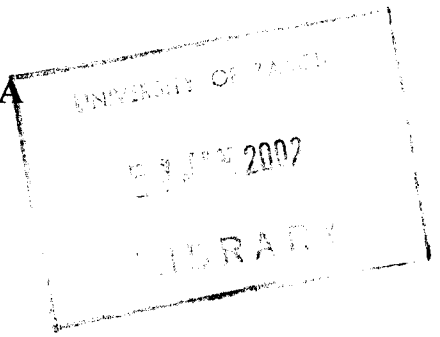


THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION



**PUPILS, TEACHERS AND THE COMMUNITY'S VIEWS ABOUT THE
MANAGEMENT EFFECTIVENESS OF FEMALE AND MALE PUBLIC
SECONDARY SCHOOL HEAD TEACHERS IN LUSAKA DISTRICT**

**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of a
Master of Educational Administration Degree.**

By

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M.ED
Thesis
MUC
2001
C.1

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The University of Zambia

Lusaka

2001

DEDICATION

This piece of work is dedicated to my brilliant children Kenny and Luyando, grade 11 at Kafue Boys' Secondary School and grade 6 at Mary Queen of Peace Private School respectively.

DECLARATION

I, the undersigned declare that this dissertation represents my own work; that it has not previously been submitted for a degree at the University of Zambia or at any other University and that it does not incorporate any published work or material from other thesis.

Signed:.....

Date:.....

APPROVAL

The University of Zambia approves this dissertation by *Violet Muchelemba* as fulfilling part of the requirements of the degree of Master of Educational Administration.

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LIST OF ABBREVIATIONS

1.	P.T.A.	Parent Teacher Association
2.	P.S.R.P	Public Service Reform Programme
3.	E.M.T	Educational Management Training
4.	MOE	Ministry of Education
5.	AIEMS	Action to Improve English, Mathematics and Science
6.	TQM	Total Quality Management
7.	FGD	Focus Group Discussions

ABSTRACT

This study found out the views of the immediate stakeholders in schools about management effectiveness of the male and female head teachers of public secondary schools in Lusaka district. The sample consisted of six secondary schools. Two were girls' secondary schools, a male head headed one of these whereas a female head headed the other one. Two of the other schools were co-educational secondary schools. Both of these schools had female heads. The last two schools were boys' secondary schools. Male head teachers headed them both.

The sample had a total of three male head teachers and three female head teachers. A total number of six grade 12 pupils and four teachers were purposively picked as respondents in each school. The pupil respondents included both boys and girls in co-education schools and boys only or girls only in other schools. The sample had both male and female teachers as respondents. About eight members of the Parent-Teacher Associations (P.T.A.) at each school were sampled as respondents.

The qualitative research paradigm was used for data collection. The instruments were both open ended and closed interview guide. The following variables relevant to management effectiveness were studied:

Communication in schools, decision- making, delegation, teaching materials, leadership style and interpersonal relationships in the schools. Data analysis was done by categorising themes that emerged.

The overall analysis showed that there were no major gender differences in school management effectiveness. The data showed that management effectiveness was more tied to an individual person than it was to the sex of the person exercising the power. The study revealed that most schools in the study area did not have enough teaching materials. Another finding was that most decisions in the schools took the up-down trend. Stakeholders linked management effectiveness to the good results for the pupils in the school. This did not mean only a few pupils performing very well but that the majority of pupils did very well in the school. The yardsticks were the number of pupils qualifying to higher institutions of learning like UNZA after grade 12 and the quality of the results in general. This means that the head and a click of senior teachers made most of the decisions on school policy. In most cases teachers and pupils were left out of the decision- making process. Both pupils and teachers felt the need to be involved fully in decision making in their respective schools.

In relation to delegation, it was found out that there was very little delegation from the head to other members of staff. The little delegation involved only the senior teachers and the deputy head. The findings from these variables could be used to indicate that there was poor communication between the heads and teachers, the head and pupils. Communication among the stakeholders is an essential ingredient for management effectiveness. The views of the respondents were that the head was very important in fostering school management effectiveness although the whole process was a collective responsibility among teachers, pupils and the parents.

ACKNOWLEDGEMENTS

My sincere gratitude goes to my able supervisor and guide Professor Geoffrey Lungwangwa, the Director of Graduate Studies. His invaluable comments and criticisms helped shape this dissertation. I thank him for his efficiency and promptness in making corrections each time I handed in a draft for his scrutiny. Despite his busy programmes, he spared his time to supervise my work and pushed me to do my work on time. Without his concern and encouragement when I almost lost hope, my work might not have materialised.

I would also like to thank my lecturers who handled the course work. These are Professor M.J. Kelly. His lectures and assignments made me have a wider and deeper understanding of the Education system in Zambia. He is an authority in this area. Next is Professor Lungwangwa whose lectures on Educational Research sharpened by research skills. He has armed me with the tools for data excavation. His lectures enabled me understand the importance of **data** in problem identification and eventual solution. Professor Lungwangwa's lectures on Policy formulation and Analysis enabled me understand how and why policy issues arise in the ministry of Education. My thanks also are extended to Dr. Anne Lungowe Sikwibele who empowered me on theories of management and the general management of organisations. This was the springboard of my research topic. I have been enabled to gain a deeper understanding of gender in management, educational management in particular. Dr. Martin Kamwengo is also thanked for his lectures on Development and Use of Human Resources in Education.

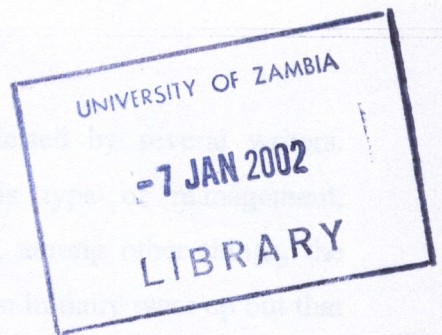
This armed me with the ability to understand the importance of training of the already qualified personnel in organisations. Other members of the EAPS department are also being thanked. These are Mr. Henry Msango and Mr Charles Subulwa. Let me, at this time, also thank my course mates for sharing not only academic ideas but also light moments when time could allow. These are Mr. G. Pelekelo Lipilaelo, Mr. Life Mutaka, Mr. Edward Nkonde, Mr Charles Makwaya and Mr. Felix Namatama (late). We mixed very well despite my being the only female in the course.

My thanks are also extended to the Computer Centre management at the University of Zambia, in particular to the Director of the computer Centre Mr. John S. Munsaka for setting aside computers for the use of Post Graduate students. This helped students cut down on the typing costs that they had to endure before this initiative was introduced. I would like to thank Mr. Boniface Zulu and Mrs H. Chilufya who were always at hand to let the students use the computers under their supervision.

I would like to thank my employers, the ministry of Education for granting me paid study leave and for sponsoring my studies. My thanks also go to Provincial Education Officer for Lusaka, Mrs B. M. Ndhlovu for giving me permission to conduct my research in the schools that fell under her jurisdiction. Head teachers for the schools in Lusaka district that I visited should also be thanked for the warm welcome and co-operation that they accorded me. My thanks go to teachers and pupils that I interviewed for the good time that we had together and also for their openness during the discussions.

I would also like to thank my children who endured my absence from home. I thank them for understanding why they had to remain alone while I stayed at the University. My thanks also go to Mr. John Chipawa Sakulanda for giving me transport to the University for the whole of the first semester of my studies. It would not have been easy for me to commute from Kabulonga every morning.

Last but not the least, my thanks go to Mr Elton Fladson Mpata Banda for the encouragement he gave me each time I felt like giving up.



CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

The search for theories to organisational effectiveness has been going on for many years. The earliest contributors to organisational theory were both practising managers and social scientists. Cole (1996:1) says practising managers tended to reflect upon, and theorise about, their personal experiences of management with the object of producing a set of rational principles of management which could be applied universally in order to achieve organisational efficiency. On the other hand, social scientists focused their attention on issues such as employee motivation, interpersonal communication and leadership style. Cole (1996:1) further says their focus was as much on individual satisfaction as on the efficient use of resources.

At the dawn of the 20th century, Scientific Management or the Classical School of thought emerged with the idea of making organisations effective. Those who subscribed to this view heavily depended on their experience as managers in the industry. Important names in this school of thought were Henri Fayol a Frenchman and F.W. Taylor an American. These were primarily concerned with the structure and activities of formal or official organisations. They stressed issues like division of work, span of control, and the establishment of a hierarchy of authority. They believed that if these were firmly established, organisational efficiency was likely to be achieved (Cole 1996, Hoy and Miskel 1987, Haire 1967, Koontz 1984).

Scientific Management theory has been criticised by several writers. According to Gibson (1982:132) under this type of management, “workers’ morale was negatively affected by, among other things, the centralised decision-making process. Production initially went up but that there were wide spread worker strikes in industries”.

As a reaction to the Scientific Theory of Management, Social Scientists emerged who based their findings on research (Cole 1996, Gibson et al 1982, Owens 1995). Unlike the earlier managers, these were academicians. Their studies between the 1930s and the 1950s became known as the Human Relations School of Thought. Their fundamental approach to management was that people’s needs were the decisive factor in achieving organisational effectiveness (Cole1996). They believed in worker motivation.

Founder members like Elton Mayo argued that management should be people centred (Hoy and Miskel 1987, Gibson, Ivancevich and Donnelley 1982, Owens 1995). According to this school of thought organisational effectiveness was seen as heavily dependent on the expertise of the workers and not on the authority of the administrator. The manager’s role was that of creating harmony in an organisation. They emphasised:

- (i) Effective communication in organisations for organisational effectiveness.
- (ii) Workers’ participation in decision-making in organisations.
- (iii) The need for democratic leadership in organisations (Hoy and Miskel 1987:156).

The Human Relations School did not go unchallenged. In the 1950s, another group of scholars who were not satisfied with earlier theories of management emerged. Their studies became known as the Behavioural

Approach to Management. Important people in this school of thought were Chester Barnard and Herbert Simon. Their view of organisational effectiveness was that there was no “best solution that existed to any given problem but that some solutions were more satisfactory than others were” (Hoy and Miskel 1987:96). Their thesis was that there was no one best way to manage situations. They argued that management effectiveness was based on the dictates of the situation. The ultimate goal of all these early theories on organisations was to try and find ways to make organisations effective in achieving organisational goals.

Organisational theory is important in the study of organisations because, in general, it guides management practice. It also provides practitioners with knowledge and helps them analyse problems and find appropriate solutions to them. It can inform about how people in organisations can shape the structure of individual organisations. The study of large and complex organisations becomes easier with the knowledge of organisational theory.

The concept of management effectiveness has, however, been contentious. Hoy and Miskel (1987:393) argue that “there is no single ultimate criterion that can capture the complex nature of organisational effectiveness”. In the same vein, Preedy (1993:1) argues that, effectiveness is a complex matter with no universally applicable prescriptions. However, depending on the measure being used to determine effectiveness, some scholars have come up with definitions of the term. Reddin (1970:3) says, “effectiveness is the extent to which a manager achieves the output required in his position”. Hoy and Miskel (1987:394) agree that effectiveness can be defined in terms of the degree of goal attainment. Others have also defined the term as “the degree of acceptance that the final decision achieves” (Levin and Lockheed, 1991:211)

Narrowing the term effectiveness to the school setting, Preedy (1993:1) says, “an organisation is effective in so far as it fulfils its goals or objectives. Effectiveness was measured in terms of pupils’ examination results, social and personal development of individual learners.” Hoy and Miskel (1987:394) say, “effective schools produce higher student achievement and generate more positive student attitudes.” A manager in an organisation influences the achievement of organisational goals. The link between management effectiveness and the manager is that the manager should work with and through people to achieve organisational goals (Reddin: 1970:3).

Goals are an important concept in organisational theory as they provide a vision for workers in any organisation. Talking about the importance of goals in an organisation, Hoy et al (1987: 387) say, “goals provide direction and reduce uncertainty for organisational participants and provide a standard for assessment of the organisation.... goals are desired state of affairs which the organisation attempts to realise” The link between goals and management effectiveness depends on whether the organisation, through management, is able to achieve them or not. Linking goals to organisational effectiveness, Hoy and Miskel (1987:387) observed that, “an organisation is effective if the observable outcomes of its activities meet or exceed organisational goals.” In the same vein Gibson (1982:133) reports that, “individuals who had specific, challenging goals out performed those who were given such vague goals as ‘do your best.’”

Goals are an invaluable aid to management effectiveness. Clear goals can be a motivating factor for workers in organisations as they have a measure of what they have to achieve at the end of the day. Musaazi (1991:78)

summarised it all when he said, “all organisations have purposes or goals to realise.”

The term management has been defined differently by different authors (Fayol 1949, Brech 1957, Chants and O'Donnell 1984, and Peters, 1988). Common to all their definitions is that a manager needs to plan, co-ordinate, organise and control in order to achieve organisational goals. Management effectiveness then becomes an essential element in the success of organisations. Musaazi (1991:165) says that, “the purpose of administration in any organisation is to co-ordinate the efforts of people towards the achievement of the organisation's goals. In education these goals relate to teaching, learning and the growth of children and youths.” The definition of management that was given by F.W. Taylor many years ago is still very helpful in organisational theory. He said, “management was getting things done through people”(Savendra and Hawthth 1994:15). A manager in the organisation should have skills on how to work with people to achieve organisational goals.

What then is an organisation and how is it related to a school situation? Koontz and O'Donnell (1984:46) define an organisation as, “a group of individuals who perform distinct but interrelated and co-ordinated functions in order that one or more tasks can be accomplished.” This definition implies that people in an organisation interact on a continuous basis and are involved in activities, which are related to a set of goals that they have to achieve as a group. Paisy (1981) asserts that even as few as two people can form an organisation as long as they share a common purpose.

Literature indicates that there are two main types of organisations. These are formal and informal organisations. Within formal organisations are public and private organisations. Public organisations are run and in most

cases owned by the government whereas private organisations are run and owned by individuals. Formal organisations include colleges, schools, universities and so on. Hoy and Miskel (1987:145) say, “formal organisations, schools included, are characterised by explicit goals and also an elaborate system of rules and regulations and most often with a formal structure as well as authority system.” In the same vein Bennett (1974:96) contends, in every organisation there are people who occupy positions that give them the authority to make decisions that make a difference to the state of the organisation. It is these people who occupy positions in organisations who enhance the achievement of goals for a particular organisation.

In summary therefore, the characteristics of organisations as evident from the literature are:

- (1) They have definite goals.
- (2) People work together to achieve the goals.
- (3) They have a set of rules and regulations that are followed by members.

1.2 The School as an organisation

Schools are organisations because they have definite goals to achieve, people work together to achieve these goals and that they are governed by a set of rules and regulations. To go by Paisey’s definition, there are more than two people working for a common purpose in every school. Longwe (1997:3) says, “a school is an organisation because there are three parties who come together to achieve a common purpose. These being teachers, pupils and parents.” Schools have goals too and these are:

“ The development of the spiritual, moral, mental and physical well being of their pupils. The pursuit of skills and tools by which pupils acquire the knowledge and understanding to enable them not only to make a material

success of life but also to appreciate their leisure time and to contribute to the good of society in which they live.”(Cooke and Dunhill 1963 in Longwe 1997:3)

Cooke and Dunhill see the role of education as that of transforming an individual through the process of learning. Comparing a school to any other organisation, Bennett (1974:110) says,” if we accept that management is the authorised co-ordination and utilisation of human and material resources, we can recognise that in the school there are many positions which give such authorisation to their occupants.” According to Bennett, schools, like any other organisations use tools as a means to achieve goals. Musaaazi (1991:10) sees the difference between schools and other organisations only in the end products of each organisation. He observed, “church looks after the spiritual life of its members, a car factory mainly produces cars, and educational institutions produce teachers, lawyers, engineers, economists and so on.”

Writers agree that organisations are dynamic. They are always changing. The need to expand may be due to changes in demand in society. Schools like any other organisation change according to the demands of society. According to Musaaazi (1991:22) the need for change in schools like in other business enterprises is inevitable in response to the changing society. New methods of teaching are introduced in attempts to realise the aims of education.

Comparing a school to a bureaucracy, Bennett (1974:47-53) observed that, a school like any other formal organisation has a pattern of jobs and job titles which exist independently of the persons who actually fill them. What Bennett refers to here is that the post of the head teacher will always remain in schools whether there is an incumbent head teacher or not. Whoever takes up the position would assume the post of head teacher. According to Musaaazi (1991) formal organisations provide means of

reporting performance and provide control devices to take care of normal human lapses. In a school system, tests and examinations measure performance and provide feedback to the learner.

The Ministry of Education, in its policy document, 'Educating Our Future' (MOE, 1996) outlines some of the goals that schools should strive to achieve. Namely that schools should produce a learner capable of:

- i. being animated by a personally held set of civic, moral and spiritual values;
- ii. developing an analytical, innovative, creative and constructive mind;
- iii. appreciating the relationship between scientific thought, action and technology on the one hand and sustenance of the quality of life on the other and
- iv. demonstrating free expression of one's own ideas and exercising tolerance for other people's views (MOE 1996:5-6)

These goals set by the Ministry of Education are supposed to be interpreted in schools and colleges and form the basis for teaching and learning. In schools, head teachers are supposed to interpret these goals to the teachers to enhance the achievement of goals set out by the Ministry of Education. The interpretation of policies is part of the function of school head teachers. Longwe (1997:4) says, "some of the roles of the head teacher are to interpret and implement Government policies in the school and formulate school policies in the context of the government policy."

In general, management theory and practice, which apply to formal public organisations, applies to schools as well. Lazzerfield (1991) quoted by Chandrasekaran (1997:54) puts the role of school management in perspective when he sees educational management as being a goal in itself

but a means to achieve goals. Its purpose in a learning institution is to carry out with maximum efficiency the purpose for which the school exists. School management can be viewed as a vehicle through which Ministry of Education policies is translated to those they are intended for. Schools that have no clear goals are seen as operating in a vacuum (Longwe 1997).

1.3 School Management Effectiveness

Hargreaves and Hopkins in Preedy, (1993: 229) argue that the management effectiveness of a school head largely depends on how one exercises power, the quality of relationships with subordinates, how clear the delegated duties are made to teachers and the degree of co-operation that exist within the school to implement organisational goals. School management effectiveness is mainly about the head's ability to be involved in and knowledgeable about the progress of individual pupils which is embodied in the goals of a learning institution.

Pupils are at the centre of any learning institution. Understanding school management from their angle would be helpful. Pupils are directly affected by the management behaviour of the head teacher. The importance of learners in any learning institution is put in the following words, "education is about people learning. The learner is the primary customer and unless the school meets their individual requirements, the institution cannot claim to have achieved its goals" (Sallis, 1996:32). School management is meant to foster the improvement of classroom learning, as such pupils become very important. School management, which does not lead to the improvement of classroom learning for pupils, is a failure.

There are many factors that contribute to learning in schools. Availability of textbooks is one of them. Pupils need textbooks in order for their

learning to be enhanced. Since good pupil performance is an indicator of an effective school, the head teacher should ensure that textbooks are available in the school. Availability of teaching and learning materials may contribute to management effectiveness. Research has indicated that learning is severely affected by lack of basic textbooks. Students who do not have their own textbooks to study and take home do not do as well as those who have (Theisen et al, 1983:59). On the other hand, the availability of books appears to be the most consistent school factor in predicting academic achievement (World Bank, 1978). School management effectiveness then becomes incomplete if the head does not ensure that textbooks are available in the school.

The effectiveness of an organisation is largely dependent on the measures being used to determine its effectiveness. A school or any organisation can be effective and ineffective depending on the criteria used (Hoy and Miskel 1987). Other important variables in school management effectiveness include decision-making, delegation, communication, goal setting and achievement and availability of teaching materials in schools.

Though school management effectiveness revolves around the head teacher, it has been found out that school leadership becomes more effective when it includes the sharing of responsibilities for decision-making and planning (Preedy, 1993:17). Sharing responsibility requires team work between the head teacher and teachers themselves. Motivated teachers would be more willing to work as a team in the school. It is therefore an aspect of school management effectiveness for the head to motivate teachers in the school. The head's leadership style would determine the response of the subordinates to that kind of leadership. Powell (1993:158) says, "subordinates differ in their responses to female and male managers, thereby affecting their managers' overall effectiveness".

Teachers are important not only in as far as they affect the management effectiveness of the head but also because they are very important change agents in school. School policies may succeed or fail depending on how teachers react to these particular policies. The success of school policies depend on whether teachers are involved in the decision making process from the very beginning. Mortimore et al (1988:11) advise that teacher involvement in curriculum planning and decision-making on school policy are good attributes of effective school management. Emphasising the importance of teachers in a school, Musaazi (1991:190) noted that every educational system at every level depends heavily on teachers for the execution of its programmes. The teacher is the most indispensable piece of equipment in the school. He or she is the greatest aid to learning. However, depending on the leadership style of the head, he or she may not easily accept decisions made by other members of staff. Effective school management considers or even implements decisions made by other people.

Closely related to decision-making in school management is the aspect of communication. Decisions cannot be made collectively if there is no communication between the head and other stakeholders. The term communication is defined as ' a process of creating, transmitting and interpreting ideas, facts, opinions and feelings (Cole, 1997:207). When people are communicating, they are sharing information.

In schools, communication is basically among the head, teachers and pupils. Communication between pupils and teachers is important. In her research on effective schools, Preedy, (1993:14) found out that those teachers who spent higher proportions of their time not interacting with their children were less successful in promoting progress development. In a related research, Galton and Simon (1980:186) found that the amount of

teacher – pupil contact was important in that the most successful teachers scored highly on pupil-teacher interaction. This was a balance of class and individual contacts with pupils.

Communication between teachers and the head in most cases takes the form of meetings. These may be staff meetings or briefings. During these meetings, decisions are made which may even bring about change in the school. Through communication, both teachers and the head are able to work for a common purpose. Musaazi, (1988:178) discovered that people always co-operate more effectively if they can communicate with one another. In a school setting, the willingness of the teachers to co-operate with the head and work together for the attainment of the school goals depends on their understanding of those goals.

The head can help bring about this co-operation through regular staff meetings with teachers. During staff meetings, the school's problems are discussed and new programmes agreed upon as one body. However, the extent to which this contact is possible depends on how free teachers are to express themselves during meetings and how flexible the head is to accept the ideas and suggestions made by the members of staff.

Through communication, the head teacher can delegate duties to the teachers. Delegation is defined as a power sharing process in which individual managers transfer part of their legitimate authority to subordinates, but without passing on their own ultimate responsibility for the completion of the overall task which has been entrusted to them by their superiors (Cole, 1996:187). Delegation promotes efficiency in schools as tasks may be achieved in the shortest possible time. An effective school head should exercise delegation skills as effectively as possible. School management should be about working with and through

people. From the definition, the successful completion of the delegated task is in the hands of the delegator.

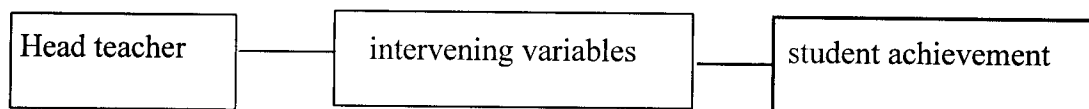
Delegation has advantages in school management. Among them is the fact that tasks are accomplished in the shortest possible time. It also gives the head time to attend to more urgent and important tasks. Delegation acts as training ground for subordinates for higher offices in future. Subordinates are empowered and they feel that their head teachers trust them. Mortimore et al (1988:12) observed, “delegation is one way of involving not only the deputy head, but also teachers in the running of the school. Shared responsibility can enhance effectiveness in the school”. Longwe (1997:8) says, “delegation makes teachers feel that they belong to the school because they participate in its running. They are a team and so refer to it as “our school””

School management effectiveness is a collective responsibility. Though the core person is the head teacher, teamwork with teachers as well as pupils is very important. Organisational goals may not be achieved so easily if the head does not involve teachers in decision making, delegating duties to them and ensuring that teaching materials are available in the school to enhance effective teaching and learning.

Management effectiveness is the ability of the head to realise the goals of the learning institution. This can be done through proper delegation of duties, decision-making, setting goals, communication and the sourcing of teaching and learning materials.

Conceptually, when the head teacher exercises his/her leadership involving some intervening variables like decision-making, delegation, communication and availability of teaching materials, and goal setting,

pupils' performance would be enhanced. The figure below shows the conceptual framework:



Adapted from Pitner (1988 pp. 105- 108)

School management effectiveness in terms of pupils' outcomes is important for teachers, pupils and parents. Some schools are more effective in achieving organisational goals than others achieve. This difference is generally attributed to the management effectiveness of the head teacher. An understanding of the reasons why this occurs is very important for both policy makers and stakeholders in education. There is no study in Zambia so far that has tried to qualitatively understand the management effectiveness of both the male and female head teachers in public secondary schools.

1.4 Gender in School management

Both female and male head teachers are engaged in the management of schools to foster the achievement of their goals. Understanding how gender has been viewed in school management becomes very important. Since both men and women are engaged in managing schools, the question that arises is whether gender plays a role in school management effectiveness.

School management effectiveness, has always been associated with the qualities of men. Despite the teaching profession having more women than men, (Kelly 1994, Ledwith and Colgan 1996, Mertz et al 1989) very few women are found in the management of learning institutions. This is largely because for one to qualify as a head teacher, qualities of a man have been used as a gauge. Marshall (1993:14) observed,

“Women were acceptable management material if they were the same as men, unsuitable if they differed. Dissimilarity provided sufficient justification for excluding them from responsible organisational roles. Men's characteristics have often been the basis for a good manager”.

Literature indicates that women and men differ in their approaches to management, which in turn affect the achievement of organisational goals. Men are said to be autocratic, task oriented and independent. Women are said to possess interpersonal skills and tend to be more democratic in their leadership (Frank, 1988, Martel and Simon, 1989, Powell, 1993, Colgan and Ledwith, 1996). Studies conducted elsewhere (Nina and Vinnicombe, 1996) indicate that some situations demand the use of autocratic or democratic styles or both to achieve the intended goals depending on the problem under consideration.

1.5 Statement of the Problem

Research on School effectiveness has been going on in many parts of the world. Most of these studies have tried to understand why some schools perform better than others using the quantitative research methods. In Zambia, there is no research so far that has been done to try and understand school management from the views of pupils, teachers and members of the community about the management effectiveness of head teachers. The problem that this study was concerned with was to try and understand how the teachers, pupils and the community viewed school management effectiveness of both the female and male head teachers of public secondary schools in Lusaka district.

1.6 Aim of the study

The aim of this study was to assess what pupils, teachers and community views were about school management effectiveness of both the male and female secondary school head teachers in Lusaka district.

1.7 Objectives of the Study

The study aimed at addressing the following objectives:

1. To assess the boy and girl pupils' views about the management effectiveness of the male and female head teachers.
2. To find out the views of female and male teachers about management effectiveness of the male and female head teachers.
3. To assess the community's views about management effectiveness of the male and female head teachers.

1.8 Research Questions

The study addressed the following question: Is the gender of the head teacher a factor in school management effectiveness? To answer this question, the study addressed the following sub questions:

1. How do pupils view the management effectiveness of the school heads?
2. How do teachers view management effectiveness of their head teachers?
3. How do the P.T.A. members view school management effectiveness of the head teachers?
4. What do pupils, teachers and the community view as attributes of an effective head teacher?

1.9 Significance of the Study

The study was aimed at, among other things, providing an understanding of how school management effectiveness was viewed in Zambia from the views of pupils, teachers and members of the community. The study of

management effectiveness was in relation to the head teachers' ability to exercise interpersonal skills in the school through communication, decision-making, goal setting, delegation and availability of teaching and learning materials to achieve goals in schools. These variables were taken to be important in management effectiveness of learning institutions. This study is important because little was known on this subject in Zambia. In addition the knowledge may be useful to various stakeholders such as gender specialists who may wish to use the findings in gender in educational management or gender in education in general. The findings of the study might also be useful to policy makers in their quest to make management of schools effective.

1.10 Delimitation of the Study

Teacher, pupils and community views of management effectiveness may differ countrywide depending on a number of factors. Some of these factors may be the environment of the school, geographical location, that is, whether urban or rural, mission, private or government school. The research was carried out in Lusaka district only due to time and financial factors. There are also many categories of stakeholders like employers, church, NGOs, donors and so on, but these were not included in the study.

1.11 Limitations of the Study

Since the study was conducted in Lusaka, an urban setting, the results cannot be generalised to other parts of the country especially rural areas. Another limitation was that management effectiveness of schools might differ depending on the age of respondents and that as they grow, their views about management effectiveness of schools may change.

The stakeholders in education are many but the study only concentrated on the immediate stakeholders in the school environment. These are pupils, teachers and the community. Effectiveness of the school might also vary

along several dimensions, and that there are also variations over time, this then implies that results cannot be used for a long period of time

1.12 OPERATIONAL DEFINITIONS OF TERMS

1.12.1 Gender

Gender identifies the social differences between men and women that are learned, are changeable over time, and have wide variations within and between cultures.

1.12.2 Management Effectiveness

The manager's ability to achieve the set goals. Good management practice is based on the manager knowing the organisational goals and working towards achieving those goals.

1.12.3 Community

Operationally, the P.T.A. was used to represent the community.

1.12.4. Management

The ability by the leader to plan, co-ordinate, organise and control in order to achieve organisational goals. It is a universal process by which an organisation realises its objectives in a planned way.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Earlier studies on school management sought to understand leadership by focusing on the person as the leader. Since these leaders were almost exclusively one gender, namely masculine, the notion of gender as an important variable in leadership was generally not raised (Eggins, 1997:2). Most of the earlier studies on educational management have tried to measure management by studying the leadership styles of both female and male managers (Pitner, 1981, Eagly and Blair, 1990, Ozga, 1993, Vinnicombe and Nina, 1995, Eggins, 1997). The belief was that management effectiveness was determined or shaped by the leadership styles of the manager (Eggins, 1997:7).

Preedy (1993:1) in her study on managing the effective school says that effectiveness is a complex matter with no universally applicable prescriptions. According to her, it was often defined in terms of goal achievement of a school. An organisation is effective in so far as it fulfils its goals or objectives. Assuming that there were set goals for a school, effectiveness was measured in terms of outcomes, that is, pupil's examination results and social and personal development of individual learners.

Preedy went on to say 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. The study focused on school management effectiveness at junior secondary schools whereas the current study focused on senior secondary school level.

Another study on gender in educational management was carried out by Singleton (1989). The findings, were that if management was to be effective, it required a balance of 'feminine' and 'masculine' skills. Her study focused on six women deputy heads and two male deputies. They were studied in relation to leadership style, role and power. On leadership style, it was discovered that women managers have softer techniques in personal relationships and that they had greater understanding and sympathy for the needs of others.

On the roles of female and male deputy heads, Singleton's study revealed that most of the problems that appeared to need a woman's touch, that is social or emotional problems, were referred to female deputy head teachers. Pupils held a general preconception that male teachers were more effective disciplinarians. The female deputy heads responded that they had great problems dealing with older members of staff who had a more traditional view of the women.

Two respondents according to Singleton's study viewed the role of a woman deputy head as, 'the flower and sandwiches brigade' or the dispenser of sympathy and sanitary towels.' (Singleton 1989: 166). Here leadership in true sense was not attributed to female heads. The issue here is that a woman in leadership is viewed as a flower. A flower here is used to refer to the fact that when a woman is in management, people worry or are more concerned with what she is wearing and not what she is able to do as an administrator (Mwansa and Mufune, 1993)

Singleton further observed that negative attitudes did not come from older men, but older women. The ones who had a strong relationship with the previous deputy head, appeared to resent any attempt to refocus the role. The young members of staff respondents held less rigidly stereotyped views of women. However, a few of them expressed that given a choice

they would prefer a man leading the team as they felt that men had more power. According to this study, age had a negative relationship towards female deputy head teachers. There was a general view from the study that women could not make effective school managers.

In relation to power, the staff did not recognise or acknowledge that the deputy head teachers had any real power and so the female deputies found themselves by-passed. Again the worst offenders were the older members of staff especially males. Most of the members of staff however, looked at the deputy heads as overpaid administrators with no real management role or power. Their views about a good school manager were that:

1. The leaders had to be clear and decisive.
2. The leaders had to be confident when talking about something.
3. A leader had to be reliable in order to win respect from people.

The general conclusion of Singleton's study was that there was no difference between the capacity for women and male deputy heads to exercise their power except that there was a difference in the way they exercised it.

Singleton's study is very similar to the current study except that it concentrated on female and male school deputy headteachers whereas the current study concentrated on the Headteachers of secondary schools. Singleton used the semi-structured interviews as the main instruments of data collection. The current study used both semi-structured interviews and focused group discussions. Geographically, the study was conducted in Britain and the findings may not bear any relevance to Africa let alone the Zambian situation. Singleton's study also looked at being a woman in a management position. The findings were that, people assumed that men possessed the necessary qualities to do the job. This only changed when

men proved otherwise. Women had to prove repeatedly that they could do the job before their abilities could be recognised. Women were later seen as better managers than men were. This was because of their dual role of running a home and carrying out their management functions (Cooper, in Wade, 1989).

Gray (1987) pointed out, that it was fashion in the 1960s and 1970s to appoint populist, aggressive, ideological heads. They have now largely disappeared and the reason, according to Gray, is that they were unsuccessful. They attempted to bring about quick, complete and fundamental change in schools in an aggressive, detached, authoritarian way. These were the common expectations of masculinity, but proved dysfunctional in organisations whose culture could be described in gender terms as a mixture of masculine and feminine. Interestingly, the heads that replaced them were chosen to 'nurse' the schools back to 'health' a far more 'feminine' concept.

Nursing back here gives the impression that people were sick of the dictatorial type of leadership that does not have the human aspect as leadership is being executed. Democratic leadership allows subordinates to participate in decision-making, unlike the autocratic leadership, which discourages such participation. An advantage of the democratic approach is that it can help break down some of the barriers in school management. Preedy (1993:174) observed that, "a dominating, authoritarian, management regime cannot encourage warm, considerate, caring and intuitive behaviour in subordinates"

Gray concluded that if management was to be effective, it required a balance of feminine and masculine skills. This means that management required that at times the feminine and the masculine type of leadership be used depending on the administrative problem under consideration. One

reason why a more feminine style of management may be appropriate for schools could be that feminine styles are more accepting of differences than male.

De Lyon and Mignioulo (1989) carried out a research in the U.S.A. on the subject of women's management style. Their findings were that it was women's rather different approach to educational management that succeeded. By different approach here is meant the ability by female heads to involve people in leadership as opposed to dictatorship, which did not involve others in leadership. They concluded that schools with women in senior positions produced higher achievements in subjects like Mathematics and that there was less violence but higher morale in these schools. According to these researchers, people become motivated to work if they are involved in the running of an organisation. This comes about when the head exercise the interpersonal skills required.

Pitner (1981) conducted another study about women's leadership styles in North America. According to this study the Female School superintendents spent less time on desk work than men, visited more classrooms, kept up to date on curricular issues, spent more time with their peers and sponsored women. Their meeting agendas were more informal and flexible and there was less distance from subordinates. Bass and Avolio (1991) made similar findings about women in school management in the United States of America.

Their findings are recorded in Keith (1997:192). Using the multifactor leadership questionnaire, Bass and Avolio discovered that women managers, on average, were judged more effective and satisfying to work, as well as more likely to generate extra effort from their people. These findings imply that women school managers have the ability to create a conducive working atmosphere for subordinates. Bass and Avolio used the

multifactor leadership questionnaire. School managers were studied in their natural surroundings, assessment centres and laboratories.

Eagly and Johnson (1995) equally carried out some study on gender in management. The focus of their study was on leadership styles for men and women in management. A sample of 370 managers was used in the study. The sample was divided as follows: 289 were studied in their natural organisational settings, 56 in assessment situations and 25 in laboratory studies. Their findings were that:

- (i) There was a tendency for women to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style.
 - (ii) In the interest of performing tasks, studies conducted in assessment and laboratory settings, male managers tended to be more task-oriented than female managers. Male managers were discovered to be better able to organise activities
 - (iii) Studies conducted in their natural organisational settings showed no sex differences among managers in task orientation.
- The study by Eagly and Johnson focused on female and male managers in organisations in general. The current study concentrated on female and male managers in educational management. This study specifically tried to understand management effectiveness from the views of the stakeholders in education.

Alimo-Metcalf (1997) also carried out a research in Britain to determine leadership styles between male and female managers. The findings were that women preferred to use:

"Transformational leadership style or interactive leadership style that encourages participation, the sharing of power and information and the creation of a situation that contribute to people feeling good about themselves. Unlike men who wanted to guard their information, women shared it and preferred to seek solutions from staff rather than behaving as though they were the 'experts.' Women were also much more likely to admit that they did not have all the answers and to seek criticism, which appeared unusual behaviour for men". (Alimo-Metcalf 1997:92)

Alimo's findings again point to the fact that women tend to be more democratic in leadership than their male counterparts. The research also concentrated on leadership styles and not what stakeholders view as effective management.

In East Africa, and Kenya in particular, Appleton (1993) quoted in Kelly (1994:63) conducted some research on gender in Educational Management. His findings were that the gender of the head of the school was significantly related to school performance. Performance in the nine schools in his sample with female headteachers was significantly better than that in the forty-one schools with male headteachers.

Mufune and Mwansa (1993) carried out a study in Zambia on women in supervisory positions. They concluded that women were viewed as less capable of most of the supervisory jobs in the industry. This research is related to the current study in the sense that it looks at gender in supervisory jobs. This research concentrated on women in educational management. The ideas of stakeholders' views about male and female managers were also not taken into account in Mufune and Mwansa's study.

Kabwe and Kasoma (1997) conducted a countrywide survey on the number of women found at different levels of educational management.

The survey was non-academic in the sense that it had no sampling procedures, no research methods or research instruments. It merely gave statistics of women in educational management without specifically looking at schools. The findings, however, were that very few women were found in the management positions of education.

Mitchell (1996) carried out a study on gender in educational management in Zambia. The findings revealed that senior administrators observed that often the best run schools in terms of fiscal management and staff collegiality were those run by women. Women were more likely to follow through the completion of forms, and were less likely to be involved in any misappropriation of school funds (Mitchell, 1996:8)

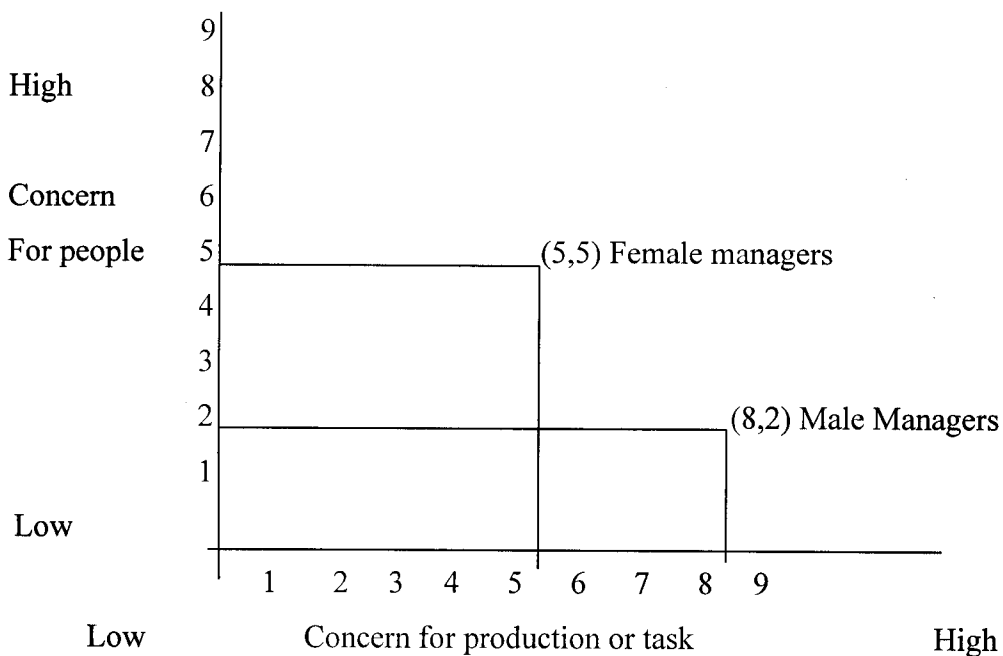
In terms of methodology, most of the available studies reviewed used the quantitative research paradigm in their study of gender in management. Many studies studied managers in their work organisations to determine their leadership styles. The conclusions were the same. No major differences in management ability of the female and male managers. This study used the qualitative research methodology in order to fully understand the management effectiveness not in terms of numbers of the respondents but in terms of their spoken word and reactions during the interviews.

According to available literature, in summary form the management effectiveness of the male and female managers is different only in terms of the way one chooses to exercise his/her leadership style. Presented in table form, the leadership abilities of the male and female may look as follows;

Women	Men
1. democratic	1. autocratic
2. shared information	2. guarded information
3. interpersonal skills	3. self-centred
4. open to criticism	4. know it all attitude
5. participative leadership	5. task oriented

Modern theories of management, especially the Total Quality management (TQMs) (Sallis, 1996) favour the leadership style attributed to women. In Total Quality Management, the customer or client is in the centre of the activities of an organisation. This involves the application of the democratic principle of leadership, which puts the customer in the centre. Pitner (1995:247) put it in the following words modern organisations tend to favour the leadership styles attributed to women. In schools, the customer in the centre is the learner. A leadership style that puts the learner in the centre becomes very useful in running learning institutions.

Using the Moulton and Blake's managerial grid, the leadership styles of men and women would look like in the figure below:



Source: *Based on the dimensions by Blake and Moulton, 1964*

The management grid basically represents the potential management styles of leadership. The dimensions fall on two axes. One dimension represents concern for production or task by managers whereas the other one represents the concern for people. The dimensions vary according to the leadership styles of managers being considered. A manager who strikes (9,1) is said to be more concerned with the completion of the task with more or less regard of people's feelings or views.

Managers who fall in this category are said to lack interpersonal skills or sometimes they are referred to as dictators. A manager who scores, for example, (1,9) on the grid, is regarded as one who is very considerate of people but shows little concern for the achievement of the task at hand. Whereas the manager who scores (5,5) on the grid is said to strike the balance between the concern for task achievement and also the people he or she supervises.

Being more concerned about production is very good for an organisation. The leadership style used to achieve these goals is what is of concern in educational management. Women strike a balance between the concern for production and the concern for people because by being democratic in their leadership style, they are able to motivate their subordinates to work towards goal achievement for their organisation. Democratic leadership entails carrying the people along in running an organisation. A leader who is high on interpersonal style would be expected to use more positive than negative influence strategies.

School management effectiveness is multi – dimensional. The head teacher alone may not manage to bring the school to desired levels without the active involvement of the other members of staff.

Management becomes very important in goal achievement in organisations because, a manager as a leader in an organisation directs other members of the organisations to work towards the achievement of the organisational goals. Different organisations have different goals to achieve depending on the purpose for which the organisation exists. In a school the main measure of management effectiveness is the outstanding pupil performance that teachers, pupils and indeed parents look forward to.

Management effectiveness is goal related. This means that a manager in an organisation should work, through his or her subordinates towards goal achievement of an organisation. The concept of management effectiveness may best be understood if the views of those affected by the management behaviour of the manager are known. This study then focused on understanding school management effectiveness from the people affected by management. This was done through Focused Group

discussions (FGDs) and individual interviews using the open-ended and closed form of interview schedules.

The literature available indicates that a lot of work has been done to determine why some schools produce better results than others or why some schools are more effective than others. For example, researchers identify good schools and examine their characteristics or they compare the characteristics of schools producing better results with those producing very poor ones. Ways and means are then sought to try and bring poor performing schools at the same level with those performing well (Jencks et al, 1972: 123 – 124).

Quantitative data have been used to determine the differences between schools that are not performing well to those that are performing well. Numbers may not reveal the truth of why some schools perform better than others do. This study departed from this tradition by using the qualitative research approach to try and understand why some schools are more effective than others by talking to people affected by the management behaviour of head teachers. The information was sought and gathered from the stakeholders' spoken words as opposed to using numbers. If stakeholders' views are investigated and fully understood, we might find a solution to the problem of effective and ineffective schools, which has taken so much time, and energy of educational researchers.

Another study that tried to understand “effective” schools did so by identifying characteristics of schools and their personnel. They included such variables as the leadership of the principal and the school's assessment procedures. They point out the importance of the process by which people within schools interact to determine goals, conduct everyday business and accommodate conflict and change (McLaughlin, 1978; Rutter, 1981).

There are many other studies on effective schools but little or nothing has been researched on understanding school management effectiveness from the views of those affected by the management behaviour of the school managers. Communication in schools, delegation, decision-making, goal setting, interpersonal relationships and availability of teaching materials in the school are very important variables in understanding school management effectiveness. Purkey, and Smith, (1983:429) quote Tomlinson (1980) in which he agrees that, “a common purpose and clear goals together with instructional leadership from the principal contribute to school effectiveness”.

Good management practice should always be linked to organisational goals. It should be based on all the stakeholders’ full comprehension of the aims of a particular organisation (Hoy and Miskel 1987). School management effectiveness takes into account planning. The head of a learning institution should ensure that this is done through the people running the school in order to create an environment where pupil learning in the classroom will take place.

Management effectiveness involves the formulation of objectives, acquiring and committing of the resources in order to achieve the organisational goals (Savendra and Hawthorn 1994:3). A school head teacher becomes effective in management if he/she can achieve the purpose of a school. In this case, good pupil achievement, which has been used as a measure for management effectiveness of learning institutions. Effectiveness of each individual organisation is dependent on its ability to achieve the objectives for which it exists.

Literature has revealed that management effectiveness of organisations is realised only when the goals for which an organisation was established are

achieved. In schools, measures like decision-making, delegation, goal setting, communication and availability of teaching materials have been used to determine management effectiveness. Decisions, which are collectively made in organisations, are likely to achieve the desired goals. Delegation to teachers makes teachers feel part of their schools. Communication fosters teamwork. If pupil performance is to improve in schools, there is need to have enough teaching and learning materials. The head teacher should be skilful enough to marshal all the above to achieve management effectiveness of a school.

CHAPTER THREE: METHODOLOGY

3.0 Research design

A research design is defined as “the planning of any scientific research from the first to the last step. It is a specification of the most adequate operations to be performed in order to test a specific hypothesis under given conditions” (Bless and Achola 1988:54). The study adopted the descriptive research design to try and understand the views of stakeholders about the management effectiveness of the male and female head teachers in Lusaka district. The descriptive research design was chosen because, “it gives an accurate account of the characteristics of a particular phenomenon, situation, community or person” (Bless and Achola 1988:42). The researcher aimed at giving an accurate account of the characteristics of the sites and the respondents’ views in the schools.

The study utilised the qualitative research technique. This approach was used so that the researcher could record the spoken words of the respondents. The method also enabled the researcher to observe the participant’s behaviour and record it down accurately. Participants were also studied in their natural environment, that is, pupils and teachers in their schools. P.T.A. members were interviewed either from their homes or work places. This was an advantage because respondents were able to express themselves freely to the researcher.

3.1 Population

Lusaka district has eleven public senior secondary schools. Five of these are mixed secondary schools. These are Munali, Libala, David Kaunda, Arakan, and Kamwala secondary schools. Girls' schools are Kabulonga, Roma, Matero and St. Marys' secondary schools. Boys' schools are Kabulonga and Matero Boys' secondary schools. The district has more girls' secondary schools than boys' schools. There are also many basic

schools that cater for pupils from grade one to grade nine. These were not variables for the study.

The researcher set out to collect primary data from the schools that were purposefully selected. Secondary data was also collected through the analysis of written records. The schools under investigation were six in total. The co-education schools were Munali Secondary school and Libala secondary school. Both of these schools had female head teachers. The boys' schools were Kabulonga Boys' Secondary School and Matero Boys, Secondary School. Male head teachers headed them both. The girls' schools were Kabulonga Girls' Secondary School and Matero Girls' Secondary School. Kabulonga Girls' Secondary School had a male head whereas Matero Girls Secondary School had a female head. This brought the total to three female heads and three male heads in the sample area.

3.2 Sampling

The data for this study was collected from six public secondary schools located within the capital city of Zambia – Lusaka. The purposeful sampling was used to select schools that had classes from, grade eight to grade twelve. There were two girls' schools, two co-education schools, and two boys' schools. The pupil respondents were equally purposefully selected as those who had been at the selected schools since grade eight. Purposeful in the sense that the schools and respondents satisfied a particular criterion. Berg et al (1996:234) defines purposeful sampling as, “the selection of cases that satisfy an important criterion.” At the time of the research, the pupils were in grade twelve. This meant that the respondents had been at the same school for at least five years. This criteria was used because respondents may have had experienced both the male and female administration at their respective schools.

The teachers were equally purposively selected. They were those who had taught at the same school for at least five years. The thinking here was that a teacher who had been at the same school this long may understand both the internal and external environment of the school better. Similarly, these teachers had experienced the leadership of both the male and female head teachers. The criterion that was used to select pupils and teachers who had been at a particular school for this period of time was that they were knowledgeable about the school administration. According to Borg et al (1996:307) these are individuals selected because they are well informed about the research topic.

The teachers who responded to the interviews were both male and female. A total number of 36 pupils and 24 teachers took part in the study. These were divided as follows: six pupils from each school, four teachers and 48 members from the P.T.A.s of the sampled schools. The six pupils from each school formed the Focused Group Discussion at that particular school. So did the teachers at each school. This meant that there were a total of six-focused group discussions for teachers and six for pupils.

The members of the community who were used in this research were primarily members of the Parent-Teachers Association (P.T.A.) belonging to the schools under research. This helped the researcher receive diverse views about school management effectiveness of both male and female head teachers.

3.3 Data Collection Procedures

In line with the qualitative research approach, data was collected through Focus Group Discussions (FGDs), structured and semi-structured interviews. These were used to the two categories of the samples. Individual interviews were used for members of the P.T.A. as it was difficult to have them in a group at the same time. The researcher herself

was the main instrument in the research process. She made critical observations of the respondents' non-verbal communication and recorded them down.

Some of the group discussions and interviews were recorded on the audio tapes. This was to enable the researcher to get and write down the actual words and tone that were spoken by the respondents.

3.3.1 Pupils' interview

Pupils were told before hand that the researcher would use an audiotape to record their discussions. Some of the pupils were a bit reluctant to talk freely as much as possible when this was mentioned. However, the researcher assured them that all the information would be treated confidentially. Pupils then opened up and discussed freely. The researcher explained to the respondents that the aim of the research was to find out what their views were about school management effectiveness. These terms were clearly explained to the respondents before the discussions commenced.

As a way of starting the interviews, pupils were asked which subjects they liked most and why. In addition, they were asked who they thought played a role in their education. Their responses were written down. Thereafter, pupils were asked what they understood by effective school management. Issues related to their welfare which would hinder or promote their learning like communication, availability of teaching and learning materials, decision-making in school and so on were discussed at length. Pupils were finally asked to give the qualities of an effective head. In addition, pupils were asked if management effectiveness was tied to the gender of the head.

3.3.2 Teachers interviews

The purpose of the teachers' interview was clearly explained to them before discussions commenced. As a starting point, teachers were asked if they knew the goals of their schools. They were also asked if they participated in setting goals for their school. In the course of the discussion, teachers were asked the sex of the head that they felt freer to work with. The complete interview progressed from there.

3.3.3 Parents' interview

Interview with parents started by the researcher asking them why they chose particular schools to send their children. They were also asked about the sex of the head of the school. The interview progressed by asking parents if they were involved in any way in the running of the schools where their children attended. After the preliminary discussions, the interview progressed in finding out what parents understood by management effectiveness or what constituted an effectively managed school. Unlike in the focus group discussions with other stakeholders, they were interviewed individually as it was difficult to interview them in a group.

3.4 Data Analysis

Data from pupils, teachers and members of the community interviews were transcribed and analysed by coding them into themes that emerged. By identifying a theme, we isolate something that, firstly, happens a number of times. Secondly, that it happens in a specific way (Borg et al 1996, Bless and Achola 1988). Ely (1984) in Ely, Anzul, Friedman, Garner and Steinmetz (1995:150) define a theme as a statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy emotional or factual impact. Data from focused group discussions were also typed and categorised according to themes. The information from audio tapes was equally transcribed using a

peer to verify the information. Themes that emerged formed the basis for data categorisation.

3.5 Data Interpretation

Drawing conclusions from statements, views, and facial expressions from the respondents made data interpretation. These conclusions were used to interpret data according to what pupils, teachers and P.T.A. members viewed as effective school management. The information was used to answer the questions posed in the study. A peer was used to check the validity of the data collected. The findings were used to establish factors which pupils, teachers and members of the P.T.A. viewed as management effectiveness of both the male and female head teachers in Lusaka district.

CHAPTER FOUR: FINDINGS OF THE STUDY

This chapter presents the results of the study. The results are presented the way they were collected from individual schools. Pupils, teachers, and P.T.A. members' views about the management effectiveness of the female and male head teachers are presented. These views centred on the variables which are relevant to school effectiveness namely: delegation, interpersonal relationships in school, communication, decision-making, goal setting and the availability of teaching materials. These variables were identified in chapter one.

Communication is important because it fosters teamwork. Delegation is important because it makes teachers feel they are part of the school. Decision-making is important because decisions made collectively are likely to achieve the intended goals. Goal setting makes teachers have a vision of what they have to achieve at the end of the day. Availability of teaching materials result in improvement in pupil performance, the ultimate measure of school effectiveness.

The differences in school effectiveness are generally attributed to the head teachers' ability to effectively marshal and utilise the variables that are necessary for goal achievement. This study understood school management in relation to pupil performance in major examinations. Related to this was to understand school management effectiveness in relation to goal achievement in the school and how the head teacher, as a leader, facilitated the achievement of these goals. From the literature it has been established that goals are at the centre of any organisation. Attaining them as they are outlined in every organisation is a key measure of management effectiveness. The interviews took the form of Focused Group Discussions (FGDs) starting with pupils. The findings are presented in the following pages:

4.1 Gender in Educational Management

This study investigated whether as far as pupils, teachers and parents were concerned, school management effectiveness was tied to the gender of the head teacher.

4.1.1 Pupils' views

Pupils in schools acknowledged the fact that head teachers were the backbones of the schools. They said that the success of any learning institution largely depended on how the head exercised his or her power. As a leader, the head had to have a vision for the school. The head teacher was expected to ensure that there were teaching and learning materials in the school, qualified teachers, discipline among teachers, pupils and other workers in the school. Pupils expressed varied views during Focus Group Discussions on whether the male or females heads were more effective than the other was.

At Matero Boys' Secondary School, pupils said they had never had a female head teacher during their five-year stay at the school. The history of the school also indicated that a female head had never headed the school. They strongly believed that a male head teacher was more effective than the female head. In their view it was not possible for their school to have a female head teacher. They contended that it would not only be strange to them but that a female head teacher would not manage to discipline teachers. Their view was that a female head would not manage to control boys who they said were difficult. They expressed themselves in the following words:

“We do not like the idea of a female head at this school. Our fear is that teachers may not respect her. If teachers do not fear the head, then our academic performance would be

affected. It is better for a female head to head a girls' school" (Focused Group Discussion at Matero Boys' Secondary school on Thursday 7th October, 1999).

As far as pupils at Matero Boys Secondary school were concerned, school management effectiveness was tied to the gender of the school head teacher. If one was male, the better as a head of a boys' school. They felt that only male head teachers were capable of disciplining both pupils and teachers.

Most of the pupils from other schools indicated that school management effectiveness was not related to the gender of the head teacher. Pupils at Kabulonga Girls Secondary School, who had had both males and females as head of the school observed that school management effectiveness largely depended on individual head teachers and not because one was female or male. They made the observation in the following words:

"Running the school well does not depend on whether the head teacher is male or female. We have had good and bad female head teachers just as male ones. Some of the female heads are actually far much better than male heads, especially as far as maintaining discipline in the school is concerned. Male heads are not very concerned about keeping discipline in school. Poor discipline in school affects our performance negatively." (Focus Group Discussion at Kabulonga Girls Secondary School on Tuesday 12th October, 1999).

The same views came from Kabulonga Boys' Secondary school. They said:

"Although we have never had a female head teacher in the past five years, we have had female deputy head teachers. Female deputy head teachers are equally as hard working as their male counterparts. Whereas as we feel a male head can manage to discipline boys, we feel that female head teachers would command more respect from among pupils and teachers. One of the reasons is because we do not hear female head teachers involving themselves in heavy

drinking or other vices. A female deputy would not punish you without explaining to you why you are being punished”(Focus Group Discussion at Kabulonga Boys’ Secondary School on 13th October, 1999).

At Munali Secondary School, pupils did not attach school management effectiveness to the sex of the head teacher. They said both the female and male head teachers could either be good or bad. This observation was made in the following words:

“We have not noticed any major differences in management effectiveness between our former male head and the current female one. Both of them are quite good. It depends on the person you are dealing with and not because one is female or male.(Focused Group Discussion at Munali Secondary School on 8th October, 1999).

Pupils at Libala Secondary School did not hold any different views about the management effectiveness of the male and female head teachers. Their observation was that they had had both bad and good female and male head teachers. They said what they used as a measure for school management was their ability to get good results at the end of the year. In their words:

“Our former male head teacher was the worst of all. But the male head teacher who was there before him was excellent. We have had very hard working female head teachers where even our results improved but the current female head teacher is not very good. She concentrates on punishing pupils instead of giving them academic guidance. School management effectiveness is dependent on individual head teachers and not whether they are female or male.”(Focused Group Discussion with pupils at Libala Secondary school on 6th October, 1999).

However, there were different views that were noted by pupils about the management of the female and male head teachers. A preference for female head teachers came from Kabulonga Girls’ Secondary School.

They did not link this preference for female head teachers to management effectiveness. Girls preferred to continue with the tradition of female head teachers running their school because of some of the social problems that they faced. They observed that some of the feminine problems that they faced required the attention of female head teachers. As far as they were concerned it would be difficult to confide in a male head than it would with a female head teacher. Their expressions are recorded below:

“We prefer a female head because she can easily understand our problems. We cannot discuss certain things with male head teachers. In addition, male head would find it difficult to visit our toilets and see whether they are clean.” (Focused Group Discussion at Kabulonga Girls’ Secondary School on Tuesday 12th October, 1999).

At Munali Secondary School, pupils pointed out that the only difference they had noted between the former male head and their current female one was that the female head teacher was very fast at attending to problems affecting pupils. They put it this way:

“Whenever we have a problem, our current head (female) attends to it with the urgency it deserves as compared to the previous male head who would make a problem last unnecessarily long.”(Focused Group Discussion at Munali Secondary School on 8th October, 1999).

Although not related to gender in school management, pupils at Kabulonga Girls’ Secondary school categorically stated that they preferred to be taught by male teachers and not female teachers. The girls’ sentiments are recorded in the following words:

“Madam female teachers are not good. If you make a mistake, they won’t forget and forgive. They will keep on referring to that mistake. They are also fond of passing such comments, as ‘you are just fit for marriage. You are too dull’. Such remarks discourage us a lot. Our learning is affected in the end. Male teachers can be annoyed with you today, the following day they will have

forgotten.”(Interview with pupils at Kabulonga Girls’ Secondary School on Tuesday 12th October, 1999).

The preference for male teachers in girls’ only school is an important area for further research. It could not be explored in any more detail than what is given above. It is beyond the scope of this study.

4.1.2 Teachers Views

During the interviews in schools, teachers expressed that they did not see any differences in management effectiveness between the male and female head teachers in the schools. They stressed that school management effectiveness had nothing to do with gender but one's individual ability. The conclusion that came out during the focused group discussions, teachers at Libala, Munali, Matero Girls, Matero Boys, Kabulonga Girls and Kabulonga Boys’ Secondary Schools were that cordial relationships among teachers and the head teacher were important in school management. Also viewed as being important was the availability of teaching and learning materials. This kind of observation came also from teachers at Matero Boys where the school had never had a female head teacher. They said they based their judgement on the administration of female head teachers in schools they had been to before going to Matero Boys’ secondary school.

Differences between the female and male head teachers were noted in some schools. Teachers at Matero Girls had the following to say about female head teachers:

“From our observation, female head teachers tend to be emotional or have moods most of the time. When under such kind of emotions, we fear to approach them because they tend to answer roughly. The former male head teacher was very approachable even over individual problems that teachers faced. It was rare to see the male head coming to school in a bad mood. When female head teachers are

under such moods, even their administrative capability is negatively affected.” (Focused Group Discussion with teachers at Matero Girls on Thursday 7th October, 1999).

Both the male and female teachers at Kabulonga Girls’ Secondary School, Munali, Matero Girls and Libala agreed that female head teachers tended to give proper accountability of school funds than male head teachers did. The common held view from these schools was that female head teachers gave up to date financial reports during P.T.A. meetings. The teachers’ observations are in agreement with Mitchell (1996)’s findings that female head teachers were not likely to misuse school funds.

A divergent view about male and female head teachers came from both the male and female teachers at Kabulonga Girls’ Secondary school. Female teachers at the school said they preferred to work under male head teachers and male teachers said they preferred to work under female head teachers. They expressed themselves in the following words:

“As female teachers, we would rather work under a male teacher. This is because male head teachers are more understanding of the problems that female teachers face as compared to female head teachers. A male head teacher can easily give you permission to attend to your problems than a female teacher would. It is even easier to relate to male head teachers than it is to female head teachers.”(Interview with female teachers at Kabulonga Girls’ secondary school on 12th October, 1999)

At the same school, male teachers in the same discussion group came out strongly that they worked better with female head teachers than they did with male head teachers. They put it in the following words:

“Male head teachers are very hard hearted and no matter how serious your problem is, it is very rare that they can give you permission to attend to your problems. Female head teachers on the other hand are very understanding to teachers’ problems. Each time we present our problems, they are very ready to listen as compared to male head

teachers.(Interview with male teachers at Kabulonga Girls' Secondary School on 12th October, 1999).

However, whatever the different views about social relationships between teachers and their male and female head teachers, the general conclusion from all the schools was that there were no major differences in school management ability between the female and male head teachers.

4.1.3 Parents' views

The general view of the parents was that they looked forward to good pupil performance in examinations and not whether one was a male or female head teacher. They said, generally there are no major differences between the male and female head teachers in the schools they were familiar with. A female member of the P.T.A. at Kabulonga Boys' Secondary School said:

“People just have stereotyped ideas that women cannot make good managers, but we have schools headed by female head teachers which are doing far much better than those headed by male head teachers. This is not only in terms of pupil performance but also in terms of the general discipline on the school, cleanliness and so on. As far as I am concerned, management effectiveness is not tied to the gender of the school head. It entirely depends on an individual. It is possible to have effective or ineffective male head teachers just as you would female ones.”
(Female respondent, A P.T.A. member at Kabulonga Boys' Secondary School).

This kind of view did not only come from female respondent like the one quoted above. A male respondent who is a member of the P.T.A. at Munali Secondary School had a similar observation. He said:

“As far as I am concerned, both male and female head teachers can be effective or ineffective. I have children both at a female headed school and also at a male headed school. I don't see any major differences in management effectiveness between the two. What we are interested in

as parents is that one is able to deliver the goods. These goods are in terms of good pupil achievement in examinations. I don't really mind whether the head of the school is male or female. As far as I am concerned, both of them can either be good or bad." (Male respondent, a member of the P.T.A. at Munali Secondary School)

However, Some of the members of the P.T.A. who were interviewed pointed out that there were some differences in the way female and male head teachers chose to run schools. They did not indicate that this meant that one sex was better at management than the other. Some of the minor differences brought out were:

1. Female heads tended to get frustrated easily and that they were usually shy.
2. Male heads did not favour their male counterparts unless bribed.
3. Tempers of female heads sometimes affected their management.

These were basically the three areas where the male and female head teachers were seen to be different. These did not mean that one sex was more effective than the other one was.

4.2. Decision-making

Decision-making in any organisation is very important. In the school setting, all decisions made are supposed to lead to the improvement of learning for pupils. The goal of every learning institution is centred on the improvement of pupil performance. This is because decisions made may or may not lead to the attainment of organisational goals. Most of the decisions bring about change in school policy. It is this change which should be handled with care, depending on the leadership style of the head teacher, in order for it to be accepted by people concerned and be implemented.

4.2.1. Pupils' views

Pupils in all the six schools complained that they were usually left out of the decision-making process by school management. Pupils said that school authorities should always involve them in decision-making especially when making decisions that directly affected them. They said this could be done as expressed in the following words:

“Head teachers should realise that pupils are also human beings and need to be consulted when decisions are made that directly affect us. This can be done through the student councils, which would represent other pupils when decisions are made by the school administration. We usually reject some of the decisions made through violent protests because we are never made part of the decision-making process.” (Focus Group Discussion with pupils at Munal Secondary School on 8th October, 1999).

At the time of the study, no school had a student council. Commenting on the lack of their involvement in decision-making, pupils at Kabulonga Boys' Secondary School expressed themselves in the following words:

“Administrators should not impose decisions on pupils. We want to be involved in decision-making through Student Councils but they had been banned in all the schools. As such we are on the receiving end of the decisions that we do not even want sometimes. If we were involved, we could make good suggestions concerning our welfare and avoid any form of disturbances in the school. We could also explain our problems better to administrators because we understand our problems better”(Focused Group Discussion with boys at Kabulonga Boys' Secondary School on 13th October, 1999).

Pupils at Kabulonga Girls Secondary School had similar complaints. Their sentiments are recorded in the following words:

“The school administration decided to change our uniform from the old one. We were not consulted on what type of uniform we wanted. Only two prefects were called to

model before parents and teachers in uniform that parents and teachers had chosen for us. We just had to accept their choice.” (Focused Group Discussion with pupils at Kabulonga Girls’ Secondary School on Tuesday 12th October, 1999).

The contention of the pupils was that involving them in decision-making may make them understand the problems schools face and why certain things are not done the way they expect them to be. They argued that it was important that school management took pupils' interests in account. Most decisions bring about some element of change. People usually resist change. If pupils are to readily accept decisions made in schools, they should be made part and parcel of bringing about that change from the very beginning.

4.2.2. Teachers’ views

Teachers said that they were in most cases on the receiving end of decisions made by the school administrators. Certain decisions made by the school administration do not yield the desired results. A disturbance at Libala Secondary School is a case worth referring to. The school administration made a decision for pupils not to write end of year examinations without involving teachers. When pupils rioted over the decision made by the school administration, teachers reacted in the following way:

“When pupils protested and rioted for not writing end of year examinations, us teachers simply watched without helping as pupils destroyed property and even blocked the road to traffic. We were not told beforehand why the end of year examinations could not be written. The decision was made by the head alone so we let the head sort out the mess alone as we stood aloof” (Focused Group Discussion with male and female teachers at Libala Sec. School on Wednesday 6th October, 1999).

There was an indication that some times teachers are involved in making certain decisions in the school. These were decisions like setting dates for sports day, what should be done in relation to preventive maintenance and never on how school finances should be used.

“Some times head teachers involve us in making decisions in the school. These are such decisions as brainstorming when end of term tests could be held or when setting dates for sports day. Other areas where we are usually involved in is suggesting ways of fund raising for the school. But when it comes to making decisions on how the money raised is to be spent, teachers are never consulted. Expenditures are usually the decisions of the head teacher alone. We expect an effective head teacher to involve teachers all the time in making decisions that pertain to the running of the school. Both male and female head teachers are the same in this area.” (Focused Group Discussion with male and female teachers at Kabulonga Girls’ Secondary School on 12th October, 1999).

4.2.3. Parents’ views

Authorities in the field of education like Fullan (1996) stress the importance of parental involvement in the education of their children. Although there are different forms of parental involvement in the schools, this study was concerned with that type of parental involvement that contributed to good pupil performance. Fullan (1996:227) describes this involvement as:

“That kind of parental involvement whereby pupils are helped by their parents doing homework, interacting with teachers frequently to discuss the academic performance of their children.”

Parents said they were rarely involved in making decisions related to the daily running of the school. A member of the P.T.A. at Libala Secondary School had the following to say:

“We are basically involved in decisions that are related to fund raising in the schools. Other than that, it is very rare that head teachers involve us in the decision making process in the school. I have been a member of the P.T.A. at Libala for the past five years. Neither the former male head teacher nor the current female head takes keen interest in involving parents in decision making. As far as parents are concerned, we expect an effective head teacher never to leave parents aside when making decisions especially those decisions that involve school expenditures” (Interview with female member of the P.T.A. at Libala secondary school).

Generally, the members of the P.T.A. who were interviewed agreed that some schools were better than others were. Their basis for comparison was usually in terms of good examination results and the general discipline in the school. Parents attached management effectiveness of a school head teacher to good pupil performance. They said the most important person in determining the fate of the school was the head. They contented that the way the head teacher chose to run a school had a bearing on pupil performance. The ideal administrator, as far as parents were concerned, was one who would ensure that there was maximum efficiency for the attainment of goals for which the school exists.

4.3. Communication

Communication in schools is important because it helps stakeholders share idea messages or even attitudes. Through effective communication with pupils, teachers and the head teacher, the achievement of school goals may be enhanced. Hoy and Miskel (1987:358) observed that, human action is needed to accomplish goals in school. Goal -directed behaviour is elicited through communication. There is a strong link between effective communication among stakeholders and the attainment of organisational goals, which school head teachers, should be aware of.

4.3.1. Pupils' views

The interviews with pupils revealed that there was very little communication between the pupils and the head teachers. All the pupils in the six schools said that they feared their head teachers. They said that the only time that many of them entered the head's office was when they had a disciplinary case to answer. Because of this apparent lack of communication, pupils reported that they found it difficult to report teachers who were not teaching them. They expected an effective head teacher to go round classes during lessons to ensure that teachers were in their respective classes. Examples of poor communication between the head and pupils were given.

At Libala Secondary School, the school administration failed to communicate to the pupils why the school had had no water over a period of three months. Pupils at this school said because they were not free to approach the head to find out the cause of the problem, they resorted to violent behaviour. In their words:

“Recently we rioted over lack of water in the school because the problem was not explained to us. Meanwhile the problem had affected the school for three months. Because we had no platform on which to find out from the school administration, the solution for us was to riot in order to air our anger”(Focused Group Discussion with boys and girls at Libala Secondary School on Wednesday 6th October, 1999).

At Matero boys' Secondary School, pupils expressed their fear of their head teacher as follows:

“We fear our head. There is a big distance between the head and us pupils. There is no good relationship between the head and the pupils. Because of this we fear to talk to our head teacher even over issues concerning our academic welfare.” (Focused Group discussion with pupils at Matero Boys' secondary School on Thursday 7th October, 1999).

Pupils said school management effectiveness should take into account effective communication between the head and pupils so that pupils could receive some guidance on their academic welfare especially before writing major examinations. As far as pupils were concerned, an effective head was one who acted as a parent at school. They also contented that the head should ensure that a conducive learning atmosphere prevailed in the school all the time.

4.3.2. Teachers' views

One way a head can co-ordinate school activities is through communication. Communication can take different forms, but basically in schools it takes the form of meetings. It is usually during meetings that school policies are made or revealed. Holding meetings in schools is one way the head communicates with members of staff. Meetings in the six schools were held at either the beginning or end of each term. The two types of meetings that teachers said were held in schools were staff briefings and staff meetings. They distinguished the two types of meetings. Briefings were short meetings called for by the head teacher at short notice to inform teachers about something. The head alone usually talked during such meetings. The staff meetings were described as longer meetings where teachers and the school head shared information.

Teachers indicated that they preferred staff meetings to briefings because they said during staff meetings they were able to share information and contribute to discussions. Teachers at Kabulonga girls Secondary School said during the male head teacher' management, they had had more briefings than staff meetings. They expressed themselves in the following words:

“At this school we have had more of staff briefings than staff meetings. The problem with such meetings is that they are called at short notice. This contributes to a lot of noise in the school because teachers may not have prepared enough work for pupils to do while they attended these

briefings. We prefer meetings which are time tabled so that we can attend prepared both to contribute during meetings and leaving enough work for our classes.”(Focused Group Discussion with female and male teachers at Kabulonga Girls Secondary School on 12th October, 1999).

At Munali Secondary School, teachers said their head teacher used committees to foster communication in the school. They stated that:

“Since our school is very big, our head teacher encourages all teachers to belong to different committees that deal with different aspects of the school. The chairpersons of these committees would take the views of other members of the committees to the head teacher. We are happy with this arrangement because it means that we are constantly communicating with the head teacher though not directly as individuals.” (Focused Group discussion with male and female teachers at Munali Secondary School on 8th October, 1999).

At Matero Girls’ Secondary School, teachers indicated that they had very poor communication relationships with their head teacher. They said their head kept to herself and rarely mixed with other teachers. They described the situation in the following words:

“Here it is each one for himself and god for us all. There is no cordial relationship with our head. However, this does not affect our work. The only problem is that the head might not be aware of the goings-on in the school which teachers may be aware of. It is very important that heads communicate with their teachers” (Focused Group Discussion with male and female teachers at Matero Girls’ Secondary School on Thursday 7th October, 1999).

Teachers said that an effectively managed school should reflect some form of unity among the members of staff as well as management. They observed that an effective head is one who would communicate with the teachers all the time about the general welfare of the school. They said this was important because whereas the heads most times kept to their

offices, teaches would be all over the school and as such they would know what was happening around the school.

4.3.3. Parents' views

Many P.T.A. members interviewed indicated they were not in constant communication with their schools. Only the P.T.A. chairman for Matero Boys' Secondary School indicated that the school contacted him any time the school wanted his services.

A male member of the P.T.A. at Munali Secondary School said:

“We don't really need to be in constant touch with the schools as parents. We know we have capable people to run the schools. These are the head teacher and other members of staff. We expect to be contacted when there is an emergency or when there is need to involve us in making a decision pertaining to the welfare of the school.”(Interview with a male member of the P.T.A. at Munali Secondary School).

Another female member of the P.T.A. of Kabulonga Boys' said the following:

“In most schools communication between parents and the schools take the form of letters written by the head to the parents if there is an issue in the school that required the involvement of the parents. Generally, communication between parents and schools is when there is an Annual General meeting. But I personally believe that constant communication between parents and schools, especially concerning the academic welfare of the children is very important.”(Interview with a female member of the P.T.A. of Kabulonga Boys' secondary school).

Members of the P.T.A. acknowledged that effectively managed schools establish good communication with stakeholders. They all agreed that head teachers should know that communication is important for the welfare of the pupils.

4.4. Goal Setting

Goals enable organisations work towards a particular direction. Schools, like any other organisations should have goals for which they exist. The knowledge of these goals by stakeholders becomes very important in school management effectiveness. Goals help schools have a focus of what it is they would like to achieve. As Purkey (1983:445) observed, “Schools need to focus on those tasks they deem most important. This allows the school to direct its resources and shape its functioning toward the realisation of those goals.”

4.4.1. Pupils’ views

Pupils should be made aware of the goals of their school. This would help them work towards the attainment of those goals. Pupils in all the schools said they were not sure of the goals of their schools.

Pupils at Kabulonga Boys’ Secondary had the same views. They expressed themselves in the following words:

“It is difficult for us to know the goals of our schools because nobody tells us bout them. All we know is that our goal is to get good results at the end.”(Discussion with pupils at Kabulonga Boys on 13th October, 1999).

Pupils at Matero Boys’ Secondary School said they knew the goals of their school as being embedded in the school motto. They explained this as:

“The goal of the school that we know about is embedded in the school motto. **Deeds and not words.** We are encouraged by the school motto to work hard and not merely doing a lot of talking. Though no one formally explained the meaning of the motto to us, we know that that is what it means.” (Focused Group Discussion with pupils at Matero Boys’ Secondary School on 7th October, 1999).

4.4.2. Teachers' views

Generally teachers in five schools out of six indicated that they were not very sure of the goals of their schools. Teachers in all the schools complained of lack of Ministry of Education policy documents in the schools. Head teachers did not take the trouble to explain these to teachers.

At Kabulonga Boys' Secondary School, teachers said the only goals they were aware of were those set by individual departments.

“The goals that we know of are those made at departmental level. These goals are arrived at after analysing the results of the previous year's examinations. Individual department then set goals based on the results of that particular year. Apart from this, we do not know of any other goals in the school.” (Focused Group Discussion with male and female teachers at Kabulonga Boys' School on 13th October, 1999).

At Matero Boys' Secondary, a mission school, teachers were confidently aware of the goal of their school. They said their head involved them in setting goals for their school. They explained that the goal of their school was embedded in their school motto “*Deeds and not Words*”. They translated this motto to mean that their school was action oriented and that everybody in the school including general workers worked towards the achievement of good results for the school. The teachers said their motto was a way they decided to translate the mission statement of the school in summary form so that it could be easily understood. Teachers said they found their motto very challenging because it guided them towards the achievement of the goal of the school.

At Munali Secondary school both the female and male teacher respondents said that they knew the goals of their school as “good academic achievement for pupils”. When asked to elaborate further, the teachers

could not explain what the maxim meant. They said they were not aware of the school's goal.

The general picture that emerged was that teachers in government secondary schools worked without a clear direction. They did not seem to be very conversant with the goals of their schools. Teachers in mission schools like Matero Boys' Secondary school were very clear about the goal of their school and they could explain it to anybody.

4.4.3. Parents' views

Most of the P.T.A. members, talking on behalf of parents agreed that many parents were not aware of the goals of the school where their children went. Those interviewed said that despite being members of the P.T.A. in various schools they were not very familiar with the goals of the school. A member of the P.T.A. at Kabulonga Girls Secondary School expressed herself in the following words:

“I have been a member of the P.T.A. at this school for two years now and was one at another school for three years. I never came to know fully what the goals in schools are. All we know as parents is that every school should aim at producing the best examination results for pupils. If schools made it a point to involve parents in setting goals for the schools, not necessarily academic goals, we would surely come in full support to help schools achieve these goals.” (Interview with a female member of the P.T.A. at Kabulonga Girls' Secondary School).

The lady said their ignorance was as a result of lack of interaction with head teachers to inform them of the goals of schools. She said school management effectiveness should aim at making stakeholders aware of the goals to be achieved by the end of the year.

4.5. Delegation

Delegation empowers the subordinates and improves efficiency in an organisation (Cole 1996). It reduces the workload on the part of the manager. To be efficient, head teachers should delegate duties to subordinates. (Eyre 1993:85) says, “Delegation is in fact, one of the major functions of effective management.”

4.5.1. Pupils’ views

Pupils in the schools said they did the work, which would have been delegated, to the prefects by the school administration. Their comments are in the following words:

“Most of the duties are delegated either by the head teacher or the senior teachers to the prefects. The prefects then come and make other pupils do the delegated duties. These duties are like working at the production unit, cleaning the school surroundings, or supervising pupils who are on punishment. Prefects are sometimes told to be in charge of the sports training. If the teacher is not around prefects will make sure sports training is going on well.” (Focused Group Discussion with pupils at Matero Girls’ Secondary school on 7th October, 1999).

At Kabulonga Girls’ Secondary School, pupils gave additional duties that are delegated to prefects by the school administration. They said:

“Prefects are the ones who the head teacher or any other teachers delegate duties to. For example prefects would be told to write down the names of late comers, ensure that all the girls are in correct uniform and also to ensure that pupils always kept to the left whenever they were walking in the corridors.” (Focused Group Discussion with pupils at Kabulonga Girls’ Secondary school on 12th October, 1999).

4.5.2. Teachers' views

Though the meaning of the term 'delegation' was clarified to the teachers before the interview started, teachers in most schools seemed not to be familiar with the term. After clarification, most of the teachers said that their head teachers only delegated duties to their 'favourite' teachers. They explained this in the following words:

Teachers at Libala Secondary School had different explanations why head teachers were reluctant to delegate duties to other teachers. They put it this way:

“Some head teachers fear to delegate duties to teachers, especially those duties related to the expenditure of money in the school because they are not transparent. The other reason could be that some head teachers don't feel safe in their offices because they know that they are ineffective. If they delegated duties to their juniors, the juniors may end up performing the duties better than they perform. It might not be true about all the head teachers, but generally that is the main reason. An effective head teacher should delegate duties to teachers. Both male and female head teachers are not very good at delegation.” (Focused Group Discussion with teachers at Libala Secondary School on 6th October, 199).

4.5.3. Parents' views

Members of the P.T.A. said they did not expect head teachers to delegate school duties to them. They said that this was only possible during fund raising when duties could be shared among members of staff and parents. A male member of the P.T.A. at Matero Boys' Secondary school said:

“We do not really need head teachers to delegate duties to us. We can have duties delegated to us if there is a function to be held by the school that involves parents.” (Interview with a male member of the P.T.A. at Matero Boys' Secondary school).

4.6. Teaching materials

Teaching and learning materials are an aid to pupil learning. It is easier to give homework to pupils when they have textbooks to use.

4.6.1. Pupils' views

Pupils observed that the availability of teaching and learning materials in any school should be as a result of efforts made by the head teacher. As far as pupils were concerned, an effective head teacher had to ensure that there were enough teaching materials in the school. Only at Materio Boys' Secondary school pupils said they had textbooks in all the subjects.

Pupils at Kabulonga Boys' Secondary school attributed the presence of textbooks in English, Science and Mathematics to the presence of the Action to Improve English Science and Mathematics (AIEMS) project. Their words are recorded below:

“The AIEMS project brings books for English, Science and Mathematics. In the other subjects which are not supported by this project, we have no learning materials” (Focused Group Discussion with pupils at Kabulonga Boys' Secondary school on 13th October, 1999).

At Materio Boys' Secondary school, pupils confidently said:

“We have all the teaching materials that need. This is as a result of efforts made both by the head and the catholic brothers.” (Focused Group Discussion with pupils at Materio Boys' Secondary school on 7th October, 1999).

Generally, the situation of textbooks was very poor in all the five schools except Materio Boys where pupils said they had all the books that they needed.

4.6.2. Teachers' views

Teachers in the five schools had the same answer that teaching materials were available only in English, Science and Mathematics. Teachers said that the lack of teaching materials in the schools affected their work very much. They expected an effective head teacher to be very concerned about the plight of the teachers and provide them with the tools to work with.

Teachers at Matero Boys' Secondary School indicated that the school did not lack any teaching materials. They put it in the following words:

“We are happy at this school. What motivates us to stay on and work hard is the good reputation of the school and the availability of teaching and learning materials in all the subjects including laboratory equipment.” (Focused Group Discuss with teachers at Matero Boys' Secondary School on Monday 11th October, 1999).

4.6.3. Parents' views

Concerning teaching materials, members of the P.T.A. interviewed acknowledged the fact that many schools lacked teaching materials.

“All parents know very well that there are either nothing completely or scanty teaching materials in schools but there is very little we can do. It is up to the head teachers to use initiative to ensure that the schools have the necessary resources that they need. One way this may be done is through head teachers approaching some parents who may have influence in the book industry.” (Interview with a female member of the P.T.A. at Matero Girls' Secondary School).

Pupils, teachers and parents pointed to the innovativeness of the head teachers in order to ensure that schools had teaching and learning materials. School management effectiveness was linked to the head

teacher's ability to, among other things, source teaching materials for schools.

4.7. Qualities of an Effective Head Teacher

Pupils in winding up the discussion were asked to give qualities of an effective head teacher.

4.7.1. Pupils' views

The discussion with pupils ended by asking them to give qualities of an effective head teacher. The responses of the pupils were classified into three groups, namely: personal attributes, moral standing, academic and administrative abilities.

4.7.1.1. Personal abilities of the head teacher

1. Someone who listens to pupils' problems
2. One who is respected and not feared.
3. One who should co-operate with parents especially when decisions concerning money are made in the school.
4. Someone principled and approachable.
5. One who is ready to receive and solve problems all the time.
6. One who uses initiative to solve problems affecting pupils as well as teachers and the school in general.
7. One who is willing to get advice from others.
8. One who is confident when addressing pupils.
9. One who commands respect from teachers as well as pupils.
10. One who is able to sort of crisis should one arise.

4.7.1.2. Moral standing

1. One who does not take to too much drinking
2. Someone who is morally upright in all respects
3. Someone who accounts for all the money pupils pay

4. Someone who exercises accountability and transparency
5. One who leads by example
6. One who is honest
7. One who is loyal to the school
8. Someone who is not corrupt as this leads to falling standards in schools

4.7.1.3. Academic and Administrative abilities

1. One who cares about the academic welfare of the pupils.
2. One who is a good communicator to pupils especially addressing Grade 12 pupils just before writing examinations.
3. Someone who ensures that the careers office is working well.
4. One who is interested in pupils' extra curricular activities by giving support especially when pupils are going away for competitions.
5. Someone who involves pupils in decision-making especially those that directly affect them.
6. One who has delegation skills
7. One who ensures that there is discipline in the school amongst both teachers and pupils.

In addition, pupils gave what they thought were elements of an effectively managed school. They came up with the following list:

1. Pupils' performance is very good.
2. Large numbers of pupils qualifying to the university
3. High level of cleanliness among both pupils and teachers including the school surroundings.
4. Financial discipline in the school.
5. Teachers are dedicated to their work.
6. Correct number of pupils in class. No over enrolment.

7. High level of discipline in the school.
8. Good infrastructure and the availability of furniture in the school.
9. Availability of rules in the school and these rules are strictly followed by all concerned.
10. Recreation facilities for both teachers and pupils.
11. Affordable school fees.
12. Good relationships between pupils, teachers and the head.
13. Existence of clubs in the school.
14. Presence of a good library with latest books.

4.7.2. Teachers' views

To conclude the Focus Group Discussion, teachers were asked to give the qualities of an effective head teacher. Their views were also classified into three groups along the lines of those of pupils.

4.7.2.1. Personal Attributes

1. Approachable by displaying a good personality.
2. Readily available in the office to attend to people from outside as well as pupils and teachers.
3. Show confidence in what they do.
4. Cheerful
5. Intelligent and dynamic.
6. Willing to accept change.
7. Firm but friendly both to pupils and teachers.
8. Command respect and not demand for it.

4.7.2.2. Moral standing

1. Exemplary in conduct both in private and public life especially in as far as public life is concerned.
2. Transparent in everything pertaining to the running of the school.
3. Be morally upright and be a role model for people around.

4.7.2.3 Academic and administrative abilities of the head teachers

1. Well trained in administrative matters.
2. Firm in the sense that when a wrong is done, it should be pointed out immediately and give advice appropriately.
3. Be impartial when dealing with pupils, teachers and other members of the community.
4. A good planner, involving other members of staff in the planning process.
5. A good communicator through holding meeting in the school.

4.7.3. Views of the members of the P.T.A.

Before ending the interviews, members of the P.T.A. were asked to give qualities of an effective head teacher. Parents felt that an effective head teacher should be:

1. Tough, evaluator and educator.
2. Gentle and effective.
3. Effective in interpreting government policy to other members of staff.
4. A controller of school activities and a guide to those new in the school.
5. Approachable and innovative.
6. In possession of good management skills, enforcing rules and regulations in the school.
7. An effective supervisor to enhance goal achievement.
8. Firm, confident and financially discipline.
9. Punctual and lover of one's job.
10. Regular in checking teachers and pupils work.
11. Facilitator and motivator.
12. A role model for all the subordinates.
13. Effective in providing teaching and learning materials in the school.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

This chapter presents the discussion of the findings of the study. The discussion follows the variables upon which data collection was based. These were gender in educational management, in relation to decision-making, communication, goal setting, and delegation, and teaching and learning materials. Further, the chapter discusses the question raised earlier namely: Is the gender of the head teacher a factor in school management effectiveness?

5.1. Gender in Educational Management

The literature available on gender in management indicates that there are no differences between the male and female leaders in their ability to manage an institution (Marshall 1993, Blackmore and Kenway 1994, Pitner 1981 Powell 1993). In this study, just like in most of the literature reviewed, the overall findings indicated that there were no observable differences in management effectiveness between the male and female head teachers as observed by the respondents. According to the respondents, management effectiveness was more related to the individual head teacher's ability to exercise power and authority not to their sex.

From the responses to questions about gender and educational management effectiveness, there is a clear indication that pupils, teachers and members of the community did not attach gender to management ability. Their observations were that there were no noticeable differences in management ability of either gender of the head teacher that would discharge him or her to run a school effectively. This was because in the study it was possible to find schools with either a male or female head teacher performing very well or badly. School management effectiveness

was attached more to an individual exercising the power and not necessarily that one was of a particular gender.

Studies carried out in other parts of the world (Pitner 1981, DeLyon and Magnioulo 1989, Vinnicombe and Nina 1995 in U.S.A., Alimo-Metcalf 1997 in Britain) have equally concluded that the gender of the manager is not a factor in the management of organisations. These and many others are in agreement with the findings of this study that gender does not play a role in effective school management. Considering the fact that the findings of this study are in agreement with the findings in other parts of the world, it means that the marginalisation of women in management positions that characterise the education systems, has no basis in ability to execute management functions. The stereotypes that women cannot make good managers might be founded in non empirical factors which lie in gender stereotypes. This then means that leaving out either gender in the management of organisations, educational management in particular, would be denying schools of effective leadership (Powell 1993).

There are other advantages of the female gender in management that came from the respondents in the study. One of the advantages that distinguished female managers from their male counterparts was that female head teachers tended to be more accountable in their dealings with school finances as compared to their male counterparts. Mitchell's (1996) study on *Gender in Educational Management* made similar findings that schools with female head teachers had no problems with their financial records. One of the explanations that was given by one of the female respondents was that women in most cases are not involved in such vices, as beer drinking that demand the use of money all the time. She further explained that too much drinking was one reason why some male managers tended to be broke. When broke they may be tempted to use school money to sustain their drinking. The reason given by the female

respondents why female managers tended to be more accountable for finances was that they played the role of finance managers in their homes. Eagly and Blair (1990) also agree that it is women's dual role as finance managers in the home and at work places that make them account for public funds.

Seeing men's poor accountability to public funds from a different angle, a male respondent of Libala P.T.A. argued on the fact that men are the breadwinners in their homes. Their salaries were usually poor. If there was no food at home, a male head teacher was likely to use school funds to feed his family. Whatever the arguments for male head teachers' poor accountability may be, there is a code of conduct that should be followed in every profession. If a head teacher chooses to use school funds without the authority of stakeholders, it is tantamount to misappropriation of public funds. Such a head teacher has failed to adhere to the requirements of the profession's code of conduct. It is immoral for anyone in leadership not to adhere to the professional ethics of his or her career. Effective school management takes into account accountability as a criterion for an effective head teacher. Probing further whether there was a head teacher who has been convicted by the courts of law for the misappropriation of school funds was beyond the scope of this study.

Accountability was one of the criteria given by pupils, teachers and parents of the qualities of an effective head teacher. If one gender is good in this respect, there is all the reason to award management positions to that particular gender especially during this time when government funding to learning institutions is dwindling and parents are expected to contribute towards the education of their children. They would be happier to have such head teachers running schools.

Coridal social relationships between the school administration and teachers are important in educational management effectiveness. Rosenholtz (1989) quoted by Fullan (1996:133) observed that it is easier to learn to teach and to learn to teach better in some schools than in others. This is in agreement with the finding of this study. Female teachers at Kabulonga Girls' Secondary School said they worked better under male head teachers while male teachers said they worked better under female head teachers. As far as these teachers were concerned if the head teacher was of the opposite sex, s/he would be more understanding of the personal problems that affected them. Head teachers may not be aware that the way they react to teachers' personal problems has an impact on the teachers' attitude towards work.

The literature reviewed does not indicate why there was this kind of preference for head teachers of the opposite sex. This could be explained in terms of the research approaches used in the social sciences. Most of the literature available used the quantitative approach to study school management. The weakness with this methodology in social sciences is that it deals more with numbers or figures than trying to get the underlying issues from the respondents through questioning. Figures about a particular phenomenon may not reveal the underlying reasons for certain issues. This study instead utilised the qualitative research paradigm that enables the researcher probe deeper, through questioning and discussions, why people hold certain views. Though both the male and female teachers gave brief explanations why they had preference to work under the head of the opposite gender, they did not link school management effectiveness to a particular gender of a head teacher.

It is not that easy to link this finding to available literature except that studies done in the United States of America by DeLyon and Mignioulo (1989) indicate that there is usually high morale among teachers in female

headed secondary schools because of the female heads' democratic approach to leadership. Whether the high morale in these schools came from both the female and male teachers or not, the study does not say. Probing the issue of teachers' preference for head teachers of the opposite sex further was beyond the scope of this study. It would be useful if a detailed empirical study were carried out to understand the issue better.

In related finding, girl pupils' preference for female head teachers because of the nature of problems girls face can only be explained in terms of the Zambian traditions. In most Zambian traditions, it has always been taboo for a girl child to present her feminine problem to her father (Colson 1967). Such problems are usually referred to the mother, an aunt but more to the grandmother. Hence girls in schools would find it difficult to present their feminine problems to male head teachers.

The findings at Matero Boys', a Catholic school run by the Marianist brothers, brought out contrary views about gender in educational management. Unlike the views of pupils in the other five schools that gender was not related to management effectiveness, the pupils at this school strongly held stereotypes that the male gender was better in educational management effectiveness. The explanation for this view could be that boys still believe that female managers are weaker than their male counterparts.

The other explanation could be in terms of the established tradition at the school. Matero Boys' Secondary School has never had a female head teacher let alone a female deputy head. The historical tradition of the school merely consolidates in boys the discrimination they will display in post-school life. The gender biases may not be part of the formal curriculum that boys learn at Matero, but the hidden curriculum would

influence the values and attitudes that under lie the thinking that power is for men.

A further explanation, then about the contrary views about gender in educational management could be in terms of lack of contact with female administrators, which has been lacking at Matero Boys' Secondary School. All the pupils in five schools out of six, teachers form all the six schools and parents did not view school management effectiveness along gender lines. If these boys were exposed to female administration, their stereotype ideas about the female gender in management would probably change.

Powell's (1993) study equally concluded that once subordinates have experienced either gender in management, effects of gender stereotypes tend to disappear. Managers are treated more as individuals than as representatives. The inferiority which is usually attached to female management that lead many people to prefer male managers would reflect gender stereotyping on their own part which is not the true reflection of management ability. Boys who grow up not appreciating the female gender may not see the value of this gender later in life and its potential contributions to national development.

On the contrary teachers at the same school did not view school management effectiveness in terms of gender. This is because they had been in contact with female administrators in other schools they had been to. It may be argued that the pupils at Matero Boys were probably in contact with female administration at primary school level but their age status may not have enabled them see and judge the management ability of the head teachers. However, the study of pupils at primary school was not a variable for this study. A further study would be required to determine

whether the pupils at primary school understand school management effectiveness of head teachers.

The boys' views that for one to be an effective head teacher one had to be feared by subordinates however, confirms Powell's (1993) finding that for one to be considered for a management position one had to possess the qualities of men even in physical appearance. However, Gray (1987) reports that head teachers who wanted to bring about abrupt change in schools in the 1960s and 1970s through fear became unpopular and failed to achieve their objectives. What the boys at Matero did not realise is that instilling fear in subordinates is synonymous to dictatorship. Dictatorship, contrary to democracy does not involve others in leadership and therefore is unpopular among subordinates because subordinates want to be involved in the running of their organisations. The concept of dictatorship is not popular anywhere.

The African, as well as the Zambian culture in particular which view women as a weaker sex and inferior to men may have influenced the boys' thinking along gender stereotypes at Matero Boys' Secondary School. Culturally, men are viewed as stronger disciplinarians as compared to their female counterparts. It has generally been considered that competitiveness is a masculine quality (Ozga 1993) and therefore running a school is likely to demand qualities possessed by men rather than by women. This seems to be the concept influencing the views of the boys at Matero Boys' Secondary School. Stereotypes are known to die-hard even when there are no facts to prove them. The Matero Boys still believe in the superiority of the masculine stereotypes in school management, but this study and many others before it (Ozga 1993, Powell 1993, Eggins 1997, Kelly 1994, Nina and Vinnicombe 1995) dispute this.

Whereas studies reviewed in the literature (Powell 1993, Ozga 1993, DeLyon and Magnioulo 1989) indicated that women tend to be democratic in their leadership, this study did not prove this. There was no indication that female head teachers were more democratic in their leadership than their male counterparts. Instead, the respondents, especially pupils and teachers, indicated that male head teachers tended to be better at interpersonal skills than female head teachers. One possible explanation about this finding could be that women in management tend to be harsh for fear of failure or being considered weak.

Describing women as tokens in management, Mwansa and Mufune (1993) say women in management worry about failure because people's attention is focused more on them than on the male managers. Women have to prove their worth before they can be accepted as good managers. In the same vein, Ozga (1993) observed that because women are few in management, certain specific pressures could be identified as having an effect on their performance. These included feelings of isolation and the strain of coping with sex stereotyping. In addition they face discrimination from colleagues and the whole experience of pressure from an institutional culture.

The study by DeLyon and Magnioulo (1989) in the U.S.A. and by Appleton (1993) in Kenya, quoted by Kelly (1994) indicated that schools with female head teachers tended to perform better than those headed by male head teachers. There was no indication whatsoever in this study that schools that had female head teachers produced better results than those with male head teachers. Respondents indicated that it was possible to have schools either performing badly or performing well irrespective of the sex of the head teacher. In other words, the sex of the head teacher was not linked to the performance of pupils at a particular school.

There was evidence from all the six schools that head teachers fell short of the effective exercise of management skills. The leadership styles adopted by all the head teachers were not in line with the management requirements in as far as delegation, decision-making, goal setting and communication were concerned. These variables are some of those management requirements, whereby if effectively used, would improve the performance of pupils in schools. The head teachers' ignoring involving stakeholders in decision-making in school policy could be an indication that they did not understand the requirements of good management practice. This might be as a result of lack of adequate training in educational management.

There are advantages on the part of the parents, pupils and teachers if, for example, the teacher made clear the goals of their schools. The *Goal Theory* (Cole 1996) stipulates that setting specific and clear goals motivates workers and provide a driving force for them. This is possible only if the subordinates are involved in the setting of these goals, an aspect that was missing among the head teachers in the study. Modern management practice stipulates that managers should carry their people along (Sallis 1996) by involving them in the running of organisations. Pupils, teachers and parents need to be aware of the school goals so that together as a team, they can work towards the improvements of pupil-learning and the achievement of the goals.

The evidence in the study was that teachers, pupils and parents desired to be involved in the running of schools. This was basically through involving them in decision-making in the schools. This would instil a sense of belonging on the part of the stakeholders through showing commitment towards the achievement of the decisions collectively arrived at. Decisions made by individuals and imposed on others do not always yield the intended results. The stakeholders may resist change if the

decisions are imposed on them. If teachers were involved in making decisions in schools, they would work hard to ensure that the decisions are implemented successfully (Longwe 1997). Being key stakeholders in bringing about change in schools, teachers need to be knowledgeable about the impending or planned change well in advance for the smooth implementation of that change.

Lockheed and Levin (1991) observed that effective schools involved teachers in decision-making and that teachers played important roles in shaping the school. In this regard, Longwe (1997) sees teacher involvement in decision-making as fostering discipline among teachers through working hard towards the success of their decision. Tsang and Wheeler (1988) report that in Thailand, the principals who headed schools that were improving all the time promoted shared decision-making within the school and greater collaboration among teachers.

Important principles of management were lacking in teachers in the study. Head teachers showed that they did not understand that people are likely to accept decisions when they have had a voice in making them (Greenberg and Baron 1997).

Delegation is another important skill that many head teachers fell short of. Head teachers in the study were found not to delegate to all teachers, especially on issues concerning money. There may be many reasons why a head teacher may choose not to delegate to some teachers especially concerning school finances. The principle of delegation is that the delegator still remains responsible for the outcome of the duties delegated to the juniors. This brings in the problem of accountability.

This could explain why head teachers in the study did not delegate duties involving school funds because of the risks involved in delegation and

accountability. Hence head teachers chose not to delegate or delegated to very few teachers whom they trusted. Cole (1996) agrees that in management the issue of accountability still rests in the hands of the manager carrying out the delegation and that some managers in organisations may not delegate because they lack trust and confidence in their subordinates.

Teachers, however, held contrary views why head teachers choose not to delegate financial matters in schools. They explained the head teachers' lack of delegation of financial matters in terms of not wanting to show transparency in the way school finances were handled. Teachers had observed that only duties that did not involve the handling of money were delegated to them.

There might be reasons for or against delegating school finances to teachers. The fact still remains that delegation is an important skill in management. All those occupying offices of responsibility should exercise it. If we are to accept that delegation offers training ground for would be administrators (Cole 1996), then there is need for head teachers to delegate to as many teachers as possible as long as they are reminded of the importance of being trustworthy. This would train teachers to be responsible for public funds should they assume office in future. All aspects of school administration should be exposed to teachers. This would act as training ground for school managers especially this time when there is no organised mechanism for training administrators in the Ministry of Education (MOE 1996). If a curriculum for training school administrators were to be drawn, there is need to include the aspect of financial management to enable head teachers learn how to spend school funds in a meaningful way.

The study took effective communication with stakeholders in regard to the running of school as very important. The advantage of Student Councils in relation to communication is that it would offer channels of communication between the school administration and pupils. At the time of the study, there was no school where a student council existed. All aspects of the managers' job involve communication hence the need for skilful handling of information. Serious problems may arise when directives are misunderstood or when there is a break down in communication. Gibson et al (1982) point out that the advantage of Group decisions is that there is no need to communicate the decisions as all the stakeholders would have been present in the decision making process. No information is lost nor can it be received in a distorted manner or any problems associated with information handling. Lack of proper communication may lead to barriers in achieving school excellence (Gibson et al 1982).

Going by the findings that head teachers failed to effectively utilise the management skills expected of them, the indication is that the appointment of head teachers without any form of management training (MOE 1996) has a negative effect on school management effectiveness. Appointments of head teachers in Zambia have had nothing to do with whether one had received training in school management or not. This has partly contributed to a situation whereby there is no uniform performance of pupils in schools. The majority of those occupying supervisory and management positions in schools as well as in the Ministry of Education in general had not received relevant training for the posts (MOE 1996). This explains why most head teachers in the study did not effectively utilise the skills of effective school management. It is generally agreed that training improves performance (Niemi 1989). The Ministry of Education policy document (Educating Our Future 1996) equally agrees that there is a link between training and improved performance of the managers in education.

The existence of In-Service training for serving teachers is a testimony that policy makers see the need for training to improve performance.

Since there has never been an organised and well-established form of training for school administrators in the country (MOE 1996), those appointed to the positions of headship could have been running schools either by adopting some characteristics associated with certain types of management styles exercised by those before them or they could have been learning through duties delegated to them. Administration through imitation is not good management practice, as it would make head teachers carbon copies of the person or people being imitated. This has had a negative impact on the performance of schools as this study has proved. Good management practice should be that which is appropriate for and acceptable by people (Ozga 1993).

Training can improve the efficiency with which organisations are run. The lack of it has led to inefficiencies and poor performance in the management and supervision of the whole education system (MOE 1996). If this trend is not reversed, the performance of schools may continue taking the downward trend. The duration for training should be long enough to enable managers acquire the necessary skills they need for management effectiveness.

At the moment there is no institution that is fully in the training of educational managers (MOE 1996). The poor management of schools is likely to continue for sometime as there does not exist an institution that can make a meaningful impact on the large numbers of serving head teachers who are not trained but needing serious management training. New ones are equally joining the management of schools without any form of training in school management. The problem requires urgent

attention on the part of policy makers if the educational system is to have a positive impact on national development.

The lack of teaching resources in the five schools was contrary to the requirements of school management effectiveness. Pupils' performance in the five schools was likely to be affected by lack of teaching materials. The lack of teaching materials in these schools could be explained in terms of over dependence on government funding on the part of administrators. There are no innovations in the schools that can help supplement government effort to cushion the problem of teaching materials. Government support to schools is dwindling due to increased demand for education (Kelly 1991). On the other hand, Matero Boys' School had all the resources required in the school. This is largely because where government fails, the missionaries move in. There were also indications in the school that fund raising ventures were held to raise money to buy teaching materials. This correlates well to the requirements of school management effectiveness as the availability of resources in schools may motivate teachers to work hard and improve the performance of pupils.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

The general purpose of this study was to find out the views of the immediate stakeholders in education whether they understood school management effectiveness along gender lines. It sought to find out to what extent the effective exercise of management skills like decision-making, goal setting, delegation and communication were linked to the gender of the head teacher exercising them.

7.0. Conclusion

7.0.1. Gender in Educational Management

Through the assessment of the views of pupils, teachers and members of the P.T.A. about the management effectiveness of the male and female head teachers in Lusaka district, what comes out of the study are:

1. That there is no difference in management effectiveness between the male and female head teachers.
2. There are no observable strengths along gender lines on such criteria of management effectiveness as decision-making, communication, delegation, goal setting and the sourcing of teaching and learning materials.
3. The differences between the male and female head teachers as observed by respondents had to do more with social relationships than management ability.
4. Pupils at Matero Boys' Secondary school are still influenced by the culturally held thinking that power lies in men and that leadership is for men only. This is worsened by the long held tradition by the brothers that the school cannot have a female head teacher.
5. There was an indication that stakeholders wanted to be involved in the running of schools. This would offer some sense of belonging and responsibility on the part of the subordinates.

6. Head teachers lacked the effective exercise of the management skills required for effective running of schools. This was irrespective of the gender of the head teacher.
7. There was poor accountability in some schools especially those schools headed by male head teachers.
8. There was a very poor supply of resources in five schools in the study. Only one school had enough resources. Text book situation in the five schools was very poor.
9. Generally, stakeholders expressed ignorance about the goals of their schools.

7.1. Recommendations

The main finding of this study is that school management effectiveness is not tied to the sex of the head teacher but has more to do with an individual exercising the power. This study, like those done in Europe, Americas and a few in Africa contend that gender is not a factor in school management effectiveness. There are no observable differences along gender lines in school management that would disadvantage one gender in being awarded management positions in education. The ability to manage a school effectively has no link to either masculinity or femininity. In view of the findings of this study, it is recommended that:

Both males and females are awarded equal opportunities for management positions since gender is not a differentiating factor in management ability. In agreement with this recommendation is the recommendation that was made by the President of the Republic of Zambia Mr F. T. J. Chiluba during his launch of the Public Service Reform Programme. He observed that, “to be fully effective, the reformed Public service must make full use of all the Human Resources available, regardless of sex. For too long, we have wasted valuable Human Resources because of our blind adherence to the practices based on discrimination. One’s sex had more to

do with promotional opportunities than one's ability." (Chiluba 1993). In the same vein, Powell (1993:14) observed, "Leaving out women in management is leaving out an essential element of management."

Another finding of this study relates to weak management skills on the part of all school head teachers, irrespective of gender. The weakness of school head teachers in decision-making, delegation, communication and accountability skills has more to do with lack of training in management. To address these weaknesses in the education system, it is recommended that:

1. All heads be trained in management skills since all of them had problems in this area. For example a programme like the Educational Management Training would be very useful. Enhancing training opportunities for potential managers, especially in such aspects of work as decision-making, delegation, communication and goal setting would improve management of schools. The call for quality education through effective school management may not be realised if the government does not show serious commitment to the recommendation made in 1996 for the establishment of a National Institute of Education to train educational managers (MOE 1996).
2. The Educational Management Training programme should include Financial Management as part of the curriculum stressing the importance of accountability in schools to ensure proper use of school funds.
3. Head teachers should be appointed on the basis of being in possession of an EMT qualification. Hence the need to strengthen and even broaden the scope for Educational Management Training.

The duration of training should be long enough to enable managers cover all the areas necessary in management. This should be an on going process as head teachers retire or leave the profession for one reason or another.

4. Transparency and accountability should be emphasised in schools. Very few schools, that is, basically those headed by female head teachers tended to account for school funds.
5. Head teachers should hold *in-house* workshops for their teachers to explain the contents of the Ministry of Education policy document if teachers are to be aware of the goal of education in Zambia. The Ministry of Education should also ensure that these documents are made available in schools so that teachers could read them. The information on the goals of education should be disseminated to pupils and parents as well.
6. Head teachers in schools should call for meetings only when it was necessary. These meetings should be advertised well ahead of time to avoid disrupting lessons and some teachers missing the meetings.
7. Head teachers should source teaching materials for their schools to improve pupils' performance and to motivate teachers to work effectively.
8. Student Councils be established and strengthened in schools and ensure effective communication and decision-making between the administrators and the pupils.

Evidence of gender stereotype still exist in the educational system. Pupils at Matero Boys' Secondary School, for example still hold that school management effectiveness is tied to masculinity. To help in addressing such bias in the education system, the following measures should be undertaken:

1. Pupils, like boys at Matero be sensitised through workshops to bring to their attention that human potential does not depend on the sex of an individual. This would also help them appreciate their sisters at home and also understand the value and possible contributions that can be made by those of the opposite sex.
2. Gender equity barriers in educational management are broken by policy makers by ensuring that schools like Matero Boys receive head teachers irrespective of the sex of the head teacher.

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APPENDIX 1

INTERVIEW SCHEDULE FOR PUPILS BOTH BOYS AND GIRLS

(i) EXPECTATIONS

1. How long have you been in this school?
2. What do you expect to achieve from this school?
3. Who do you think should play a major role in enabling you achieve your aspirations?
4. What do you intend to do after you leave school?
5. What else do you need in school to help you achieve your aspirations?
6. Which subjects do you like most?
7. Why do you like these subjects?
8. Which subjects do you like least?
9. Why don't you like these subjects?

(ii) PUPIL – HEAD RELATIONSHIP

1. What is the sex of your school head?
2. Have you had a head teacher of the opposite sex in the recent past?
3. How long ago?
4. How often do you meet and talk to your head in relation to discipline?
5. How often did you meet your previous head to discuss matters not related to discipline?
6. Do you think the environment (learning atmosphere) is better now that it was when you were under the previous head? Why do you say so?

7. Do you have learning materials e.g. Text books, literature novels, lab facilities etc, now than under the previous school head?
8. Would you rather have a female or male school head?
9. Clearly explain the reasons for your choice.
10. Do you see any differences in work performance between the female and male school head teachers?
11. What are the differences?
12. Of the two, who is most likely to enable you achieve your academic aspirations in life.

INTERVIEW SCHEDULE FOR TEACHERS FOR FEMALES AND MALES

1. What do you like doing best while at school?
2. What are the goals of your school if any?
3. How do you assist to achieve these goals?
4. Are you involved by the school administration to set goals for the school?
5. How about in curriculum designing and decision-making in policy formulation for the school?
6. What kind of relationship exists between the school head and the teachers?
7. Do you think this kind of relationship is good to promote effective learning?
8. Have you had a head of the opposite sex from the current one?
9. How long ago?
10. In your opinion, of the two, who would you say has managed to create a conducive learning and teaching atmosphere?
11. Explain why.
12. Of the two heads, which one involves teachers in decision-making in the school?

13. Of the two heads, which one had time to discuss personal problems affecting teachers?
14. Do you feel motivated to work under the male or female head teacher?
15. How often do you hold staff meetings in the school (present and past)?
16. How free and/were teachers free to express themselves during the meetings?
17. Are your expectations of a learning institution like your school met now or were better met under the headship of the previous head teacher?

INTERVIEW SCHEDULE FOR THE COMMUNITY EXPECTATIONS

1. What are your expectations of the school where you send your child?
2. What do you expect your children to achieve from this school?
3. What role should the school head play in order to facilitate the achievement of your expectations?
4. Are you involved in the daily running of the school apart from attending P.T.A. meetings?
5. From your past experience, when is a school better run, under the female head or male head?
6. Give a clear explanation of your choice.
7. Is there anything else that you would expect a school head to do to facilitate learning in the school?
8. What are the qualities and characteristics of an effective school head teacher as far as you are concerned?