favour of male head teachers. The reasons which they cited for favouring male head teachers were that male head teachers had improved school infrastructure, water and sanitation, staffing levels and discipline. They were also seen as being transparent, had improved the quality of teaching and that they consulted widely. No weakness was cited in male head teachers.

For those who advocated for a female head teacher, they said that a female head teacher allowed pupils to take part in educational tours and encouraged hard work, improved Home Economics department, improved school infrastructure, enforced discipline and encouraged hard work, improved discipline, and improved availability of learning materials and ensured a conducive learning environment.

The weaknesses cited in the female head teachers were that there was rising cases of indiscipline at the school and failure to manage teachers effectively. Others were of the view that gender did not matter and that good management depended on effective management skills and personality.

#### **4.22.3      How female and male school head teachers differed in the management of schools**

When asked to indicate the differences between female and male teachers in the management of schools, most pupils said that there was not much difference at all. The following differences were however cited: male head teachers presented with less domestic problems, commanded respect and enforced discipline, were not harsh, were hard working, had courage to talk to pupils, were disciplinarians, and used initiative. On the other hand, female head teachers were reported to have more family problems, did not command respect, were unable to enforce discipline, were harsh, weak short tempered and lacked initiative.

#### **4.22.4 How school head teachers ensured that teachers and pupils were in class when they should**

Sixty-one (88.4%) pupils said 'going round the classes' and 'checking period registers' was the only way the head teachers ensured the teachers and pupils were in class. Seven (11.6%) pupils did not respond to the above issue.

#### **4.22.5 Opinion on adequacy and inadequacy of teaching and learning materials**

Pupils' opinion on the adequacy and inadequacy of the teaching and learning materials in the schools were almost the same as those of the parents. Of the sixty-nine pupils, twenty (29.0%) said the teaching and learning materials were inadequate but did not give any reasons for this state. Thirteen (18.8%) pupils said the inadequacy of teaching and learning materials was due to thefts by pupils themselves. However, eight (11.6%) pupils said that the teaching and learning materials were adequate. They attributed the adequacy of these materials to the school head teachers' priority strategies. Four (5.8%) pupils said the materials were present in some subjects and not all subjects. Twenty-four (34.8%) pupils did not respond.

#### **4.22.6 Pupil to book ratio**

Of the sixteen (16) pupils that responded to this question, the majority, twelve (75.0%) said the appropriate pupil to book ratio should be 1:1. This was followed by four (25.0%) pupils who said the appropriate pupil to book ratio should be either 1:1 or 1:2.

#### **4.22.7 Evidence to indicate that the head teacher kept within agreed cost or budgetary limits**

The study revealed that forty (58.0%) pupils said they were not sure of any evidence. This was followed by another seventeen (24.6%) pupils who said they did not know any form of evidence. However, four (5.8%) pupils said that the only evidence that they had was information from pupil representatives after discussions on school expenditure with the head teacher and also by the abundant food available in boarding (where a school was boarding) and from information given to them by their parents. Eight (11.6%) pupils did not respond to this issue.

#### **4.22.8 How the head teachers utilised committee system in the school**

With regard to how the head teachers utilised the committee system in the school, thirty-four (49.3%) pupils said committees were used only for consultation purposes. One (1.4%) pupil was not aware of the way the head teacher utilised these committees. Fourteen (20.3%) pupils said that they were not sure. Twenty (29.0%) did not respond to the above issue.

4.23 RESPONSES FROM DISTRICT EDUCATION OFFICIALS

4.23.1 Length of service of District Officials in the current position

Table 20: Length of service of District Official in the current position

| Length of service<br>in current position | Position      |               |               |               | Total         |
|--|---------------|---------------|---------------|---------------|---------------|
|  | DEBS          |               | DESO          |               |               |
|  | Male          | Female        | Male          | Female        |               |
| Less than a year                         | -             | 1<br>(100.0%) | -             | -             | 1<br>(100.0%) |
| 1 year                                   | 1<br>(100.0%) | -             | -             | -             | 1<br>(100.0%) |
| 2 years                                  | 1<br>(100.0%) | -             | -             | -             | 1<br>(100.0%) |
| 4 years                                  | 1<br>(100.0%) | -             | -             | -             | 1<br>(100.0%) |
| 6 years                                  | -             | -             | 1<br>(100.0%) | -             | 1<br>(100.0%) |
| 9 years                                  | -             | -             | -             | 1<br>(100.0%) | 1<br>(100.0%) |

The District Education Board Secretaries and the District Education Standards Officers were asked to indicate the number of years they had served in their current positions.

Table 20 above shows that the longest serving member was a female District Education Standards Officer who had served for a period of nine years. This was followed by a male District Education Board Secretary and a male District



Education Standards Officer who had been in their positions for a period of four and six years respectively. One female District Education Board Secretary had served for a period of less than a year (four months).

**4.23.2        Number of head teachers in the district**

Table 21:     Number of head teachers by gender by district (N=232)

| District | Male        | Female     | Total        |
|----------|-------------|------------|--------------|
| Chongwe  | 50 (21.6%)  | 8 (3.4%)   | 58 (25.0%)   |
| Kafue    | 40 (17.2%)  | 14 (6.0%)  | 54 (23.2%)   |
| Luangwa  | 13 (5.6%)   | 2 (0.9%)   | 15 (6.5%)    |
| Lusaka   | 61 (26.3%)  | 44 (19.0%) | 105 (45.3%)  |
| Total    | 164 (70.7%) | 68 (29.3%) | 232 (100.0%) |

Table 21 above shows that there were more head teachers in Lusaka district 105 (45.3%) than any other district. This was followed by Chongwe with 58 (25.0%), then Kafue with 54 (23.2%) and finally Luangwa with 15 (6.5%). Table 21 also shows that there were more male head teachers, 164 (70.7%) than female head teachers 68 (29.3%) in all the districts under study.

**4.23.3 Of the schools managed by females and males, which ones performed better? Give reasons**

Table 22: Which school performed better, the one run by a female head teacher or male head teacher? Give reasons (N=6)

| Evidence  | Gender    |           | Total      |
|---|-----------|-----------|------------|
|   | Male      | Female    |            |
| Better examination results                              | 1 (16.7%) | -         | 1 (16.7%)  |
| Conducive/clean environment; keeping up-to-date records | -         | 3 (50.0%) | 3 (50.0%)  |
| Less number of audit queries                            | -         | 1 (16.7%) | 1 (16.7%)  |
| Led by example  | 1 (16.7%) | -         | 1 (16.7%)  |
| Total   | 2 (33.3%) | 4 (66.7%) | 6 (100.0%) |

Contrary to the Focus Group Discussion findings with parents and pupils, the results here showed that most of the respondents were of the view that female head teachers performed better than male head teachers as can be seen from Table 22 above. The reasons advanced by three (50%) of the respondents were that female school head teachers kept the school environment clean, maintained a conducive learning environment and kept up to date records. One respondent (16.7%) indicated that female head teachers had less number of audit queries. As for the male head teachers, the reasons were that they produced better examination results, 1 (16.7%) and that they led by example, 1 (16.7%).

#### 4.23.4 Effectiveness of schools run by female head teachers compared with their male counterparts

Table 23: Effectiveness of schools run by female head teachers compared with their male counterparts (N=53)

| Statement  | Level of agreement or disagreement |                   |                   |                   |                 | Total              |
|--|------------------------------------|-------------------|-------------------|-------------------|-----------------|--------------------|
|  | Strongly agree                     | Agree             | Strongly disagree | Disagree          | Not sure        |                    |
| There is effective supervision in schools managed by female head teachers than those run by male head teachers                     | 2 (3.8%)                           | 4 (7.6%)          | 1 (1.9%)          | 1 (1.9%)          | -               | 8 (15.1%)          |
| Female head teachers provide conducive teaching and learning environment in their schools as compared to their male counterparts   | 2 (3.8%)                           | 6 (11.3%)         | -                 | -                 | -               | 8 (15.1%)          |
| There is systematic monitoring in schools run by female head teachers than those run by male head teachers                         | 1 (1.9%)                           | 4 (7.6%)          | -                 | 1 (1.9%)          | -               | 6 (11.3%)          |
| Home work policy is part of continuous assessment strategy in schools run by female head teachers as opposed to those run by males | -                                  | 3 (5.7%)          | -                 | 4 (7.6%)          | 1 (1.9%)        | 8 (15.1%)          |
| Female head teachers marshal all the resources towards the improvement of infrastructure, teaching and learning process            | 2 (3.8%)                           | 4 (7.6%)          | -                 | 1 (1.9%)          | 1 (1.9%)        | 8 (15.1%)          |
| Female head teachers complete important tasks on schedule  | -                                  | 6 (11.3%)         | -                 | 2 (3.8%)          | -               | 8 (15.1%)          |
| Between female head teachers and male head teachers, females are good at time management   | 1 (1.9%)                           | 4 (7.6%)          | -                 | 1 (1.9%)          | 1 (1.9%)        | 7 (13.2%)          |
| <b>Total</b>   | <b>8 (15.1%)</b>                   | <b>31 (58.5%)</b> | <b>1 (1.9%)</b>   | <b>10 (18.9%)</b> | <b>3 (5.7%)</b> | <b>53 (100.0%)</b> |

The district officials were asked to indicate whether female headed schools were more effectively managed than those headed by their male counterparts. The study revealed that most of the respondents were of the view that female head teachers were more effective than their male counterparts as evidenced by 8 (15.1%) who said “strongly agree” and 31 (58.5%) who said “agree” to the statements on the effectiveness of the schools run by female head teachers compared to their male counterparts as can be seen from Table 23 above. Ten (18.9%) respondents disagreed while one (1.9%) respondent strongly disagreed. Three (5.7%) respondents were

not sure whether schools run by female head teachers were more effective than those run by male head teachers.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF FINDINGS**

This section discusses the results of the study. The study sought to find out how effective the female head teachers were in running their schools compared with their male counterparts. The results are presented in the following manner: number of female and male head teachers; professional qualifications of the head teachers; and how effective the schools run by female and male head teachers were.

On the numbers of female and male head teachers for the years 2000 to 2005, the study revealed that there still existed some disparities in the number of female and male head teachers with males being in the majority. Nonetheless, there had been some significant increase in the number of females taking up positions of head teacher in the years under study. This finding is consistent with that of Banda (2002), who observed that there had been an increasing number of women joining the formal sector in terms of labour force since the 1970s.

Regarding the professional qualifications of the head teachers, the study showed that more male head teachers than their female counterparts had acquired higher professional qualifications. This finding is consistent with those of Chusmar (1988); MoE, UNICEF and Canadian International Development Agency (2000), in which they reported that the notion that

organisation is meritoric so that only the competent succeed is one that was expressed by many males amongst the head teachers and senior officials. The implication for the women was that if they were not succeeding it was because they were not meritorious.

As regards to preferred gender for the position of head teacher, the study revealed that most of the respondents were in favour of a male head teacher as opposed to a female head teacher. Amongst the reasons advanced for preferring a male head teacher were that he was respectful, had good reasoning, understanding and good management skills, including the fact that he was usually cool or level headed and had team leadership and was also open minded whereas a female head teacher was understanding, maintained school cleanliness, was committed to duty and had good financial management.

Since effectiveness is measured in terms of bringing about the intended results, there was need to assess the performance of the head teacher of the school in terms of changes that they had brought to the school in form of providing teaching and learning materials; teachers' classroom furniture and holding regular meetings. The study revealed that both male and female head teachers did bring some of the above named changes to their schools although the majority seemed to have been male head teachers. This finding is consistent with those of Muchelemba (2001) and Etzion (1964) who argued that schools are organisations because they have goals to achieve. A head

teacher of the school is therefore expected to marshal all resources towards the attainment of the set goals for the school.

On whether the head teacher of preferred gender was flexible and democratic in his/her leadership style, the study revealed that more male head teachers were said to possess these attributes than their female counterparts.

On the use of school committees in making major decisions that affected the school, the study revealed that both male and female head teachers made use of the committees. However, there were more male head teachers than their female counterparts reported to have made use of these committees when making major decisions. This study therefore seems to confirm Levin and Lockheads' (1991) claim that for effective management of schools, all stakeholders should be consulted when major decisions are being made.

As regards the head teacher ensuring that the learning and teaching environment was conducive, the study showed that more male head teachers ensured that the learning and teaching environment was conducive.

In order to know the performance of both teachers and pupils, there was need for the head teacher at least to observe some of the lessons. To this effect the teachers in the study were asked to indicate whether their head teachers observed lessons regularly. The study revealed that both female and male head teachers observed some lessons on regular basis although more

male than female head teachers were said to have been doing so. The positive responses from the respondents is an indication that head teachers whether female or male at least observed lessons on regular basis.

The results of the study showed that more male head teachers than female head teachers checked the schemes of work, weekly forecasts, lesson plans and records of work regularly. Very few respondents were not sure of whether their head teachers did not check the above stated tools. That was an indication that the head teachers did check the above stated tools.

As regards the frequency at which head teachers checked the stated tools, the study revealed that more female head teachers compared with their male counterpart checked the above stated tools once in a month. However there were more male head teachers checking the stated tools twice in a month. These revelations showed that male head teachers were more consistent in as far as checking the above stated tools was concerned.

Although both female and male head teachers were said to have been attending to the problems of teachers and support staff, there was a bigger inclination to the fact that more male head teachers than their female counterparts attended to these problems. The fact that female head teachers tended not to attend to these problems adequately and promptly could be that they were busy with pressing domestic problems.



As regards head teachers strictly adhering to the laid down guidelines when arriving at a decision, the study revealed that both female and male head teachers adhered to the laid down guidelines when arriving at a decision though the number of respondents that indicated not being sure as to whether their head teachers adhered to laid down guidelines was much more for the male head teachers than the female head teachers.

On the issue of focus on learning and ensuring that school time was productively used on teaching and learning, the findings of the study revealed that there were more male head teachers who were said to have had focus on learning and ensured that the school time was productively used on teaching and learning than their female counterparts.

On the type of support mechanisms needed to be put in place for female and male head teachers in order to make them more effective, the study revealed that both male and female head teachers needed to be given managerial training, teaching and learning materials and enough financial support for them to be more effective. The study also revealed that head teachers needed to be given more powers to discipline erring officers. A further need that emanated from the study was that female head teachers needed to be provided with a clear policy to guide them in the daily management of their schools. This revelation seems to be consistent with Katz's (1955) allegation that other than possessing technical, human and conceptual skills essential for head teachers and supervisors to perform school centered tasks,

effectiveness is achieved when adequate human, financial and motivational resources are provided to the head teacher.

From the focus group discussions with parents and pupils regarding the number of years that parents had had their children in school, and for how long the pupils had been in school, the study revealed that most parents had had their child/children in the school for a period of between four and six years while the majority of the pupils had been in the school for a period of between one year and three years. The period was long enough for a parent to be able to know what went on in a school. The long period parents had had children at a particular school enabled them to contribute to the school in terms of the education for their children in a positive way. Only a few parents had had their children in the school for a period between seven and nine years.

When it came to rating of school head teachers, the study revealed that both parents and pupils were of the view that both female and male head teachers were good administrators although most of them showed an inclination towards male head teachers as opposed to their female counterparts. The reasons cited for preferring male head teachers were that they were strong, understanding, good counsellors and were disciplinarians. Other reasons cited were that male head teachers had improved examination results, had ensured a clean and conducive school environment for teaching and learning, had improved staffing levels and were transparent. Some parents and pupils

however were in favour of female head teachers and gave reasons such as female head teachers having improved the Home Economics Department, improved the availability of learning and teaching materials and were good disciplinarians. Other reasons were that female head teachers had improved infrastructure, examination results and that they kept the school environment conducive for teaching and learning. The only weakness cited in female head teachers by pupils was that they failed to manage the teaching staff effectively. However, some parents felt that gender was not a key factor in effective management but that good management depended on the skills that one acquired and one's personality. The foregoing views arising from this research were found to be consistent with Katz's (1995) view that a head teacher should have skills that exhibit considerable self-understanding, acceptance, as well as appreciation, empathy and consideration for others. The findings were also in agreement with Pready (1993) who argued that the effectiveness of school management was not measured based on gender.

Regarding the issue of head teachers ensuring that teachers and pupils were in class when they should, nearly all the parents and the pupils in the study were of the view that the only way the head teachers ensured this was by going round the classes and checking period registers. This finding was consistent with that of Levin and Lockhead (1991) who argued that one of the characteristics of an effective school was that they had a clear focus on learning, with school time being productively used on learning. They further

argued that the schools' instructional tasks take precedence over all other activities.

On how female and male school head teachers differed in their management of schools, the study revealed that both parents and pupils were of the view that there was not much difference at all but that running of schools depended on one's experience, skills, personality and training. The only differences that came out from the study were that male head teachers reacted only after careful consideration and had less domestic problems but mismanaged funds, while female head teachers were said to be accommodating, kept the school environment clean and were good financial and material managers though slow in implementing programmes, were moody, emotional and feared challenges.

On adequacy and inadequacy of teaching and learning materials, the study showed that more than half of the parents and pupils under study were of the view that the teaching and learning materials were inadequate. There was a strong indication by both parents and pupils that the inadequacy of the teaching and learning materials was due to thefts by pupils themselves. Lack of funds and poor planning on the part of the head teacher were also reported as reasons for the inadequacy of teaching and learning materials. The study also revealed that some parents and pupils were of the view that teaching and learning materials were adequate. They attributed the adequacy of these materials to the head teachers' focus and priority strategies.

The need for school head teachers to provide pupils with school books and other learning materials cannot be over emphasised. The finding on lack of books in this study is consistent with the findings of Levin and Locckhead (1991) in their study in developing countries. They concluded that where there were inadequate teaching and learning materials, there was no effective student learning.

On the issue of pupil to book ratio, the study revealed that most parents and pupils were of the view that the appropriate pupil to book ratio was 1:1 or 1:2 though a few others were of the view that the appropriate book to pupil ratio was 1:2. For effective learning, the above book to pupil ratios seem to be the most appropriate in view of the current shortage of teaching and learning materials in most schools.

As regards evidence to show whether the head teacher kept within the agreed cost or budgetary limits, the study revealed that most of the parents and the pupils were of the view that there was no available evidence to indicate that head teachers kept within agreed cost or budgetary limits. However some parents and pupils indicated that the only evidence was the financial statements that were availed to the parents by the head teacher during the Parent Teachers Annual General meeting and information availed to pupils by their fellow pupil representatives in meetings with the head teacher. This finding seems to be in conformity with Mullins (1985) and Katz

(1955) who argue that a manager should have the ability to manage human resources and keep within agreed costs or budgetary control limits.

On incidences when the head teacher contributed towards parents and/or pupils being unable to meet important deadlines or tasks most of the parents and pupils were of the view that they had not had any such incidences. Only a few parents indicated that delays were from the government and not the head teachers themselves.

As regards to whether the head teacher utilised the committee system in the school, the study revealed that most parents were not aware of the fact that the head teacher utilised these committees while some of the pupils were aware of the usage of committees. For the few parents and pupils who were aware of the usage of the committees by the head teachers, they said that the committees were used for consultation purposes only. This finding confirms Educating our Future (1996) assertion that the head of a school is expected to collaborate with staff, student councils and Parent Teachers Associations when arriving at decisions aimed at fostering excellence and effectiveness.

On the length of service the DEBSs and DESOs have served in their position, the study revealed that the longest serving member was a female District Education Standards Officer who had served for a period of nine years. This was followed by a male District Education Board Secretary and a male District

(1955) who argue that a manager should have the ability to manage human resources and keep within agreed costs or budgetary control limits.

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Education Standards Officer who had been in their positions for a period of four and six years respectively. These periods could be considered to be long enough for them to give accurate information pertaining to the head teachers who were under their supervision.

On which schools performed better between the female run and the male run, most of the District Officials were of the view that female run schools performed better. The reasons here were that the female run schools had conducive learning environment and that they kept up to date school records. The other reason was that female run schools had less audit queries and that they led by example. These findings are consistent with those of Lance (1996) who contends that women were perceived as possessing more attributes considered necessary in effective administration than their male counterparts. She says female administrators are more flexible; they have better verbal ability in interpersonal relations; they communicate more clearly with children; they tend to possess better foresight; they are better in providing supervisory help to others; they tend to criticise more constructively; communicate better with children; and they have more patience for their work.

In terms of effectiveness, the results of the study showed that female head teachers were more effective than their male counterparts. The respondents in the study strongly agreed with the statements that there was effective supervision in schools run by female head teachers. Further, the study



showed that female run schools were also said to provide a conducive teaching and learning environment and they also marshalled all resources at their disposal towards the improvement of infrastructure and procurement of learning and teaching materials. Female head teachers were also said to be good at time management. The above findings were consistent with those of Hornby (2000) who defines effectiveness as being able to bring about the result intended. This view on effectiveness seems to be at variance with the submissions of the teachers, parents and pupils who felt that the male head teachers were more effective. But it is a more valid position because whereas the parents may speak from a non-professional and non-supervisory level, the district officials speak from a purely un-biased, professional and supervisory position as they are the ones tasked with the responsibility of setting the policy directions of the Ministry of Education.

## **5.1 CONCLUSION**

The study focussed on the effectiveness of female head teachers compared with their male counterparts. The main objectives of the study were to identify female and male head teachers in Lusaka Province between 2000 and 2005; scrutinize female and male head teachers' qualifications; and compare schools run by female head teachers with those run by males in terms of effectiveness.

The main findings of the study were that there still existed some disparities in the numbers of female head teachers compared with their male counterparts.

Therefore there was need to increase the number of female head teachers by way of affirmative action and by identifying capable female teachers to be trained in management. This management training would prepare them to take up positions of head teachers. This would in turn tie up with government's position on promoting at least 30% of the women to decision making positions. As regards professional qualifications, male head teachers seemed to have more qualifications than the female head teachers. This scenario arises from the fact that female gender does not perform as well as the male gender at high school level resulting in fewer numbers of females accessing tertiary education which increases the chances of their rising to positions of decision making. As a case in point, the 2005 Examinations Council of Zambia analysis of results shows that out of the five thousand, six hundred and four pupils (5,604) who sat for Grade 12 examinations in Lusaka, one thousand five hundred and thirty four (1,534) girls out of two thousand seven hundred and seven (2,707) obtained full school certificates representing 56.7% progression rate. As for the male gender, two thousand one hundred and eleven (2,111) pupils out of two thousand eight hundred and forty (2,840) representing 74.11% obtained full school certificates. The situation therefore calls for the MoE to put in place deliberate policies and strategies aimed at encouraging the female gender at all levels to upgrade their academic and professional qualifications through training. In terms of effectiveness, deductive data of the study showed that more female than male head teachers were said to be effective in the running of their schools.

## **5.2 RECOMMENDATIONS**

Basing on the study results, the following are recommended:

1. The Ministry of Education (MoE) should train head teachers in educational management.
2. MoE should hold in-service training for head teachers in management skills during school holidays.
3. The MoE through the District Education Board Secretaries should strengthen institutional monitoring and evaluation of schools in order to improve capacities of the head teachers in as far as school management is concerned
4. MoE should increase the number of female head teachers through training and affirmative action.
5. MoE and other stakeholders should provide adequate teaching and learning materials and financial support to schools for them to be more effective.
6. MoE should provide a clear policy to guide school head teachers in the daily management of their schools.
7. Management training Institutions such as the University of Zambia, Copperbelt University, National Institute of Public Administration and other training providers should be more responsive to societal needs and rise to the challenge of providing short intensive tailor made management courses for head teachers who do not have management training.

8. The government through appropriate line ministries should make deliberate efforts to encourage female pupils to be focussed on attaining high academic and professional qualifications
9. Non-governmental organisations should be encouraged to continue the good work they are doing in sponsoring female pupils in both high school and tertiary learning institutions.

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## Appendix 1

### TEACHER, HEAD OF DEPARTMENT AND DEPUTY HEAD TEACHER'S QUESTIONNAIRE

Dear Respondents

This questionnaire has questions which you are requested to answer by ticking in the appropriate box. Please ensure that you answer truthfully and honestly. Be assured that the information you give in this questionnaire will in no way be used against you, it is purely for academic purposes.

Please tick ☒ in one box for each item below to indicate your answer to the item.

1. a) Indicate the name of the school .....
- b) Location of the school .....
- c) Duration under the current management .....
- d) Indicate the gender of your Head in

2000 ☐

2001 ☐

2002 ☐

2003 ☐

2004 ☐

2005 ☐

- 2 Indicate the professional qualifications of your Head by ticking in the appropriate box.

Certificate ☐

Diploma ☐

Degree ☐

M A ☐

PHD ☐

- 3 Indicate which gender you would prefer for your Head.

Male ☐

Female ☐

- 4 Give reasons for your answer in 3 above.

.....

.....

.....

.....

.....

5 Indicate good management skills you have identified in the Head that you prefer:-Tick ( ✓ ) in the appropriate box.

- |       |              |                          |
|-------|--------------|--------------------------|
| (i)   | Planning     | <input type="checkbox"/> |
| (ii)  | organising   | <input type="checkbox"/> |
| (iii) | Leading      | <input type="checkbox"/> |
| (iv)  | Controlling  | <input type="checkbox"/> |
| (v)   | Accounting   | <input type="checkbox"/> |
| (vi)  | Purchasing   | <input type="checkbox"/> |
| (vii) | Construction | <input type="checkbox"/> |

6 What changes has the Head of your preferred gender brought to this school which you feel has encouraged teachers to work hard at the school?

- |       |  |                          |
|-------|--|--------------------------|
| (i)   | Provision of teaching and Learning materials | <input type="checkbox"/> |
| (ii)  | Provision of teacher's classroom furniture   | <input type="checkbox"/> |
| (iii) | Holding regular meetings with teachers       | <input type="checkbox"/> |

7 Is the Head of your preferred gender flexible and democratic in leadership styles?

- |          |                          |    |                          |
|----------|--------------------------|----|--------------------------|
| Yes      | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Not sure | <input type="checkbox"/> |    |                          |

8 Does the Head of your preferred gender make use of Committees when it comes to making major decisions affecting the school?

- |          |                          |    |                          |
|----------|--------------------------|----|--------------------------|
| Yes      | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Not sure | <input type="checkbox"/> |    |                          |

9 The Head of this school ensures that the learning and teaching environment is conducive

- |          |                          |    |                          |
|----------|--------------------------|----|--------------------------|
| Yes      | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Not sure | <input type="checkbox"/> |    |                          |

10 The Head of this school observes lessons regularly

- |          |                          |    |                          |
|----------|--------------------------|----|--------------------------|
| Yes      | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Not sure | <input type="checkbox"/> |    |                          |

11 The Head of this school checks the schemes of work, weekly forecasts, lesson plans and

records of work regularly.

Yes ☐ No ☐  
Not sure ☐

12 The Head of this school checks the above stated planning tools for teaching

Once a month ☐  
Twice a month ☐  
Thrice a month ☐

13 The Head of this school ensures that the problems of teachers and support staff are adequately attended to promptly.

Yes ☐ No. ☐  
Not sure ☐

14 The Head at this school strictly adheres to the laid down guidelines when arriving at a decision.

Yes ☐ No ☐  
Not sure ☐

15 The Head at this school ensures that financial resources are prudently managed and spent effectively on what would enhance effective teaching and learning.

Yes ☐ No ☐  
Not sure ☐

16 The Head of this school has focus on learning and ensures that school time is productively used on teaching and learning.

Yes ☐ No ☐  
Not sure ☐

17 At this school there is order in terms of controlled atmosphere and general rules.

Yes ☐ No ☐  
Not sure ☐

18 Since I came to this school, I have observed a consistent evaluation and assessment policy by



way of:

- a) Weekly tests
- Yes ☐ No ☐
- Not sure ☐
- b) Monthly tests
- Yes ☐ No ☐
- Not sure ☐
- c) Termly Tests
- Yes ☐ No ☐
- Not sure ☐
- d) Regular Home work
- Yes ☐ No ☐
- Not sure ☐

19 The Head at my school is able to meet important deadlines

Yes ☐ No ☐

Not sure ☐

20 In your view who are better managers-female or Male?

Male ☐ Female ☐

21 Give reasons for your answer in (22)

.....

.....

22 What sort of support mechanisms need to be put in place to make Heads more effective managers

a) Female school Managers

.....

.....

b) Male school Managers.

.....

.....

**THANK YOU**

## **Appendix 2**

### **FOCUS GROUP DISCUSSIONS GUIDELINES FOR PARENTS AND PUPILS**

- 1a) For how long have you been a pupil at this school ?
- b) For how long have you been a parent at this school?
- 2 How do you rate the performance of the school manager at this school? Give reasons for your Answer.
- 3 How do female and male school managers differ in their management of schools? Support your answer with examples.
- 4 How do school managers ensure that teachers and pupils are in class when they should?
- 5 What is your opinion on the adequacy/inadequacy of the teaching and learning materials at your school? What are reasons for adequacy / inadequacy?
- 6 What should be the pupil/book ratio? Give reasons for your answer.
- 7 What evidence is there to indicate that the Head keeps within agreed cost or budgetary limits.
- 8 Is there an incident you can recall when the head contributed towards your being unable to meet important deadlines on tasks?
- 9 How does the Head teacher utilise the committee system in the school?
- 10 Does the Head teacher consult the Community in the management of the school? Give examples.

**THANK YOU**

## Appendix 3

### QUESTIONNAIRE FOR DISTRICT EDUCATION BOARD SECRETARIES AND DISTRICT EDUCATION STANDARDS OFFICERS

Dear Respondent,

This questionnaire has questions which you are required to answer by ticking ☒ in the appropriate box. Please ensure that you answer truthfully and honestly. Be assured that the information you give in this questionnaire will in no way be used against you, it is purely for academic purposes.

#### PART 1.

##### GENERAL INFORMATION

- a) Name of District .....
- b) Gender:                      Male ☐                      Female ☐
- c) How long have you been DEBS  years.
- d) How long have you been DESO  years.

#### PART 11.

- 1 How many Head teachers do you have in your District?

- 2 How many of these Heads are for Basic Schools and how many for High Schools (Give the numbers by gender).

|        | BASIC SCHOOL HEADS   |      | HIGH SCHOOL HEADS    |
|--------|----------------------|------|----------------------|
| Male   | <input type="text"/> | Male | <input type="text"/> |
| Female | <input type="text"/> | Male | <input type="text"/> |

- 3 Of the schools managed by females and Males, which ones perform better?

Female Managed

Male Managed

- 4 Provide evidence for your answer in question 3 above.

.....

.....

- 6 There is effective supervision in schools managed by female managers than those run by male Managers.

|                   |                      |          |                      |          |                      |
|-------------------|----------------------|----------|----------------------|----------|----------------------|
| Strongly Agree    | <input type="text"/> | Agree    | <input type="text"/> | Disagree | <input type="text"/> |
| Strongly Disagree | <input type="text"/> | Not Sure | <input type="text"/> |          |                      |

- 7 Female school Managers provide a conducive teaching and learning environment in their schools as compared to their male counterparts.

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

- 8 There is systematic monitoring in schools run by female school managers than those run by male managers.

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

- 9 Homework policy is part of the continuous assessment strategy in schools run by female school Managers as opposed to those run by males.

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

- 10 Female Managers marshal all the resources towards the improvement of infrastructure, teaching and learning processes.

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

- 11 Female school managers complete important tasks on schedule

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

- 12 Between female school managers and male managers, females are good at time management.

Strongly Agree ☐ Agree ☐ Disagree ☐

Strongly Disagree ☐ Not Sure ☐

**THANK YOU**