CHALLENGES FACING FEMALE HEAD TEACHERS IN MANAGEMENT OF PUBLIC PRIMARY SCHOOLS. A CASE OF SELECTED PRIMARY SCHOOLS IN LUSAKA DISTRICT OF ZAMBIA

BY

PAXINA MPEZENI

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management.

THE UNIVERSITY OF ZAMBIA

LUSAKA

2020

COPYRIGHT DECLARATION

AUTHOR'S DECLARATION

I, **Paxina Mpezeni** do declare that this dissertation represents my own original work. The work submitted has not been previously submitted for a degree at the University of Zambia or any other University. All scholarly work and materials used in this dissertation have been duly acknowledged.

Signed…………………………………………

Date……………………………………………..

APPROVAL

This dissertation by Paxina Mpezeni has been approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Education Management of the University of Zambia.

Supervisor

Signature ……………………………………….. Date ………………………………

Programme Coordinator

Signature: …………………………………….Date: ……………………………….

ABSTRACT

School management in Zambian schools is the function of the Head Teacher. The purpose of the study was to investigate and describe the challenges female head teachers face in managing the public primary schools in Lusaka district. The study was guided by four main objectives which included; to establish the social and cultural challenges faced by female head teachers in Lusaka district, to examine organisation challenges female head teachers face, to analyse the influence of psychological factors on female head teachers on management of primary schools and to describe the measures put in place in order to cope with or overcome the challenges they face. The study used a qualitative approach to be specific phenomenology research design. The design was suitable and helped the researcher to investigate the challenges faced by female head teachers in public primary schools of Lusaka District. The researcher used homogeneous sampling, a purposive sampling technique which aims to achieve a homogeneous sample to select 10 schools headed by female head teacher and one senior teacher from 10 Zones of Lusaka district. The study used one instrument in data collection that is Individual interviews schedule with the female head teachers and senior teachers respectively.

In this study, an analysis and interpretation of the findings was taken during and after data collection. The findings revealed that head teachers experienced challenges that include: social and culture challenges such as negative attitude and lack of respect from members of community towards female head teacher, organisation challenges that is negative perception from some teachers which were related to gender discrimination, Psychological challenges due to their biological trait and role conflict between their profession and domestic work. In order to foster a positive attitude towards female leadership, team work through employing transformational, participatory and people oriented leadership style, employing maid to assist in home chores were some of the measures put in place in order to cope with the challenges faced by female head teachers. From the findings it was concluded that despite the challenges female head teachers faced in management of primary schools, Female head teachers are effective in regard to time management, accountability, more focused and organised in the way they run these schools. And as such it was recommended that more women should be appointed in management of schools especially that there are the majority in the teaching fraternity.

Key words: Head teacher, social and cultural, Psychological, biological traits, Role conflict.

DEDICATION

First and foremost, I would like to dedicate this project to my Almighty God for giving me divine wisdom, knowledge, understanding and above all strength to successfully complete my Masters programme. Secondly, this project is sincerely dedicated to my beloved husband Emmanuel Mulenga Musonda, for supporting me financially and materially throughout my studies and to my dear parents Mr Ricky Mpezeni and Mrs Rosemary Mpezeni for the unforgettable encouragement to further my education and. To my loving children Jr. Emmanuel Mulenga, Alex kasenge, Felistus, Georgina and Genevieve Veronica who always missed my love during the course of my studies.

ACKNOWLEDGEMENTS

I sincerely acknowledge God the Almighty Father without him I can do nothing; for the gift of good health throughout this program and my ability to fully concentrate in my studies including his divine wisdom and understanding for me to carry on throughout this study. I appreciate that the success of this study has been largely due to the efforts and cooperation of many people to whom I owe a lot of gratitude.

My heartfelt appreciation goes to my research supervisor Dr Judith Ilubala Ziwa who has been there for me throughout the course of this project. I thank her for her positive contribution and selfless guidance and for dedicating her time to guide me .I also want to acknowledge all the lectures who guided me on how to go about research and my coordinators Dr Gift Masaiti and Dr Innocent Mutale Mulenga.

I wish to express my sincere gratitude and love to my dear husband and special friend Emmanuel Musonda for allowing me to further my studies, and time away from my family and for the support during the course of my studies. My Special thanks also goes to my lovely children for enduring my absence during the course of my study My special acknowledgement also goes to my dear parents Mr Ricky and Mrs Rosemary Mpezeni for always encouraging me to take education seriously .I also would like to thank my dear aunt Mrs Mwale Faustina who has always supported and encouraged me throughout my academic life.

Finally, to all the female head teachers and senior teachers from the participating schools who willingly participated and offered their time by sharing the information with me. I am very grateful to all those who played a part in making sure that this project is completed. They are too numerous to mention one by one. All I can say is may our Almighty God bless you.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ACRONYMS AND ABBREVIATIONS

MDG: Millennium Development Goal

PTC: Parent Teacher Committee.

GRZ: Government of the Republic of Zambia.

NGP: National Gender Policy.

UN: United National

UNESCO: United National Education and Scientific Cultural Organisation

MOGE: Ministry of General Education

MOE: Ministry of Education

DESO: District Education Board Secretary

ESO: Education Standard Officer

NCSL: National College for School Leadership.

NQH: National Qualification for Headship.

SDG: Sustainable Development Goals

GRZ: Government of the Republic of Zambia

MNDP: Ministry of National Development Planning

UNZA: University of Zambia.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study, delimitations and limitations, conceptual framework and theoretical frame work and operational.

1.2 Background

Management, the art of working with and through others, is the responsibility of Head teachers in schools and the success of any school depends on how effective the head teacher is as an administrator, in order to induce the subordinates to act towards achieving the goals that represents the values, motivations, wants, needs and aspiration of both the school head and the members of staff (Sibanda and Shava, 2009). However, the management task is not a simple exercise as it requires people entrusted in it to employ various strategies and abilities whether assumed by women or men.

Worldwide studies have shown that female managers in schools face challenges that are unique from their male counterparts that stand in their way in their effort to provide successful leadership (Celikten, 2004). It is a well-known fact from the studies that, Women's participation in decision making has also been identified as critical to sustainable development (Brown, 2004). Despite this assertion women are still underrepresented in decision making at all levels in different institutions such as the Executive, Legislature, and Local Government, Quasi Government institutions, religious bodies and Education institutions respectively (National Gender Policy, 2014).

It is worth starting that since the 1970s Zambia has seen an improvement in women participation in the formal sector, education sector inclusive as compared to the colonial era in which the woman's office was in the home (Banda, 2002). In 2000 the government of Zambia responded to several national and international gender declaration and conventions which included the 1965 Convention on Elimination of all forms of Racial discrimination (CERD) the 1979 United Nations Convention on Elimination of all Forms of Discrimination against women (Chabaya et al., 2009,) and the 1997 Southern African Development Coordination Declaration which aimed at attaining the 30% female representation in decision making positions. It is from this background that the Zambian government came up the first ever affirmative actions to enhance equity and equality by increasing the number of women in

management positions in all sectors of national development .As such, Zambia has seen an increase in women holding high management positions in the education sectors and other sectors (National Gender Policy, 2000 and National Gender Policy, 2014). Additionally, in order to strengthen the policy in 2014 the National Gender Policy was revised.

The NGP was aimed at ensuring the attainment of gender equality in the development process by readdressing the existing gender imbalances, provide equal opportunity for women and men to activity participate and contribute to the fullest ability and equitably beneficial for national development (NGP,2014).Though there are these affirmative actions, and the subsequent improvement of women holding management positions, most top management positions in all sectors including the education sector are still held by men. Although, women are in the majority in the education system (Gender statistic 2010, NGP, 2014).

The United Nations (1995) states that; women constitute half of humankind and throughout the world they enter all areas of activity, thereby modifying humankind's vision of the world. Women therefore are half of the world's resource of talent, ability and potential, and their participation in decision-making is logical because they are the major contributors to national economies through their paid and unpaid labour; politically, half of those served and represented by Governments are women. However, women's participation in the decision-making process worldwide has been one of those areas where there has been little notable progress (UN, 1995). Additionally, around the world different studies have shown that women are underrepresented in various managerial positions in education (Davies, 2000). Despite women being the largest in the education sector in particular, they are very few of them appointed in managerial positions (Blackmore, 2005). This low representation in management positions is universally evident in all national development of different countries including Zambia.

Take for instance the study conducted by Syachala (2018) clearly states that, the Ministry of Education hierarchical structure shows that there are few females in management positions. In 2003, in Zambia for instance the permanent Secretary in the Ministry of Education was female but the majority of the Directors were male, 4 males and one female. There were nine male Provincial officers and one female. In 2002 females in management positions accounted for only 13 percent at school level. This was despite affirmative action that had been put in place. The study further revealed that ten years after the affirmative policy was adopted, females in management positions still remained insignificant.

Syachala (2018) further stated that the Ministry of Education lacked specific policies to support the implementation of the affirmative action policy. The general assertion that the ministry will ensure all management positions in the system are equitably shared between deserving men and women, leaves room for those opposed to the promotion of women to manipulate it to their own advantages. This can be supported by the NGP (2000) which contains similar assertion in its section on Education and training as cited in Syachala (2018:142) that the Zambian Government will among other things employ affirmative action in the appointment of deserving female managers to vacant management positions.

It can therefore be seen that gender inequality in education is deeply rooted in the patriarchal system. Thus, any attempt to solve inequalities must address the well-established patriarchal structures in Zambian society (Syachala, 2018). In line with patriarchy, Demons (2008) argues that women in management positions should not be viewed as tokens representing other women nor should they adopt masculine traits to be successful managers.

Furthermore, the study conducted by Commonwealth Educational Management Service (Lund, 2003), gives a clear picture of the participation of females in the management of education. The study revealed that across the Commonwealth, the percentage of women employed as full-time academic staff was averagely 24%. Another survey by UNESCO (2012) also draws attention to the positions that women hold within the academic hierarchy and their consequent ability to influence the policy and direction of their institutions, both at departmental and at institutional level. Among the very top positions, women comprised only 6.9% of the executive heads.

In Zambia, the Ministry of Education policy on gender states that the Ministry is committed to achieve gender balance in Educational institutions and within the Education system but despite the policy being in place very few females hold managerial positions in educational institutions to be specific (Syachaba,2018). However, the foregoing statement can be supported by Cabinet office (2000:48) which states that, Government will among other things employ affirmative action in the appointment of deserving female managers to vacant management positions.

Additionally, in the contemporary world women have the right and responsibility to actively participate in the management of any institution. As such scholars from different parts of the world have given attention to the topic of women in educational management positions at various levels of the education ladder from class level to ministry level respectively. However, the findings of most of the studies considered in this section have revealed that females are still

under-represented in educational management, and that they face various challenges in their desire to attain and maintain managerial positions. The studies have also noted that female head teachers bring a special kind of leadership to the learning institutions despite the challenges they encounter. A few who have the privilege of holding managerial positions face a lot of challenges, these challenges may emanate from social culture, women personalities, colonial legacies and institution challenges among others (Gipson, et.al 2017, Obonya, 2012, Shimalungwe, 2016).

The overall management of education in Zambia   is executed by the Ministry of General Education. The hierarchical / organisation structure of the Ministry of General Education is divided into four parts: the headquarters which oversees all education action activities across the country, the provincial in charge of specific province, District in charge of a school s in a particular district and finally the grassroots for the end use and receipts of education that is at school level. The management of primary schools in Zambia is vested in the hands of the school management in collaboration with the parent teachers committee (PTC). The PTC members are elected from the community where the learners reside. The Chairperson, vice chairperson, treasure and some committee members are chosen from among the parents while the secretary is the head teacher of the particular school with some teachers who are trustee members (GRZ, 2011).

According to a circular from MOGE (2016) the PTC are mandated by the Minister for Education to execute the following functions: approving annual budget estimates for the school, receiving grants, fees, subscriptions, donations and other revenues on behalf of the school, incurring expenditure on various activities of the school in accordance with the school budget, recruiting and hiring school auxiliary staff, ensuring the provision and proper utilization of school facilities and learning resources; ensuring effective and accountable use of school finances, ensuring staff and student discipline and ensuring sound school community relationship. It is not possible for the PTC to be physically present in the school on a daily basis especially the parents from the community. Thus, Head teacher, who is the secretary of the PTC, is mandated to execute the day to day running of the school.

Head teachers therefore have enormous responsibilities at their exposure. For female head teachers the responsibilities might be challenging .Hence the need for the current study which investigated the challenges female head teachers faced in management of public primary schools in Lusaka District.

1.3   Statement of the Problem

The Zambian government has been striving to come up with different policies in order to lift the standard of women by appointing them to various managerial positions in different sectors, education inclusive. Drawing inspiration from the SADC declaration of 1997 which aimed at attaining the 30% female representation in decision making positions, the Zambian government adopted its National Gender Policy in March 2000 which endeavoured to reduce the gender gap at all levels (NGP, 2000). The National Gender Policy was reviewed in 2014 in order to strengthen it. Despite the positive elements of the National Gender Policy, in striving to appoint women in managerial positions, many women still lag behind their male counterparts. Additionally, the Zambian government coming up with affirmative action to enhance the participation of women in decision making positions by appointing them in managerial positions, studies have shown that women continue to encounter unique challenges in executing their managerial responsibilities (Shimalungwe, 2016).

If these challenges are not seriously addressed by the female head teachers it may led to the government losing confidence in appointing more women in management positions and hence failure to reach the 50 % women representation in decision making positions. Thus, women will continue to be under-represented in all sectors of national development. It seems no study has been conducted to ascertain the challenges female head teachers face in management of public primary schools in Lusaka District. It is for this reason that this study was investigating the challenges female head teachers face in management of selected public schools of Lusaka urban district. Therefore, the findings of this study might help Zambia to achieve the 7th National development plan Strategy number 3 which states that the government will strive to reduce gender inequality. (MNDP, 2017)

1.4   Purpose

The purpose of this study was to investigate the challenges female head teachers face in Management of selected public primary schools in Lusaka Urban District.

1.5   Research Objectives

(i)   To establish the social and culture challenges female head teachers face in management of selected public primary schools in Lusaka Urban District.

(ii)   To examine organisation challenges female head teachers face.

(iii) To analyse the influence of psychological factors on female head teachers on management of primary schools.

(iv) To analyse measures taken by female head teachers in order to overcome the challenges in management of public primary schools.

1.6 Research Questions

(i) What are the culture and social challenges that hinder effective management of public primary schools by female head teachers in Lusaka district?

(ii) What are the organisation challenges female head teachers face in management of primary

(iii) How do psychological or biological traits affect female head teachers in the management of primary schools?

(iv) How do female head teachers cope with the challenges they face in management of public primary schools?

1.7 Significance

The research result may be useful to policy makers and female head teachers in both public and private schools across the country. The research result may also provide useful information to educational policy makers in the Ministry of General Education in recognizing the vital role female head teacher's play despite the challenges they encounter. The result may further help the government through the Ministry of General Education to avail funds to schools for mandatory training and development of teacher educational leadership and further sponsor serving female head teachers who have not acquired management training. This training is hoped to prepare them to face the feminine challenges as the training incorporates gender issues in education.

The research result may be of significance to learners since they are beneficiaries of effective school management. Finally, findings may help policy makers to have more confidence in women and hence appoint more women in management positions. Thus this may also help the government to attain the 50% women representation in decision making positions.

1.8   Delimitation

The study was conducted in selected public primary schools in Lusaka district. The study was confined to schools only headed by female head teachers and senior teachers of the targeted schools in Lusaka District.

1.9   Limitations

There are some limitations to this study that should be considered before generalizing the findings to other contexts. First, the study was conducted in one district with only ten head teachers and ten senior teachers of Lusaka district. Therefore, it is quite possible that female head teachers in other districts may face different challenges in the management of public primary schools. Second, almost all respondents in this study had only saved in Lusaka district so their professional exposure might be limited to only one district. Increased exposure of an officer to different districts might yield different findings in terms of the cultural complexities in the workplaces. Thirdly, this study focused on self-reported data, thus it is possible that the respondents might have given answers that they thought were socially-acceptable and avoided the facts on the ground. Fourthly, some respondents refused to be recorded and hence the researcher relied on the note taken, thus there was a possibility of missing some important data.

1.10   Theoretical Framework

This study was guided by the Transformational leadership theory. The proponent of transformational leadership theory is James Burn (Burns, 1978).The concept of transformational leadership gained popularity at the end of the past century, not just in business contexts but in religions circles as well (Blanchard and Hodges, 2005; Ford, 1991). References to transformational leadership consistently attribute such leaders with the ability to communicate a vision and motivate followers to embrace this vision (Rafferty and Griffin, 2004; Stelzer and Bass, 1990).Studies have shown that, transformational leadership style has feminine model of leadership. It has attributes related to feminine. Studies have further shown that female leaders in most cases cooperate, have lower levels of control, collaborate and solve problems collectively and decision making thus female scores higher on transformational than men (Rafferty and Griffin, 2004; Stelzer and Bass, 1990).

Under the model of transformational leadership there are two different typologies that can be distinguished, "servant leadership" and "entrepreneurial leadership", which mainly promotes changes in teams and organizations, respectively. Servant leadership puts the focus on

motivating, guiding followers, offering hope, and providing a more caring experience through established quality relationships (Sendjaya et al., 2008). DePree (2004:16) further noted that, "servant leaders are conducted by the rule of abandoning oneself to the strengths of others", while Schneider and George (2011: 63) expressed it quantitatively by saying that, "servant leaders makes the service to their followers their first priority". For these reasons, some authors have argued that servant leadership is an appropriate and effective style of leadership for non-profit organizations and is more likened to women (Sendjaya et al., 2008; Spears, 1998).
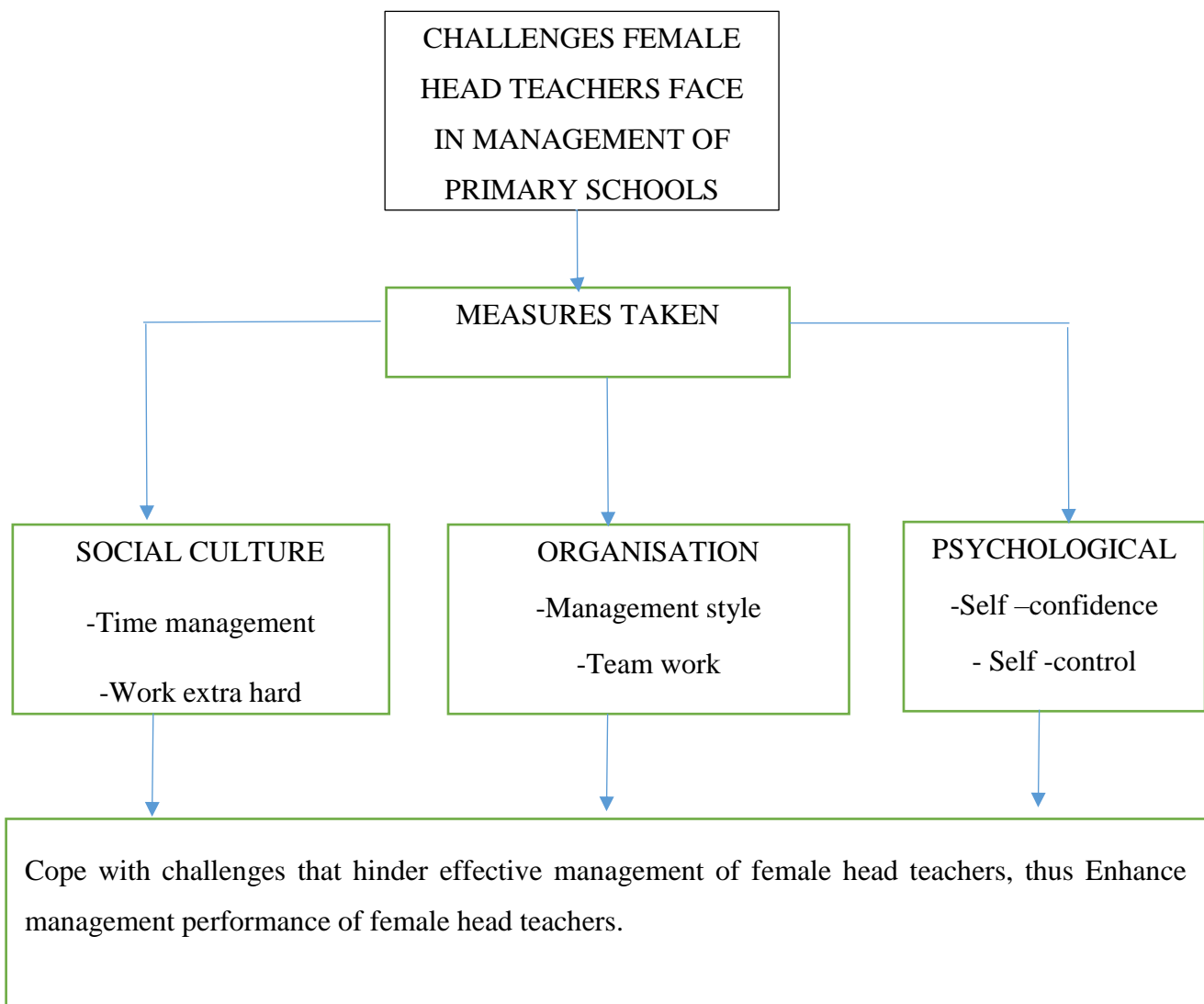
However, transformation leadership style according to further studies by Powell and Groves (2003) revealed that it has feminine model of leadership and as such it is linked to females in leadership. This is because females by nature of their biological status are naturally caring and have concern for others, thus, nurturing is required in the contemporary organisation. Thus female leaders are likely to cooperate, have lower level of control, collaborate, collective problem solving and making decision with their subordinates. However, this theory was appropriate to this study in the sense that, the findings of this study revealed that one of the measures head teachers used to cope with the challenges faced in management of primary schools in the uses of transformational type of leadership were they involved all the subordinate in the running of the schools and hence no one was left behind and this has helped them to instil confidence in some of the teachers who had negative perception as female head teachers. In addition Eagly (1987) in support of the above assertion states that compared to men, women are less hierarchical, more cooperative and collaborative and more oriented to enhance others self-worth.

Social Role Theory by Eagly (1987) was also used to frame the study. Role theories, which include gender role theory, social role theory, and role congruity theory have been proposed as reasons why most women work in the classrooms while most men lead in the management position. Role and social role theorists that will inform this study are: Biddle (1986), Eagly (1987), Eagly and Karau (2002). Role theories assert that a person has multiple roles such as head teacher, wife, mother, daughter, etc. These roles explain how people behave, interpret their lives, and interact with others (Biddle, 1986).

These expected behaviours are learned from experiences based on social and organizational structures (Biddle, 1986), social relationships, and how people cooperate with each other within those social and organizational structures. In education, men are perceived as natural leaders; thus the majority leadership positions are given to men (Bjork, Glass, and Brunner,

2005). Researchers believe that gender stratification and gender roles hold women in teaching and support roles making it tremendously difficult for female teachers to escape gender role expectations. Contrastingly, men are and especially male coaches are seen as better disciplinarians which also helps men to gain leadership positions while hindering women (Lee, Smith and Cioci, 1993). Eagly (1987) proposed an expansion of gender role theory by including the socialization of gender roles. She theorized that these social and gendered expectations "describe qualities or behavioural tendencies believed to be desirable for each sex. Social Role Theory ascribes that each gender has specific roles that become ingrained in males and females as socially learned expectations. As such, these expectations become predictors of behaviours, activities, and aspirations. A commonly held belief of social role theory is that women have a more communal expectation to care for the "welfare of other people" (Eagly and Karau, 2002: 54). In contrast, men have the expectation of being ambitious, controlling, confident, and are natural leaders. Grogan (2000) indicated that women have been socialized to deny their personal leadership ambitions and to focus on meeting the needs of others at work and at home.

Figure 1- Conceptual Framework

```
        ┌─────────────────────────┐
        │   CHALLENGES FEMALE     │
        │   HEAD TEACHERS FACE    │
        │   IN MANAGEMENT OF      │
        │   PRIMARY SCHOOLS       │
        └───────────┬─────────────┘
                    │
        ┌───────────▼─────────────┐
        │     MEASURES TAKEN      │
        └──┬─────────┬─────────┬──┘
           │         │         │
   ┌───────▼──┐ ┌────▼─────┐ ┌─▼──────────┐
   │  SOCIAL  │ │ORGANISA- │ │PSYCHOLOGICAL│
   │  CULTURE │ │  TION    │ │             │
   │          │ │          │ │-Self –confidence│
   │-Time     │ │-Management│ │             │
   │ management│ │ style    │ │- Self -control│
   │          │ │          │ │             │
   │-Work extra│ │-Team work│ │             │
   │ hard     │ │          │ │             │
   └─────┬────┘ └────┬─────┘ └──────┬──────┘
         │           │              │
   ┌─────▼───────────▼──────────────▼──────┐
   │ Cope with challenges that hinder       │
   │ effective management of female head    │
   │ teachers, thus Enhance management      │
   │ performance of female head teachers.   │
   └────────────────────────────────────────┘
```

Source: (Burns. 1978 and Eagle, 1987)

Miles and Huberman (1994: 20) described a conceptual framework as "the researcher's map of the territory being investigated that explains either graphically or in narrative form the main things to be studied and the presumed relationships between them".

Challenges female head teachers face are quite many .Studies have shown that these challenges range from social-culture, institution and psychological, among others. This study will investigate some of these challenges and establish if they also apply to female head teachers in selected public primary schools in Lusaka district.

The dependent variable in the conceptual framework is challenges female head teachers face in management of public schools in selected schools in Lusaka district. The independent variables in the framework included: social and cultural factors, Psychological factors and

10

organisation factors. However if psychological, culture and social issues are not well managed they may lead to ineffectiveness in running the schools by female head teachers. Nevertheless, studies have shown that there are some measures that female head teachers can employ in order to cope with any challenges that they may encounter in their managerial position. Hence, studies have further shown that this enhances management (Obonya, 2014).

Studies have shown that Cultural factors include sex-roles, stereotyping, gender bias and negative perception by teachers and other staff about female head teachers thus it has contributed to management challenges most head teachers face in schools (Nzeli, 2013) Further studies by Nzioka (2012) have revealed that dual responsibilities which is also a culture factor has a negative effect on female head teachers as they have to divide their time between family and professional career. Female head teachers engage in child bearing and child care and housework unlike their male counterparts. The female head teachers cannot thus carry schoolwork to the house unlike male head teachers who can afford to carry schoolwork in the house.

Balancing work and family responsibilities is one of the most challenging obstacles for female head teachers (Eagly and Carli, 2007; Sandberg, 2013), and it can be especially daunting for most females holding headship positions and raising children on their own (Hess and Kelly, 2015). Women in most societies are the primary parent caring for children and other family members during their peak years in the workforce. They are more likely than men to work irregularly and spend time out of the workforce (Rose and Hartmann, 2008). They are also more likely to work part time (U.S. Bureau of Labour Statistics, 2016). They also take more time off for family commitments than men do (U.S. Bureau of Labour Statistics, 2015c). Moreover, women unlike men may feel deeply conflicted about leaving their children when they go to work, and the concept of "choice" does not accurately capture their experience of managing paid employment and parenting.

Stereotypes and bias affects how we see ourselves, as well as how we see others. For example, there is a self-confidence gap between women and men (Schuh et al., 2014). Whereas men are socialized to be confident, assertive, and self-promoting, cultural attitudes toward women as leaders continue to suggest to women that it is often inappropriate or undesirable to possess those characteristics (Enloe, 2004). At the same time, male students overestimate their skills and female students underestimate theirs relative to objective indicators of competence (Pajares and Schunk, 2001).

Organisation factor is another independent variable which includes, management of resources such as human, financial, material and physical resources, and management and communication skills. Studies have shown that management of resources by female head teachers has proved to be a challenge. Human resource is the most important resource in a school organization and teachers comprise the most important staff in a school (Onyango, 2001). However the contribution made by other staff members such as secretaries, bursars, messengers' and watchmen is also important. The school head teacher's responsibility in human resource management involves: leading, motivating, delegating and conflict management.

Finally, in relation to the foregoing the study revealed that female head teachers face various famine challenges in the management of primary schools which were more connected to social and cultural issues, psychological and role conflicts. Despite all these challenges they employed various measures to cope with these challenges such as; time management, self-confidence, self-control, profession growth and use of different leadership styles.

1.12   Operational Definition of Terms

Measure: These are things put in place in order to attain a certain goal or enhance school management.

Challenges: Problems which hinder, slow, hold back or impede progress of certain action.

Management: Management is the process where a supervisor is entrusted to plan, organise, lead or direct, coordinate and control an organization or institution or the art of getting things done or accomplish the intended goals and objectives efficiently and effectively.

Head teacher. This is the most senior teacher in the school in charge of overall administrative tasks and management of resources in a particular school.

Public primary school: This is a school that is wholly run by the government from grade 1 to 7.

Social and Cultures factors: This is people's beliefs, values and practices, the beliefs and values that exist certain stereotypes which believe that men are better leaders than women.

Biological traits: characteristics or attributes of women that are expressed by genes or influenced by the environment.

1.13   Summary

Chapter one looked at the background to the study, problem statement, objectives, and research questions, the purpose of the study, the significance of the study, limitation, delimitation theoretical foundations and finally conceptual framework. The following chapter which is chapter two deals with literature review which included reviewing literature generally from a global perspective, African perspective and finally Zambian perspective.

CHAPTER TWO: LITERATURE REVIEW

2.1   Overview

Literature review refers to the previous studies with the aim of developing and identifying boundaries of the study. The foregoing chapter introduced the study. In this chapter, literature that is related to the topic under study was presented. The literature was presented mainly in three sub headings which are; the role of head teachers in schools, challenges female head teachers face in management of public primary schools and measures used to cope with the challenges faced by female head teachers. The literature will be reviewed from an international perspective, African perspective and then narrow it to the Zambian context.

2.2   Responsibilities of Head Teachers in Management of Primary School

The responsibilities of head teachers in school management can be categories as proposed by Campbell et al. (1977) as six administrative task areas that include: supervising curriculum and instruction implementation, management human resources, materials, finances, students, physical facilities and maintaining the community and school relationship. The study conducted by Kalabo (2017) in Mufumbwe district of Zambia reveals that School head teachers are expected to provide academic leadership in their roles as teachers and administrators. As teachers they provide a model for other teachers in the preparation of their work, the organization and management of their classes, their punctuality and orderliness, their instructional techniques, and their evaluation of pupils. As administrators they have many and different kinds of responsibilities: organizing the implementation of the curriculum in the school, supervising and evaluating teachers, procuring materials, keeping records, communicating with the ministry, maintaining facilities and equipment, dealing with parents and the community and serving on the PTC (MOE, 1992). Additionally, the good headteachers stimulates improvements, fosters resourcefulness in the use of locally available materials, takes the initiative in promoting the well-being of the school within the community, and also creates an environment which is conducive for both members of staff and pupils (Kalabo, 2017).

The study by Nzeli (2013) in Kenya also reveals that school headteachers are expected to be competent in executing their duties irrespective of their gender status. School head teacher liaise with the DEBSs and PEOs offices which are part of the field services offered by the MOGE. As the head teacher performs the above administrative tasks they are bound to face some challenges as the study revealed. However this is not different with the Zambian school administrators. The Ministry of General Education is clear on the responsibilities of head

teachers in schools these include; planning, staff personnel services, pupils personnel services, curriculum and instructional development, improvement and appraisal, financial, material and physical management, maintenance of school-community relationship and general wellbeing of the school environment.

The study conducted by Townsend (2007) also revealed that schools, just like other organisations are guided or controlled by leaders who happen to be the head teachers. School heads perform important tasks in order make sure that schools run very effectively .According to in Esia-Donkoh (2014) and Ojo and Olaniyan (2008), the duties of school heads include planning, staff personnel services, pupils personnel services, curriculum and instructional development, improvement and appraisal, financial and business management, maintenance of school-community relationship and other general tasks.

The study by Ojo and Olaniyan (2008) in Nigeria further revealed that head teachers are expected to manage and steer the programmers of schools. As lower level managers of the education service, they plan some activities mostly with their staff for the progress of the schools. Planning is very important as it helps to find the philosophy, policies, programmes, procedures, practices and challenges of organisation. Esia-Dinkoh, (2014) cited in Suaka and Kuranchie (2018) also shows that staff personnel services involve identifying staff needs of the school and attracting competent ones to fill the vacancies. The head teacher is also supposed to create good conditions for teachers to work and also ensure their professional growth and development. Head teachers need to work with others to improve on the professional competence of the teachers. As part of their responsibility head teachers in collaboration with education officers and other experts organise In-service Trainings (INSET) and other programmes to upgrade and update the knowledge and skills of teachers in both methodology and subject matter contents. They perform this function to build the capacities of teachers to be alive with their responsibilities. Esia-Dinkoh further asserts that staff personnel function also entails assigning duties to teachers, supervising, motivating, supporting and rewarding them as well as sanctioning recalcitrant teachers. They also monitor and evaluate the quality of instructions in the schools. They create a positive and caring ethos for effective teaching and learning to take place. They further involve teachers in decision making as well as delegating responsibilities to their subordinates. Head teachers also supply information on new policies, guidelines and programmes from authorities to enable the teachers to perform their jobs. Finally, Esia-Donkoh (2014) also states that head teachers also play a role in curriculum and

instructional development, improvement and appraisal services. This role concerns planning, implementing, supervising and evaluating what pupils are to learn.

Additionally, the study done in Nigeria by Ojo and Olanyan (2008) adds that the head teachers also have the responsibility of admitting and managing learners in the school, selecting and placing pupils in appropriate classes and also offering guidance and counselling services to learners. They also owe it a duty to provide an effective, safe and secure learning environment and conditions for the learners entrusted in their care. As such, they need to make sure that the learners physical and health needs are met. The head teachers are mandated to maintain discipline in schools. They are also expected to promote extra-curricular activities in the schools to contribute to the total development of the pupils.

The study done by Dipaola and Hoy (2008) in the United States of America contend that supervision is very vital to improving students' academic achievement. The study found that effective supervision of teaching and learning improves students' performance. In support of this the study done in Nairobi, Kenya, by Birgen (2007) shows that the head teacher has a crucial responsibility of ensuring that the school runs well. Thus, in order to achieve this, head teachers are mandated to supervise the supply of instructional materials for teachers and pupils' use in their schools.

Dipaola and Hoy study further revealed that, the adequate representation of women in leadership roles at the secondary school level contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choices with role models of women decision makers and leaders. According to Sperandio and Kagoda (2001:41), cited in Gamitto (2011) women still remain under-represented in educational leadership in most developing countries Zambia inclusive. They also face challenges in the management of schools.

2.3   Challenges Faced by Female Head Teachers in Management of Public Primary Schools.

Several scholars have conducted studies across the world on management challenges faced by female Head Teachers in the management of schools (Shimalungwe, 2016; Celikten, 2005; Archer, 2003; Mahlase, 1997; Singleton, 1989, Muchelemba, 2001).Among the notable challenges include, administrative, social, cultural, institutional, and psychological, role conflict and negative attitudes of staff and stakeholders towards female head teachers.

According to Obonyo (2013) describes Social cultural factors as factors that emanate from the social operation of the human being and the development of the persona within the society. The social cultural factor arises from the norms and the beliefs of the community.

Archer (2003), a Kenyan researcher who conducted a study on female head teachers and how they manage their schools revealed that school managers play a significant role in the school as they are expected to oversee all matters that affect the learners, teachers and other stakeholders within and outside the school environment. Archer further states that when teachers are promoted to take up managerial responsibilities most of them, especially women, find themselves in a different environment with new responsibilities, commitments, problems and inadequate time to balance between their own time and professional time. Pont et al, (2008) cited in Shimalungwe (2016) reports that administrative positions require hard work and long hours and are stressful. As a result, women face their own set of challenges as their administrative work is added on to their family responsibilities such as taking care of their siblings and house chores.

Furthermore, Hoff and Mitchell (2008) in their study have shown that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of leadership at workplace. Additionally Celikten (2005) in his study revealed that there exists a perception that women lack support from the staff, parents and community that does not exist with male leaders.

The study done by Shimalungwe in Luanshya district of Zambia on challenges female Head teachers face in management of secondary schools revealed that, due to prevailing social, cultural norms and values, women are faced with multiple roles. The balancing of their professional and domestic responsibilities was reported as a challenge they face as they struggle to balance the two roles. The study further revealed that like the rest of women, female head teachers reported that they had to cook, take care of their children and relatives and take part in social events like kitchen parties, alongside their administrative and teaching roles performed at school. The study Shimalungwe (2016) further revealed that, Head teachers attributed the negative attitude they experienced to culture that promoted stereotypical and prejudice tendencies. They reported that, culturally, in most Zambian societies men are considered to be decision makers and women are expected to receive instructions from the men. This belief is portrayed in most men who are too traditional. According to this study, this was pointed out by

one head teacher when she said: The male subordinates feel that the way they treat their wives at home is the same way every other woman should be treated (Shimalungwe, 2016).

The study done by Chabaya et.al (2009) in Zimbabwe on the persistence of gender inequality in Zimbabwe ;factors that impede the advancement of women into leadership positions in primary schools also revealed that cultural issues cause women to turn down positions. The findings of the study showed that cultural issues played a role in inhibiting the attainment of 30% women representation in decision making positions.

The study conducted in London by Singleton (1989) on the performance of women school managers revealed that female Head teachers had greater problems dealing with older members of staff who had a more traditional view of women. These included both males and females. The study conducted in Lusaka Zambia by Muchelemba (2001) on management effectiveness of females and male in public secondary schools in Lusaka further revealed that negative attitudes towards the role of female head teachers in the management of schools came from older women than older men. The study further revealed that most young members of staff if given an opportunity to choose who should be their head teacher in terms of gender; they said they preferred a man to head a school because they felt men had more authority and confidence than women.

In South Africa, some literature reveals that lack of trust in women leadership can be attributed to a number of factors such as tradition and culture (Moorosi, 2010; Lumby, 2003). Another study by Kudachi (2012) and Lumby 2003 also revealed that communities do not trust women to be appointed as school managers. They believe that management is an important position and as such requires a person in charge to be very serious with managerial tasks and thus they think men do better in this area. South Africa has more female primary school principals than female secondary school principals. Generally more men still occupy high positions in the South African education system.

There are also psychological factors related to how women managers perceive themselves. The study by Coetzer (2004) showed. That the behaviours of all management begins from within one's inner self. The way the person views himself or herself is influenced by the way that particular person behaves. The way in which female managers view themselves is of paramount importance. Coetzer concluded that, the way Head teachers perceive themselves determines the destiny of their profession.

Hoeritz (2013), in his study also adds that stereotypical beliefs such as women's inability to be competitive, inability to be decisive and inability to be emotionally stable continue to plague women managers. Women are generally seen as being unable to control their tempers and throwing temper tantrums. In a highly charged emotional situation, women are unable to manage the situation. Women are also seen to be having attitudes, such as bearing grudges and not forgiving and forgetting when hurt.

Cubillo and Brown (2003) in their study report that internal factors such as lack of confidence, lack of competitiveness and fear of failure hinder women's efficiency in their management of secondary schools. They state that the fear of the unknown has surprisingly given women's exclusion from male dominated world of education management. For instance, Moorosi (2010) in his study of understanding the gender gap in school management in South Africa noted that personal factors such as lack of self-confidence were more prominent as affecting women across their career route. Lack of confidentiality is yet another characteristic that is associated with female Head teachers. This leads to misunderstanding with members of the school as well as those from the community. Makura (2009) who carried a study on the challenges faced by female primary school Heads, the Zimbabwean experience in Zimbabwe observed that female head teachers of schools acted on hearsay which then caused poor relationships with their subordinates. Similarly, Nzeli (2013) in Kenya reported that the majority of students (54%) had unresolved issues with the female Head teacher. Among the reasons given was that the head teacher acted on hearsay without establishing the truth before making any serious decisions.

Another study conducted in Lusaka, Zambia, by Mwila (2013) also revealed that most women did not strive for promotions in managerial positions. The study established that one of the obstacles that prevented women from realizing their utmost professional advancement was the self-image of women portrayed as inferior to men and which became difficult to change overtime, considering that it was ingrained and conditioned in their upbringing and social development. Mwila"s study further revealed that lack of self confidence among women was one of the major impediments to the attainment of 30% women representation in decision making positions. According to the respondents, female employees lacked self-confidence which in turn prevented them from striving for managerial positions. They argued that female employees tended to shy away from responsibilities, and when they were confronted with a challenge, they would always hide behind the feminism complex (Mwila, 2013).

The study done by Taj (2016) in Pakistan, sought to explore the challenges that female educational managers face in obtaining and maintaining their managerial positions, to identify the strategies that they employed in tackling those challenges, and to validate the Participant Questionnaire in for collecting data on a larger scale. Research Design: The study was a qualitative case study that was conducted in three phases: exploration, reinforcement, and validation. The findings from the first two phases were used to guide the search for a relevant survey in the existing literature that could be used in KPK in the future. As a result, the Participant Questionnaire was found to be relevant to this study and was selected for validation. In the first and second phase of the study, nine female managers from three districts participated, while 15 participants constituted the sample in the third phase.

However, the finding of this study by Taj (2016) revealed that participants faced challenges in obtaining and maintaining their managerial positions. The challenges included a lack of networking, and corruption in hiring processes in obtaining the managerial positions. Once in their positions, they were faced with challenges posed by family, organizational structure, gender, resources, politics, and terrorism. These challenges limited the effectiveness of the managers. Additionally, participants identified professional development courses, collaboration, acknowledgment, flexibility, and accountability as effective strategies for dealing with the challenges. However, in this current study the researcher sought to establish if the female head teachers in primary school have received adequate management skills through training which the research from Pakistan did not look at.

Furthermore, the study done by Brown (2004) in America in Montana State. Sought to identify the barriers that might exist for three identified populations; women school administrators, administrative certified women teachers and American Indian teachers. Since there was a national and Montana shortage of educational leaders, a compelling need arose for competent educational leaders in all segments of the country. Since there was a declining pool of applicants, these underrepresented groups should become strong candidates if they could work past the barriers that had hindered them in the past.

Brown's study (2004) used the quantitative method with a sample population of 565.These included: 203 women in administration, 145 American Indian women teachers with certified administrative qualification but not practicing and 215 were just class teachers. Brown's study was that barriers still existed which limited women in the pursuit of administrative positions. Some of the key barriers were lack of family mobility, lack of opportunities to gain administrative experience, lack of professional networks, lack of mentors, and the perception

that women were not strong managers. Key constructs, which were identified in order of importance, were perceptions, opportunities, and prestige. Brown's study was found useful to the current because it focused on female administrators but apart from non-administrators on the barriers women face. However this current study will only focus on challenges female head teachers face in management of primary schools in Lusaka urban district.

The study done by Obonya (2013) in Kenya on Challenges facing women in school management a case of primary schools in Siaya county Kenya. The study found out that women representation in the school management is one of the major challenges that have downtrodden the female managers for a very long time. The study also found out that social cultural, economic and administrative factors have been a big contributor and driver of any successes and challenges in different organizations and in individual development. The study also found that for women to have equal management positions with men, image perceived by themselves and by the community, including cultural practices should start being dealt with from the community level. The study concluded that there should be set lobby groups and strict constitutional fines to ensure women are strictly well represented and to avoid those who cannot tolerate the equability of women and men in the top management of the school education. This study was good in that it used a large sample to collect data.

However the study did not look at the strategies head teachers could use to cope with these challenges by female head teachers. This current study looked at the measures that female head teachers could use in order to cope with the challenges meant to enhance management performance.

The study done by Ngcobo (2015), in South Africa Kwazulu Natal on challenges faced by female education leaders in high school. The study used qualitative methods and the sample size was 8, four female heads of department and four deputy principals. The finding of the study revealed that gender stereotypes, societal norms and cultural factors had an impact in the appointment of women in leadership and management positions as principals. Women were viewed by some as being incapable of teaching. On the other hand the findings revealed that there were two sets of groups, those who were positive about the outcome and those who were negative. Three participants indicated that though women were under-represented they were still positive and always willing to comply and accept the situation as it is.

Ngcobo"s study (2015), was good and relevant to the current study as it used the feminist theory which provides an explanation why women are under-represented in leadership and

management positions in schools. However, the study by Ngcobo (2015), was done in high school with Heads of Departments and deputy principals. It looked at gender stereotypes, societal norms and cultural factors as having an impact in the appointment of women in leadership and management positions as principals. This current study focused on the challenges female head teachers face in management of public primary schools in Lusaka district and not secondary schools. Additionally the current study focused on the challenges faced by female Head teachers on management of public primary schools.

The study conducted by Musonda (2016) in Kaputa a district, Zambia on administrative challenges faced by primary school Head teachers in management of pupils with special needs in inclusive schooling. The study used a descriptive research design using qualitative research approach. The sample size was 72. Purposive and simple random procedure was used to select participants .The findings of Musonda's study revealed that the school did not have appropriate infrastructure and inadequate teaching and learning materials for children with special education needs. It was also found that learners with special educational needs did not receive support from the school management.

However, the study by Musonda (2016) investigated all head teachers in general at primary level, it did not specify the challenges female head teachers faced in management of primary schools. The current study investigated the challenges female head teachers face, specifically social and cultural, biological traits, institution challenges and role conflicts.

Another study done by Shimalungwe (2016) in Luanshya district, Zambia, investigated the challenges female head teachers face in management of selected secondary schools in Luanshya district. The total sample was 86, the research used a mixed method that is qualitative and quantitative. The findings of the study revealed that female head teachers in Secondary schools face challenges which included, negative attitude from the stakeholders, staff resistance, gender bias, sex roles, and lack of confidence, role conflict and uncontrolled emotions. Shimalungwa"s study was appropriate as it used both the qualitative and quantitative approach. The current researcher found the methods used to qualitative data similar. However, Shimalungwa"s study was done in Luanshya and it focused on female head teachers in secondary schools while this study was done in public primary schools of Lusaka district headed by female Head teachers.

2.4 Measures Taken to cope with the Challenges faced by female Head teachers

Studies have shown that despite women facing various challenges in management of schools, most of them came up with strategies to cope with these challenges. For example, the studies have revealed that most female head teachers have employed different leadership styles that the use in order to assists them run their schools effectively. These leadership styles include participative, mentorship, transformational style. The studies done by Shakeshaft, (1989) and Chonya (2006) carried have revealed that educational leadership for women and men differ in their leadership styles. Shakeshaft et al (2007) in their study using both qualitative and quantitative methods report that female were more relational and interpersonal. This is supported by Chonya (2006) who conducted a comparative study of the effectiveness of female with their male counterparts and revealed that female leaders used more participatory and people oriented leadership styles than their men counterparts who used mostly dictatorship or autocratic type of leadership in managing schools. Additionally, Coleman (2005) also argued in his study that most female leaders promotes teamwork that improves communication and collaboration by involving all members of staff in decision making. This maintains good personal relationships with the female leaders and their subordinates.

However, the study done in Kenya by Karuiki (2007)as cited in Shimalungwe (2016)contradicts with the foregoing studies ,the results showed that in as much as some women used participatory leadership styles not all female leaders used participatory methods as some women used autocratic leadership as way of being accepted by their subordinates and school community. The study further reports that, negative social cultural norms forced female leaders to respond aggressively if not in an autocratic way. Female leaders use autocratic style as a defensive mechanism of wanting to prove to the society that they can also be good leaders just like men. It is believed that it also builds their self-confidence as they lead members of staff who are not supportive.

The study by Shimalungwe (2016) in Zambia further revealed that the majority of the head teachers who have effectively run their schools had developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and shared leadership responsibilities throughout the school, engaged various stakeholders in the process of decision making, developed and maintained good relationships among different personnel in the school community. They emphasized the professional development

of teachers as well as themselves and involved parents and community in the process of school improvement.

2.5   Summary

There are many challenges that female head teachers faced in management of public primary school. Many Scholars have attempted to enlighten society on gender issues and on the fact that there is no difference in terms of leadership capabilities between men and women. Some socio-cultural stereotypes, however, still remain believing that women cannot lead schools as competently as their male counterparts. On the other hand other scholars have researched challenges that female Head teachers face in managing schools as reviewed from the literature. These challenges include the social and culture, organisation, psychological challenges and role conflict. Regarding the measures put in place literature reviewed that most female Head teachers used transformational and participative leadership style in management of schools in order to bring all subordinates on board.

This Chapter has looked at literature review under different two major aspects that included Challenges female Head teachers faced and the measures put in place to cope with the challenges, generally, from a Zambian perspective, African perspective and Global perspective. The following Chapter looks at the methodology.

CHAPTER THREE: METHODOLOGY

3.1 Overview

In the foregoing chapter, the researcher looked at literature review under the following sub heading management of primary schools in Zambia, the role the head teachers, challenges head teachers face in management of primary schools, and finally the measures taken by female head teachers to cope with the challenges .This chapter discusses the research design, study area, study population, study sample, sampling techniques, data collection instrument, data collection procedure, data analysis, research instrument and procedure, credibility, trustworthiness and research ethics, .

3.2 Research Design

Research design is a plan that is used to generate answers to research problems and questions (Orodho: 2003).It holds the components of the research together and provides a framework for collection and analysis of data (Kombo and Tromp: 2006). It shows all procedures that are selected by the researcher for studying a particular phenomenon. The current study used a qualitative approach employing phenomenology research design. The design was considered to be the most efficient in finding out the challenges faced by female head teachers in public primary schools of Lusaka urban. This is because it helped the researcher to explore the lived experiences and sensory perception of researched phenomenon based on these experiences and perception (Laverty, 2003)

3.3 Study Location

The study area or location is the specific area where information patterning to the study is collected (Rowland and Leu, 2011). The study was conducted in Lusaka district. The focus was on public urban primary school.

3.4 Study Population

A study population is all members that meet a set of specifications or a specified criterion. For example, the population of the female head teachers is defined as all female head teachers in Lusaka district. The study population is generally a large collection of individuals or objects that is the main focus of a research study. The study population for this study was all female head teachers and senior teachers from school A-I regardless of gender, in Lusaka Urban district. The reason for selecting female head teachers was because they were the subject of the research hence they were in the best position to contribute data to the study. The reason for

selecting senior teachers was because they were part of the management team in charge of primary schools so they worked closely with the school head teachers .They had insight into the schools" work performance and work related challenges.

3.5   Study Sample

Sample is the portion or part of the population (Bless, Smith and Kagee, 1995). Study sample is a group of people, objects, or items that are taken from a larger population for measurement. The total sample of the study constituted: 10 female head teachers one from each zone of Lusaka district, the reason for selecting 10 female head teachers from each Zone of Lusaka district was to make sure that all the 10 zones in Lusaka district were equally represented. 10 senior teachers, one from each selected school formed part of the sample. This made the total sample size of 20 respondents.

3.6   Sampling Technique.

Sampling Technique is the research plan that shows how cases are to be selected for the study. It is the process a researcher uses to gather people, places or things to study on. It is a process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Ngandu, 2013).In the current study the researcher used homogeneous sampling, a purposive sampling technique which aim to achieve a homogeneous sample. The researcher selected 10 schools headed by female head teachers from each Zone of Lusaka district. This technique was used because these head teachers share similar characteristics and same occupation. In order to have a clear understanding of the information provided the senior teachers were purposefully selected based on their working experience with at least 2 years minimum working experience as senior teacher.

3.7   Procedure for Data Collection

Collection of data in qualitative research is quite extensive, drawing on multiple sources of information (Creswell :2007).The researcher used individual interviews as a data collection instrument to interview the ten female head teachers representing the ten Zones in Lusaka district. The study used semi-structured interview guides to gather information from female head teachers and senior teachers respectively.

To understand the head teacher's experiences, face to face interviews were conducted to allow for in depth discussion. This might provide the researcher with data that explains situations

more clearly and comprehensively (Mugenda &Mugenda, 2003). Interviews were used in order to gain an understanding of different participant's issues at hand .school. To reinforce the data collected from the female head teachers another semi-structured interviews was conducted with senior teachers with open-ended questions. This was meant to allow the respondents express their views. An interview schedule was developed as a guide to refer to during the interviews so as to ensure that all important issues were dealt with during the individual interviews (McMillan and Schumacher, 2006).

On the other hand, the researcher got clearance from The University of Zambia Ethics Committee in order to be allowed to conduct the research. Thereafter, the researcher obtained an introduction letter from the Director, the University of Zambia institute of Distance education. The introduction letter helped the researcher to further be recognised and seek permission from various officers such as Lusaka Education Board Secretary (DEBS).In addition, before interacting with the participants in the schools, the researcher got permission from the school administrators. Information that was collected using interviews was recorded using a recorder, cell phone recorder, the research also took notes and also short hard note taking in the researchers note book.

3.8   Data Collection Instruments

Data collection instruments are instruments used in the study by the research to collect data. In this study interview guides were used to collect data from both the head teachers and senior teachers respectively. A semi-structured interview guide was preferred because by using open ended questions, the researcher was able to collect in-depth information there by obtaining a complete and detailed understanding of the study.

3.8.1 Semi-Structured Interview Guide

Interviews involve the collection of data through direct verbal interactions between the interviewer and interviewee. As Form of interview, semi structured interviews are based on the use of an interview guide which is basically, a list of questions or topics that need to be covered by the interview (Kombo and Tromp 2006).In this current study the interviews consisted of structured and open ended questions that were asked in a way that led the participants to give the required information. As already stated above the interviews were used to gather information from the head teachers and senior teachers. As a data collection instrument, semi structured interviews proved handy in obtaining in- depth information regarding the challenges female head teachers face in management of public primary schools.

3.9   Data Analysis

Analysing qualitative data requires understanding how to make sense of the text and images so that the researcher can form answers to the research questions (Creswell, 2008:243). Analysis involves working with data to ensure that the data are organized and interpreted (Gay and Airasian, 2003:91).Data analysis is also the process a researcher uses to reduce data to a story and its interpretation (LeCompte and Schensul:1999).In this study, an analysis and interpretation of the findings was taken during and after data collection. After data collections, data was analysed thematically. Interviews were recorded with the permission from the respondents and then the responses were transcribed, thereafter coding was done using the transcripts in order to identify emerging categories and sub-categories. The views of the ten female head teachers were analysed question by question and those of the senior teachers respectively. The researcher then analysed the data manually. After data analysis, the information was presented according to the themes and in table form that was depicted from the responses collected. The analysed data with themes was then used to answer the research questions.

3.10   Credibility and Trustworthiness

Data trustworthy implies validity and reliability. In order to guarantee credibility and trustworthiness of the study, the approaches below were employed. In this study, interviews were used to help give a deeper insight and holistic picture of the issues to be studied. The credibility of a research as submitted by Leedy and Ormrod (2010) refers to whether the findings of the research are true and factual. It has a connotation of truth in that the findings reflect the situation and that they are backed by evidence.

Member checking was used to improve credibility and trustworthiness. According to Punch (1998), member checking means checking the script with the people who gave data. In this study, interview transcripts were taken to the interviewees before, during and after analysis to check for accuracy, confirm, validate or verify. In line with this, two key participants from school A and B were used to go through the work in order to find out if data collected was satisfied with the information with what reflected in the final dissertation was a true record of what was to be submitted. The researcher also listened to the recordings several times to confirm if the notes taken corresponded with the recordings. Research instrument that was used in this study was validated for content by both the supervisor and ethical clearance committee.

3.11   Ethical Consideration.

In any research it is important to consider upholding the safety, integrity and dignity of humans that are used during and after the study. (Barbie & Mouton, 2002:106). It is important to protect respondents who willingly present themselves for the purpose of advancing our understanding in research. In order to uphold ethical considerations for this investigation on the challenges female head teachers faced, the researcher put in place measures that are discussed below.

Before the researcher engaged in serious research, ethical clearance was obtained from the University of Zambia Ethnic committee, in order to ensure free and active participation by the participants in the research. The study adhered to the following ethical issues; the researcher understood that qualitative approach in a way intrudes into the lives of the participants. The researcher therefore respected the privacy of the respondents by conducting interviews in neutral places but within the school environment. A written and signed informed consent was also obtained from those selected to be respondents from the University of Zambia Institute Of Distance Education.

A strict set of guidelines and codes of conduct was adopted and adhered to during the whole process of the research study. This in line with protecting the integrity of the people who were involved in the research. This also protected the integrity of the researcher and ensured original results were gathered. The respondents could withdraw from the study if the so wished .In case they did not want to respond to any questions, they were free to remain silent .The names of the schools and respondents were not revealed .Finally the respondents were assured that the results of the study would be used for academic purpose only

3.12   Summary

The chapter focused on the research design and methodology for the empirical investigation relating to the challenges faced by female head teachers, the phenomenological method was preferred to other methods because it fitted well with this qualitative study which focused on the researcher having a deep understanding of the challenges female head teachers faced in the management of public primary schools. The study population, sample size which constituted ten female head teachers and ten senior teachers, data collection procedure, data analysis, credibility and trustworthiness of data has been explained clearly .The chapter has also demonstrated how the semi-structured interviews were used to collect data. To safeguard all the respondents and their respective schools in this study, ethical considerations were clearly

explained how it was handled during the study. The subsequent chapter (Chapter 4) presents the research findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS.

4.1   Overview

In this chapter the research data collected using interviews held with the ten female head teachers. The chapter begins by presenting the biographical data of the respondents. Next the chapter presents the findings on the challenges faced by female head teachers in management of public primary schools. Then finding role conflicts female head teachers face were presented and the measure put in place by female head teachers in order to cope with the challenges there will be presented. In order to adhere to the ethical consideration, the researcher used pseudonyms for each participant and schools used in the study. In his way all the names and schools of the participants could not be identified. The following letters and numbers were used to represent the head teachers and senior teachers. For head teacher's letters from A-I and senior teacher's numbers from 1 to 10 were used as pseudonyms. Lastly a summary of this chapter has been presented.

4.2   Biographical Data on Research Respondents

The first step with the empirical investigation was to collect applicable biographical data on the research participants. This biographical data served as the basis underlying the data that was collected, analysed and interpreted as research findings. As stated in chapter one, the following were the objectives of the study:

(i)   To establish the social and culture challenges female head teachers face in management of selected public primary schools in Lusaka Urban District.

(ii)   To examine organisation challenges female head teachers face.

(iii)   To analyse the influence of psychological factors on female head teachers on management of primary schools.

(iv)   To analyse measures taken by female head teachers in order to overcome the challenges in management of public primary schools.

4.2.1 With Regard to the Professional Qualifications of the Participants

The study sought to find out the highest profession qualifications of the female head teachers. This was important in assessing the highest degree of educational achievement for the primary school female head teachers. Moreover, the professional qualifications is directly linked with the skills acquired and accumulated by the administrators that could be translated into

management practice that they undertook on a daily basis. The findings indicate that 4 of the respondents had degrees in different subject areas, 2 had a master's degree in Education management, and 1 had a master in food science and nutrition, 1 had a degree in education management and 1 had a diploma in leadership and management as summarised in Table 1 below.

Table 1 Professional Qualification of Female Head Teachers

Qualifications	Frequency	Percentages
Diploma	2	20%
Degree	5	50%
Master's Degree	3	30%
Total	10	100%

4.2.2 Marital Status of Respondents.

The study sought to know the marital status of the respondents who held the management roles in public primary schools of Lusaka district. This was essential in establishing the whether domestic chores and professional work had an effect on the female head teachers. The findings indicated that 8 female head teachers were married, 2 had been married but separated as summarized in Table 2 below.

Table 2 Responses on the Marital Status of the Head Teachers

Marital Status	Frequency	Percentage
Married	8	80%
Divorced/Separated	2	20%
Total	10	100%

4.2.3 Period in Service as Head Teachers.

The study sought to know how long the respondents had saved as head teachers. This was essential in establishing the working experience of the respondents as head teachers and to determining how compete they were in managing public primary schools. From the findings 4 of the respondents had more than 10 years' experience in management, then 5 had more than

2 years' experience and only one (1) respondent indicated that she had a year experience as a head teacher as shown in Table 3 below.

Table 3 Head Teachers' Experience in Management

Experience	Frequency	Percentages
10 and more years	4	40%
2 and more years	5	60%
1 year experience	1	10%
Total	10	100%

4.2.4 Working Experience of Senior Teachers

The study sought to find out the working experience of senior teachers as manager at this level this was important as these senior teachers work closely with the school head teachers. The senior teachers were both male and female. However the finding indicated that all the senior teachers had a working experience as teachers for more than 6 years and more than 2 years' experience as senior teachers.

4.3   Challenges Faced By Female Head Teachers

In order to find out the challenges female head teachers faced in the management of public primary schools in Lusaka district. Participants were asked to state the challenges they faced. The findings indicated that the challenges the female head teachers encountered included role conflict between their profession and domestic work, organisational challenges, social and cultural challenges and psychological challenges. The findings are presented as follows:

4.3.1 Organisational Challenges

The study sought to find out if the female head teachers had a good relationship with their members of staff and supportive staff. From the finding as indicated 8 female head teachers said they had a good relationship with their teachers and support staff while 2 head teachers indicated that they had a good relationship with some members of staff while not very good with some members of staff and support staff.

The head teacher from school A indicated that:

> *It is irrational if I say I receive 100% support for some members of staff. It is normal sometimes we could differ. But for support staff and learners I will be cheating if I say they don't support me. But this has not been at the person level it is just general.*

0n the contrary the head from school C said:

> *All the schools have served members of staff and support staff have been very supportive. This is because I have allowed them to be part of management/open discussion, when l am new in the school the first thing l do is to observe the situation and later ask the teachers what we should do. Take for instance at this school we came up with the strategic plan with the teachers. We came up with the school values, and worked on the attitude of teachers.*

4.3.2 Organisation Challenges Faced by Female Head Teachers with Regard to Teachers Perception towards them.

The study further sought to find out the organisation challenges faced by the head teachers using the perception of teachers and pupils towards the female head teachers from the senior teachers. The findings revealed that: From the finding 7 participants indicated that the perception of the teachers towards the female head teacher was both negative and positive, while 1 participant indicated that it was positive and 2 participants stated that the perception was negative towards the female head teachers. From the findings the majority of participants indicated that the perception varied depending on how one portrayed his or her self regardless of gender. 3 participants revealed that most teacher's especially male teachers had a negative perception towards female heads teachers.

Senior teacher from school A said:

> *Some teachers have a negative perception towards female head teachers while others have a positive attitude depending on how they see things. For instance, the perception of Male teachers depends on the age of the female head. If male teacher is older than the female head teacher then that, in most cases, becomes a problem. These male teachers who are older will always want to look down upon the young female head teacher. The head will suffer. But if the Head is male and young he is not marginalised. The majority of the older male teachers*

are not comfortable to be headed by young female head teachers. (Interview with senior teacher, October, 2019)Senior teacher (3) from school C said, some teachers have a positive attitude while others have a negative attitude

Senior teacher from school B indicated the following:

Some members of staff have negative attitudes towards female head teachers I don't know whether it is personal or not. Not everyone agrees with what she says. From my experience as a teacher and senior teacher, I have observed that female head teachers are not accorded the same respect as their male counterparts. My previous school was headed by a female head. We had a staff meeting, and one of the male teachers was busy reading the newspaper when the head was addressing us. The newspaper was even covering his face.so you could see that there was no respect. But the Head did not react instead she just ended the meeting and walked away. Additionally senior teacher 10 from school E indicated that: At this school the members of staff and support staff would prefer a man head to a woman head.

To the contrary senior teacher from school D said:

I think female head teachers are accorded more respect by the teachers and pupils, in the sense that as women whenever we are we see the children as our own children because of that mothership quality we have, we take every child as our own .As such we receive more respect because people see a mother in as. Unlike the male head teachers, especially if they take beer carelessly other teachers will not respect them because of the behaviour exhibited when they are drunk.

Table 4 Senior Teachers' Responses on Teachers' Perceptions towards Head Teachers

Perception	Frequency	Percentages
Negative perception	2	20%
Positive and Negative perception	7	70**%**
Positive perception	1	10%
TOTAL	10	100 %

4.3.3 With regard to perceptions of head teachers by the society.

Head teachers from school E indicated that:

> *It is both negative and positive. On the negative way, some people think that when you are a female head you acquired the position through dubious means. They do not think that you have the right qualifications. Some say maybe she is related to someone .Others even regard women as failures, for them women cannot be in leadership because they are lazy. While on the positive side, others consider head teachers as the most educated and are suitable for the position. Others regard female head teachers as mothers and say they will understand humanity.*

The head teachers from school C added:

> *The way society perceives women is that women cannot perform their duties effectively. When I came to this school the community was not happy because Iam a woman. They wanted a man instead.*

The researcher further sought to find out, from the senior teachers, how society perceived the female Head teachers' .The findings revealed that 3 of the respondents indicated that the perception towards the female head teachers is positive. While another 3 indicated that it was both negative and positive and then 4 indicated that the attitude from the society was negative. This was so because there was lack of respect towards the heads, as they are a weaker sex. However, some members valued the work done as long as they worked hard according to guidance .The gender did not matter.

In line with the findings senior teacher from school B indicated the following:

> *The community around the school don't respect her .When we have P.T.C. Meeting we can tell that she faces challenges. It is just that this current Head is strong. She stands firm even if they don't respect her when she addresses them. It is different they way there would treat a man. When we had a male deputy at this school, at least there was a bit of respect. It is not just at this school even where my niece is, it is a secondary school and it headed by a female head. When i attended the PTC meeting the attitude of parents towards the female head teacher was not good. But if it was a man they would have respected him.*

*Even the general workers at this school have a negative attitude towards our
Head teacher.*

Another senior teacher from school F stated that:

*At this school the community has a negative attitude towards the female heads
teaches. Some time back a parent came here and started shouting at the head
teacher. If it was a male head I don't think that parent would have shouted at
him. Even during PTC meetings you can see that the community does not show
respect to the head teacher. However, sometimes male PTC members defend
her position.*

*Therefore on the contrary the minority respondent who indicated that the community have a
positive attitude towards female head teachers revealed that, the community respect the
management of female head teachers because there are more accountable when it comes to
financial management, more accommodative than male head teachers, in schools the act like
mothers and in terms of running the schools there more effective and organised than most male
headed school.*

Further, from one senior teacher school E indicated that:

*At this school I can say the society has confidence in our head teacher,
especially during PTC meetings .The parents are happy with her, because of the
way she has maintained the school environment and even the passing rate at
this school is very good. The previous Heads, both male and female, were hard
working Heads and the community had confidence in them.*

4.3.2 Social and Cultural Challenges

The study sought to find out if social and cultural beliefs have any effect on the leadership role
of respondents' .From the findings it was established that 5 of the respondents said it had social
and cultural belief negative effects on the leadership of female head teachers. While 3 head
teachers indicated that it has an effect to some extent though it has not affected them personally.
2 said it has no effect at all. In line with the findings, the respondents pointed out that Lack of
respect for female head teachers especially by the male teachers was as result of culture belief
that a woman is known to be submissive to her husband and even other men, weaker sex and
as such cannot lead but can only be followers of their male counterpart.

The head teacher from school H clearly pointed out that:

> *The male teachers I found when I was promoted and transferred to this school were very stubborn to follow my instructions especially those who had been at this school for a long time. When I tried to give them instructions they resisted and said that they were the first people to be in that school so I should not try to undermine them. When they made mistakes they did not want to acknowledge their mistakes or apologise.*

The Head teacher from school D added that: At my school there are many men under my leadership. They are not comfortable to work under my leadership, because of the cultural belief women cannot be leaders.

Additionally the head teacher from B said:

> *When I came to this school some male teachers tried to be difficult in obeying my commands .I could see that they tried to make my work difficult but that did not discourage me. I was harsh on them as an administrator and made sure that they did what was required of them just like other teachers, regardless of gender. From my observation they wanted to be treated the way they were treated by their wives at home .You know Traditionally a woman is supposed to submit to a man, especially the husband. As a result of cultural beliefs you find that when the head is female she is at loggerheads or in conflict with the male teachers especially if the deputy is male.*

The Head teacher from school C Said:

> *I think cultural beliefs can affect the management of head teachers to some extent .Although personally I have never experienced this during my tenure of office as an administrator. I have head of my fellow female head teacher in some schools were the issue of cultural belief had an influence in their leadership role.*

The head teacher from school A stated that, "Fortunately I have never experienced such because I have only worked in urban schools. I have heard of such things. But honestly speaking in urban school there are very fewer affected if any."

Apart from gathering information from the head teachers .The research sought to find out from the senior teachers how social and cultural issues affected the management of the school by female head teachers. The findings indicated that, 8 of the respondents agreed that social and cultural issues affected the management of the school by female Head teachers, 2 indicated that they were not sure if it did affect them.

In line with the findings, one senior teacher from school (I) revealed that:

> *Social and culture issues do affect the female head teachers in that, biblically and culturally men are heads of the house and culturally there are heads of the house. As such despite female managers having the same qualifications or even more qualifications and same position with their male counterpart they feel intimidated. Boys for instance culturally are told that they are stronger than girls so they grow up with that mentality. Some female Head teachers fail to make decisive decisions on their own. They always want consult to seek advice from male Head teachers, like our Head teacher, even when it is an in house issue she wants to ask the male Head for advice.*

Additionally anoth.er senior teacher school H from said:

> *According to our cultural set up as females we are supposed to submit to men especially our husbands .Some female Head teachers try to prove that they are Heads and can work hard and require all teachers to support them. Such cases have brought conflict between   male teachers and female Head teachers. The head teacher wants to prove that she is the boss. Even if the male teachers have good ideas. The female Head teachers will always put them down by disregarding their ideas. This may result in conflict between the two.*

4.3.3 Psychological Challenges.

The researcher sought to find out from the female Head teachers their views on weather, their biological traits hindered effective Management of the school, such as the issue to do with menopause, monthly periods and emotions. From the findings 7 of the respondents agreed that biological traits hindered the management of schools as in same cases the missed work due to heavy flows of their monthly periods and others time become emotion because of menopause and hence ended up making decisions based on emotions. While 3 respondents indicated that they were not affected in any way because they understood themselves on how to handle issues

to do with menopause and how to control their emotions. Though the majority of participants agreed that biological traits hindered them from effectively managing their schools, all the 10 female head teachers rated themselves to be confident in the positions they held as head teachers.

4.3.4 Emotions

From the research findings it was pointed out that most female Head teachers, due to their biological traits, were rather emotional when making important professional decisions. As a result this had a negative effect in the management of their schools. The head teacher from school G stated that: "Yes sometimes l have made decisions based on emotions and when I go home I reflect and regret why I made such a decision."

Similarly the Head teacher from C school indicated that:

> *Yes it does affect me. For example, when you have periods that are painful you decide to stay at home while management work is pending. And for me when I became a school manager that is when I went through menopause, temper, in most cases, used to be high, I started feeling low, and work was affected. I could not work at the pace I wanted to so this really affected my professional work."*

The study further sought information from the senior teachers on the same subject .The findings indicated that most female Head teachers were influenced by emotions when it came to making professional decisions. One senior teacher from school G pointed out that: Most female head teachers when they are moody tend to make decisions out of their emotions. After a day or two they come back and say to us senior teachers and ask us what they did not ask us to do. This brings tension between the head teacher and us senior teachers.

Another senior teacher from school C indicated that:

> *Yes it affects the management of the school a lot. Decisions are sometimes made based on emotions. For instance, last term I got local leave. When I came back I did not report to her because she was very busy. I reported to the deputy. So this term, when I went back to ask for vacation leave she refused to give me permission. She said the last time I got local leave I did not report to her. After she refused, I have not gone back to her office, l don't know if she was joking. But I have seen a lot where the Head teachers make decisions based on emotions especially female head teachers .In most cases male Head teachers do not like*

female head teachers because men don't hold grudges even if you differed with
them.

4.3.5 Lack of Confidence

The research sought to find out if female Head teachers were confident in their position as managers of schools. The finding indicated that all the female Head teachers stated that they were very confident with their positions as school Head teachers. The following are the findings from the Head teachers and senior teachers: The Head teacher from school E said: "l am very confident because I know all the corners of this school. I have the information on my fingertips. I know this school from corner to corner, I have all the information about this school." This was supported by one senior teacher from the same school who said that: "Our head teacher is very confident .You know when l look at her l head her talking, and I ask myself where does this woman get information, it is like she has everything on her fingertips. She really inspires me. She is up to date with information."

Another senior teacher from school I said:

> *Our Head teacher pretends to be confident. She thinks she is capable and she*
> *knows it all. Otherwise, she is not confident if I had authority l would*
> *recommend a substitute. Sometimes she even fails to make her own decisions on*
> *issues that are in house .When you ask her for something she has to consult the*
> *Zone head and base her decision on whatever the zone head will tell her."*

Furthermore a senior teacher from school B indicated that:

> *Personally I would say she is insecure in that most female heads want to pick*
> *some of the attributes of dictatorship. Like our Head, she says, every time I walk*
> *in class you have to stand up. If she is passing through the corridors you have*
> *to stop. She is trying to make us fear her. .Meanwhile we know that this head*
> *knows nothing. Generally, I can say, few female Head teachers are confident*
> *and they know what they are doing. Only about 40 percent are confident in their*
> *positions, the rest are not.*

Lastly, the researcher sought to find out, from the senior teachers whom they preferred to be their Head teachers between the male Head teacher and female Head teachers. From the findings it was that the majority of them 5 respondents indicated that they preferred working under the male Head teachers, 4 indicated that they could work under any leadership regardless

of gender and 1 indicated that they could work under the leadership of a female Head teacher. For those who said they preferred male head teachers, they pointed out that male Head teachers were more accommodative, did not hold grudges, did have favourite teachers and that they were more understanding than female Head teachers. One senior teacher from school (C) indicated that: "I prefer a male head teacher, because male Head teachers are more accommodative. Another senior teacher said: "I prefer working with a male head teacher. Males are very understanding as compared to female Head teachers. They do not impose their motives like female Head teachers do."

On the other hand, among those who preferred working under any Head teacher regardless of their gender, one senior from a school teacher indicated that: "For me I can be under any leadership regardless of gender. As long as the Head teacher is doing the right thing and am also doing the right thing? The leadership style of that Head teacher should not be a dictator, for me I wouldn't mind."

4.4   Role Conflict of Female Head Teachers

The study sought to find out the experiences of female Head teachers regarding the role conflict between domestic and professional. The findings revealed that, the majority 7 of the respondents indicated that role conflict affected their management of primary schools and 3 revealed that it did not affect them at all.

The head teacher from school revealed that:

> *From the time l became the head teacher it has not been easy to balance work at home and at work. It is either one responsibility suffers for me to achieve the maximum production at work.*

The head teachers from school B indicated that:

> *My domestic work has really suffered because of my professional work. Just like I have explained I have been working hard to make sure that I change the face of this school. Hence sometimes I even work on the weekends, Saturday and Sundays, just to make sure that things are in place. My domestic work has been disadvantaged very much. Before I became the head I used to be an industrious woman but now I have no time because of my position as Head.*

The head teacher from school C revealed that:

As a mother, sister, and leader at school the role conflict has affected my professional work. Right now l have a sister at home who has been sick for quite some time. It is stressful. Sometimes, Iam not allowed to go on leave especially during examinations. As a result, you I force myself to come to work. I cannot be effective because my mind is divided, there is work to take care of and a sick sister. Last year my same sister was in the hospital and I used to sleep at the hospital, bath there and then report for work in the morning. At a certain point l was almost involved in an accident because of stress.

The Head teacher from school E added:

As a manager Iam supposed to be here at 06:45hrs and Iam the last person to leave this school. When I knock off I go home to prepare food for my husband and children. Sometimes when I tell my husband that I am tired, he always says that my job has become an obstacle to the family. We need our services at home as well. As I prepare meals for the family he is just waits to be saved. Iam telling you there are times when we have meetings that go beyond working hours. Then I start receiving calls from my husband, asking me where Iam. What time I would knock off and if I have changed the time of knocking off. To tell you it is not easy.

On the contrary 2 head teachers indicated that they had no challenges with regard to their profession role and domestic role. They indicated that despite holding the highest position at primary school it had not affected their management and domestic role.

In line with this finding the head teacher from school G indicated that:

The issue of role conflict has no effect on the management role .For instance, I try to balance the two. One thing I try to avoid is not to bring work from home to my place of work and professional work taking it to my home. This means that when am at work it is strictly professional work and when I am at home, I am a full time housewife.

Similarly the head teacher from school B said: The issue of role conflict has not affected me. Maybe it is because I became the head when all my children had already grown up and my

husband, who is also a teacher by profession, has always been there for me from the time I was promoted as a Head teacher."

The researcher further sought to find out from the senior teachers if their head teachers encountered role conflict between their professional and domestic roles .The findings indicated that the majority of respondents (9) agreed that their head teacher experienced role conflicts .The cited the following aspects in which the Head teachers experienced role conflict:

One senior teachers from school B indicated that:

> *There is a role conflict experienced by female head teachers. As a senior teacher sometimes I have held late meetings with our Head teacher and within the meeting the husband might call, trying to find out where she is. When you are busy with professional work. The head teacher starts explaining to the husband that she is still at work, it marks her start panicking because she needs to go and prepare for her husband. That is after working hours. Some husbands will tell you I don't eat food prepared by my children or the maid .So the head can compromise with her professional work. She sometimes tells us to finish the work while she rushes home. Other times she tells us to hurry up so that we can finish whatever we are doing on time. If she leaves we remain and finish the job for her. It is quite a challenge.*

The senior teacher from school E added that:

> *I find myself in a situation where l do the Heads work very late because for me I have no husband to ask me. Another issue is what happened recently, we were working with the Head on a certain project and a call came that her daughter had collapsed. So she had to pick up the child and rush her to the clinic. Naturally this affected her emotions and work. While she was at the hospital attending to her sick child she was also calling us to find out how far we had gone with the project she left as with. The professional work was affected negatively.*

Another senior teacher from school F indicated that:

> *Yes there is role conflict. Some husbands like to be treated like babies. You may find that he wants everything to be prepared before 7hrs. The Head teacher is needed in school before 7hrs; so that becomes a challenge and leads to role*

conflict. So female Head teachers may report late for work because of a number of issues they need to take care of at home before they come for work. When it comes to male head teachers there are always on time because they have no responsibilities to do at home.

However, one of the respondents indicated that her Head teacher did not have a challenge with role conflict because she was always the first one to arrive at school and the last person to leave the school. So when it came to management of time and running the school the Headteachers experienced no role conflict.

Another senior teacher from school G revealed that:

I wouldn't say there is no conflict. What is important to know is that when you are at home play your role and when you are at work play your role there .The role should not be mixed. If you mix them you get the frustration from home or work and mix them you fail to work. So when at home, Head teachers should play the motherly role and their headship role when at work. If we bring it to a level where cultural issues play a big role then a woman will have challenges when it comes to role conflict.

4.5 Measures Put in Place to Cope with Challenges

The researcher wanted to find out the measures put in place by female Head teachers in order to overcome the famine related challenges encountered in the management of public primary schools. From the findings the following measures were put in place by female Head teachers in order to cope with the challenges, delegation of responsibility, team work, working extra hard, balancing profession and domestic chores, leadership style, more training in management skills and employing maids.

In order to cope with the challenges related to role conflicts, the finding indicated that, almost all the Head teachers balance between the profession work and domestic chores and others said they had employed house maids to help them with house chores. The Head teacher from school E indicated that: "I make sure to come up with a proper plan by making sure that I satisfy everyone at work and home. Time management is also important, I know what to do at each particularly time."

When the Head teachers were asked how they coped with the challenges patterning to negative attitudes from teachers and the community all the 10 Head teachers indicated that they tried to

use different leadership styles. Among the prominent leadership style were, transformation and democratic or participative leadership styles

The Head teacher from school C indicated the following:

There is need to have an open system of management so that we can reduce on negative perceptions of the teachers. If you not open you will not receive good advice from the members of staff and community members'. When Iam away my deputy takes over without any challenges because we work as a team.

The Head teacher from school E said that:

I use all types of leadership style except for dictatorship. I delegate some of my duties, it really helps when you do that as it reduces on my work load. So when Iam doing something I do not live any one behind, we work as a team so that when we fail, we fail as a team. However, there are some situations when I have made decisions when the team fails to reach an agreement. In such cases are just dictate.

Additionally, all the Head teachers also indicated that, there were some situations when the use of dictatorship kind of leadership depended on the issue at hand especially the issue to do with finances. The head teacher from school F said: One head said: "sometimes I use dictatorship depending on the issue at hand. "I use all the different types of leadership but Iam more of a democrat. Sometimes I use a dictatorship depending on the issue at hand."

Added to the views above were the views of senior teachers; one senior teacher from school F indicated that: her Head teacher was democratic, she only became autocratic when she wanted to encourage some teachers who did not want to work.

Another senior teacher from school H added that:

Our Head teacher uses what I can call African democracy, she always consults when making decisions and announces the decisions in the staff meeting .In the staff meeting teachers are allowed to debate and come up with their opinion. On issues to do with finances she comes up with her own decisions .Take for example teachers may want a certain budget which is too high, but she will come up with a figure based on the financial status of the school. Generally she

consults when it comes to other issues and when coming up with the school budget.

The senior teacher from school F also said: Our head works hand in hand with the deputy/ senior teacher: Additionally, another senior teacher from school E said:

You can delegate when you have a lot of problems. That is why it is important for head teachers to train their deputies, senior teachers and teachers on certain issues to do with management. When the head is not in school the school will continue running as if the head is around. In short there is a need to train subordinates in management skills. Even when it comes to delegating duties the Head teachers should use all members of staff so that they can learn the skills. In case the deputy or senior teachers are not around. Teachers can also run the school. So organising workshops where teachers are trained in management skill is a necessity.

Finally, with regard to the challenges related to biological traits participants generally agreed that the best way is for Head teachers to work on controlling their emotions, or get a day off from work when they feel unwell.

4.6   Summary

This chapter presented the findings of the study on the challenges facing female head teachers. The findings were guided by the four objectives as outlined in Chapter One. The researcher used the thematic approach to present qualitative results. It is worth noting that the findings sorely bordered on the key players involved in the management of schools, the female head teachers and senior teachers. The following Chapter discusses the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1   Overview

This chapter discusses the research findings. The aim of this study was to investigate the challenges female Head teachers faced in the management of public primary schools in Lusaka district. The chapter is presented in line with the research questions below:

(i)   What are the culture and social challenges that hinder effective management of public primary schools by female head teachers in Lusaka district?

(ii)   What are the organisation challenges female head teachers face in management of primary

(iii) How do psychological or biological traits affect female head teachers in the management of primary schools?

(iv)   How do female head teachers overcome the challenges they face in management of public primary schools?

5.2 Challenges faced by Female Head Teachers in Management of Public Primary Schools.

The first research question was to establish the Challenges Female Head Teachers faced in Management of Public Primary Schools. The research findings from the study indicated that female head teachers in primary school and Lusaka district in particular face challenges which include social and culture challenges, organisation challenges, psychological challenges and role conflicts. The findings are discussed as follows.

5.2.1 Organisation Challenges.

According to the research findings, organisational challenges included the negative attitude Female Head teachers faced from the different stakeholders such as the teachers and the community at large. The findings showed that some teachers had negative perceptions towards female Head teachers. Most female Head teachers did not support the teachers when they had problems. As such, the affected teachers preferred to be headed by male head teachers because they were accommodative and easy to interact with. Additionally, the findings showed that most teachers had negative perceptions towards the female Head teachers because they had favourite teachers and in most cases female heads like gossiping and made professional decisions based on hearsay. This is in line with Nzeli (2013) who found out that the majority of the teachers indicated that they did not like the way female

head teachers managed the schools. The reasons given by the teachers who did not like the way the female Head teachers managed their schools were that; they were biased towards male teachers especially when it came to delegating duties to them.

The findings were in line with Shimalungwe (2016) study which revealed that some of the female head teachers liked using dictatorship type of leadership and they did not control their emotions and so sometimes they made decisions based on their emotions. This negatively affected the way the school was managed.

On the other hand, though some teachers had a negative perception towards female Head teachers, the study revealed that the teachers who had a positive perception toward female head teachers stated that leadership was not about gender. The head teacher can be female or male but the performance is based on the capability of an individual head regardless of their gender. This is supported by the study conducted by Muchelemba (2001) which revealed that running a school well did not depend on whether the Head teacher was female or male. The female Head can be a good or bad manager just like a male Head teacher. Female head teachers are better at maintaining discipline and management of finances than their male counterparts.

However, in as much as women in Zambia hold managerial positions, the attitude of the community members are a major constraint to management. In is no wonder Hornby and Shaw (1996), argued that:

> *Women are still not widely accepted as equals when they reach senior positions. Attitudes from both males and females within the organization need to change in order for females to be afforded the same opportunities as males in the same managerial level.*

The community members should change their mind set on female Head teachers and how they manage schools. Organisation challenges encountered by female Head teachers not only discriminate against women, but might positively continue favouringly men fork. Nzeli (2013).

5.2.2 Social and Culture Challenges

Culture and tradition have a noticeable impact on female managers. Culture is the habits, traditions and beliefs of a country, society or group of people. (Annatoria, Chikwature and Oyedele (2018). The school is an extended organ of the community and cultural beliefs also manifest themselves in the school situation. When educators enter schools, they do not leave behind their cultural belief systems. Some cultural beliefs lead to perceiving women as being

inferior to men they cannot manage an organisation where there are men. Females, are thus considered to be weak and not fit for management positions since there are women (Gobena, 2014).

The responses from the Head teachers showed that women have been experienced stereotypes which have developed from the past when people perceived women as a weaker sex, despite female leaders proving the opposite. The stereotyping has been attributed to negative perceptions experienced by female Head teachers from the teachers especially the male teachers and the community at large. The finding further showed that in most schools led by female Head teachers male subordinates, especially those who have been in the service for a long time, did not feel comfortable to be led by the female Head teachers. In most cases this led to conflicts between the Head and the male teachers.

These findings are in line with a study in which Annatoria, Chikwature and Oyedele (2018) pointed out that prolonged stereotyping which developed from the past when people perceived women as weaker a sex is sustained regardless of the fact that female leaders prove the opposite. Being a woman in leadership one may be accused of being lazy simply because she is a woman .Members of staff do not usually feel comfortable being led by a woman as more men are in leadership positions which fosters the perception that leadership is men's sphere

The researcher further sought to find out from senior teachers whether cultural and social issues interfered with management of the schools. The findings gathered from the senior teachers showered that cultural and social issues interfered with the management of school affairs. Other findings also showed that cultural and social issues did not interfere with the management of schools. These results show that the teachers agreed that there were cultural and social issues that interfere with the management of the school.

The study showed that social and cultural issues have a negative influence on the management of primary schools by female teachers .The study showed that because of cultural values most community were deep rooted in their traditional beliefs and were not in favour of female Head teachers managing schools .Some female Head teachers experienced negative influence in their leadership role due to the issue of culture. One of the prominent aspects that came out strongly was that most male teachers were not comfortable working under the leadership of female Head teachers because of the cultural belief that women could not lead. This finding can also be supported by the study by Singleton (1989) on the performance of women school managers

which revealed that female Head teachers faced challenges dealing with older members of staff who had a more traditional view of women. These included both males and females.

Additionally, as a result of culture beliefs most male teachers want to be treated like the way their wives treat them because traditionally, a woman has to be submissive to the man. Women are regarded as followers and not leaders. This is in line with the study conducted by Obonya (2013) which indicated that all the variables relating to social cultural factors were found to be highly affecting women in management positions such as male chauvinism, traditional practice and community attitude.

The findings can also be supported by Eagly's social theory which indicates that in every society there exists traditional gender expectation in order for females and males to successfully accomplish their duties (Biddle, 1986).In Most cases female managers are negatively perceived because of the deep rooted patriarchal system and culture which led to some respondents believe that male leaders are better than women. One male senior teacher revealed that, "he preferred to be under Male head teachers because they received more respect than female head teachers. This is in line with Muchelemba (2001) study on management effectiveness of female head teachers and male Head teachers on public secondary school in Lusaka district which further revealed that most young members of staff if given an opportunity to choose who should be their Head teacher in terms of gender; indicated that they preferred a man to head a school because they felt men had more authority and confidence than women.

Furthermore, the different ways in which female head teachers are treated by the society shows that most female leaders are less respected which is contrary with the liberal feminism theory which emphases on equal individual rights and freedom for both women and me, downplaying sexual differences. Liberal feminism promotes women's autonomy and self-fulfilment (Enyew and Mihrete, 2018).

Additionally, it is further evident from the responses by the senior teachers and the female head teachers that the community has in most cases viewed the female head teachers as failures. Some people think that when a female is heading a school they think you acquired the position through dubious means. They do not think that women can work as hard as their male counterparts. For them when a female is Head teacher then she has connections with the high authority .Other members of the community even regard women to be failures, who cannot be in leadership because they have no capacity to do so.

The findings further showed that members of society thought men work better than women. Even from way back the society thought only men could have big positions. This can be supported by the study conducted by Shimalungwe (2016) which revealed that, head teachers attributed the negative attitude they experienced to culture that promoted stereotypical and prejudice tendencies. Shimalungwe reported that culturally in most Zambian societies men are considered to be decision makers and women are expected to receive instructions from the men. This belief is portrayed in most men who are traditional.

Additionally, the findings also revealed that the traditional belief that men are the head of the household, thus makes most men want to be treated as such by every woman regardless of the woman's status in the school. This is in line with the study conducted by Shimalungwe (2016) which revealed that, male subordinates feel that the way they treat their wives at home is the same way every other woman should be treated and vice versa.

On the other hand some participants showed that despite the community having a negative perception toward female Head teachers, most female headed schools in Lusaka district are doing better in terms of academic performance, discipline and cleanness than male headed schools. This is in line with a studies by Muchelemba (2001) ,Mwanza, (2014), Chonya (2006) and Halyoonda (2008) which stated that male head teachers make better leaders despite research showing that female leaders are more effective in running of schools.

5.2.3 Psychological Challenges.

Psychological factors that might affect the leadership levels of Head teachers include low self-esteem and lack of balance between the two roles. However, in the current study all the head teachers indicated that they were confident in their positions as head teachers. Though some studies have shown that some female head teachers do not perceive themselves worthy and occasionally lack the confidence needed by a leader (Nzeli, 2013 and Mnisi, 2015). However , the finding that all female head teachers indicated that were confident as school managers is contrary to the study conducted by Cubillo and Brown (2003).In their study they reported that internal factors such as lack of confidence, lack of competitiveness and fear of failure hindered women's efficiency in their management of schools.
Behavioural traits is another psychological factor that came out strongly. This had an effect or influence on the leadership role of female head teachers These traits included emotions

that came as a result of the biological make up of women such as the issue to do with menopause affected the management duties of female head teachers.

However, the researcher further sought to find out whether biological traits hindered the Head teachers from performing school duties effectively. The findings showed that biological traits did not hinder some head teachers from performing school duties effectively. The reason for this was that the Head teachers had long teaching experience. As such they were assertive, aggressive, and trained professional. They could handle any issues to do with their personal attributes such as menopause and menstrual issues. Other findings showed that some female Head teachers experienced painful period pains and stayed at home while management work was pending.

These findings are in line with the findings by Hoeritz (2013) which showed that Women were generally not able to control their tempers and had temper tantrums. Most female Heads made professional decisions based on emotions, especially when they were moody. One senior teacher reported that; "I have seen a lot of situations where the female Headteachers made decisions based on emotions. In most cases male heads do not do that may be because men by nature they do not hold grudges even if you differ with them. Women usually have attitudes, such as bearing grudges and not forgiving and forgetting when hurt.

5.3   Role Conflict

The study revealed that most female head teachers experienced role conflict challenges. This is because of the deep rooted traditional beliefs where women are expected to be managers of all the house chores despite having professional positions at work, which equally demands for more of their time. As such female head teachers find themselves in stressful situations and may fail to manage the two roles, leading to role conflict. The findings can be supported by Eagly's social role theory which stipulates that, there in gender expectation based on gender roles constructed by the society. Traditionally, the society expects women to perform certain roles as mothers which include taking care of the family that is the husband and children in terms of cooking for them, cleaning the house and even taking care of any member of the family who is sick regardless of their busy schedule at work.

The finding from the foregoing is also in line with the study conducted by Nzeli (2013) in Kenya, which revealed that, half of the head teachers indicated that there was conflict between domestic and professional roles. The reason for the conflict between domestic and professional roles was because the Head teachers felt that for a female head teacher, school work was

involving and interferes with domestic chores. The professional role is usually tasking. Hence much time is dedicated to the students and little time to the family. As a mother and a career woman a head teacher may not find it easy especially when one has to be in school very early in the morning. From findings it was established that most of the women who were affected with role conflict were married and those who were not affected were divorced only 1 of the married Head teachers was not affected.

The foregoing statement can also be supported by the following studies, one conducted by Elmuti, Jia, and Davies, (2009) in the United States which stated that women in leadership were faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace .Additionally, women entering the workforce are faced with challenges related the family issues. Bratton, Grint and Nelson (2005) pointed out that during the 1960's, women entered the workforce in increased numbers. Once there, many encountered conflict between their domestic and career situations. Lifanda (2005) concurs with the view by stating that more women than men are faced with challenges of choosing between family and their career.

Another finding gathered from the Head teachers showed that in order to avoid role conflict Head teachers tried to be balanced and manages time very well .By doing this they tried to avoid carrying professional work at home and home work at school as well managing the pressure that came as a result of role conflict. .This is in line with Coleman et al. (1997:7) who report that women have a lot of housework to do and so have less time to spend on work than men. The housework disturbs women managers who wish to take their school work home. Men can take their school work home because they have minimal disturbances as compared to women.

5.4   Measures put in place to cope with challenges

The findings from this study showed that despite the famine challenges female head teachers faced in the management of public primary schools they were measures that could be used to cope with the challenges in order to enhance and effectively manage these primary schools. From the findings, various measures were put in place to cope with organisation, social and cultural and psychological challenges. These measures include; the use of all different type of leadership depending on the issue at hand. From the finding almost all the head teachers indicated that they used more of transformation and participatory type of leadership in order to accommodate all the members of staff.

This is in line with the study by Shimalungwe (2016) which showed that female head teachers frequently used transformative and participatory type of leadership .Additionally, this can also be support by Mnisi (2015) findings which indicated that most female Head teachers were more effective than their male counterpart who are more of dictatorship, because the most of them use participatory and people oriented type of leadership style in the management of schools. The study further stated that, the fact that women are competent to act as school Heads, their experiences of the competencies of female school head are all positive, female head teachers show commitment and dedication towards their work and this show that they are capable as leaders like men They are hardworking, innovative, transparent, very organized and able to apply all types of leadership style. Female head teachers   are responsible, honest and reliable and always strives for perfection (Mnisi, 2015).

Ogunyinka and Adedoyin (2013) further adds that the use of participatory and transformative type of leadership, helps the school manager to bring the member of staff together and work as a team because these leadership style are characterised by acceptance of more of responsibility, cooperation and recognition of each worker. Furthermore, Coleman (2006) also argued in his study that most female leaders promotes teamwork that improves communication and collaboration by involving all members of staff in decision making. This maintains good personal relationships with the female leaders and their subordinates.

The leadership style used by the female head teachers is also in line with the transformational leadership theory which revealed that it has feminine model of leadership and as such it is linked to females in leadership. This is because females by nature of their biological status are caring and have concern for others. (Powell and Groves, 2003) Thus female leaders are likely to cooperate, have lower levels of control, collaborate, and solve collective problem solving and making decisions with their subordinates.

Furthermore, in order to cope with the challenge of role conflict, the results of the study showed that time management and proper planning was essential as it helped in knowing what to do at each particular time. In line with the measures put in place on delegation the study conducted by Oyedele (2018) revealed that all the head teachers have a tendency of delegating duties to subordinates. All teachers were involved in the running of schools since they indicated that their heads delegate some duties to their subordinates.

With regard to the support received three respondents for instance, indicated that since there became head teachers their husbands had been supportive. Even when they went home late

because of work they understood their explanations. On the contrary those who did not receive 100 percent support from their husband employed maids to assist them with house chores when they were at work in order to avoid conflicts with their husbands. The foregoing findings are supported by the study conducted in Kenya by Nzeli (2013) which revealed that in order for the female leader to cope with the challenges related to their work responsibilities, most of them delegate some of their duties at work to their subordinate and also employed house maids to help up with the house chores. Thus helped them to properly manage time and the two conflicting roles that is their profession work and domestic chores.

The findings on biological traits also showed that, in order to overcome the challenges that resulted from emotions, there was need for female head teachers to control their emotions by being profession when they dealt with subordinates and other peoples opinion were to be respect. This is in line with the study by Nzeli (2013) which showed that female Head teachers were to remain professional; they also had to learn to balance personal and professional issues in all activities pertaining to psychological remedies.

5.5   Summary

This chapter presented the discussion from the findings in chapter four of the study on the challenges facing female Head teachers. The discussion of the study was guided by the finding as outlined in Chapter Four. From the discussion some of the finding were in agreement with literature and the theories that guided this study while other findings were not in agreement. The researcher followed the themes as presented in chapter four. The following Chapter will present the conclusion of the study, recommendation and suggested further studies respectively.

CHAPTER SIX: CONCLUSIONS AND RECOMMEDATIONS

6.1 Overview

Chapter one of this dissertation discussed the background information concerning the challenges female head teachers face in management of public primary school Lusaka district The problem statement, research objectives, purpose, and significance of the study, conceptual and theoretical framework. Chapter Two reviewed the literature related to challenges female Head teachers face from global, region and Zambian perspectives respectively. Chapter Three presented the methodology on how this research was conducted and Chapter Four presented the research findings of the study which were discussed in Chapter Five. This chapter presents the overall conclusion of the findings. The Chapter ends with conclusions and finally, recommendations which include recommendation for further study.

6.2 Conclusions

In conclusion, female head teachers are positively viewed by some senior teachers and teachers while others have a negative perceptions towards female head teachers' .According to the findings those who positively viewed the female head teachers revealed that they were easily approachable and understanding to the teachers problems. Additionally schools run by female head teachers were well maintained in terms of cleanness. Female Head teachers are very efficient with regard to time management and maintaining focus. They run institutions whole heartedly. They are faithful, orderly and accountable in all aspects of management of primary schools since the follow they laid down policies and as such they are able to achieve the goals of the schools. They also have a motherly heart as they take every teacher and learner like their own children. They are more democratic in the way they run schools than their male counterparts who are known to be more autocratic.

Cultural and social obstacles may interfere with the management of school affairs. The majority of head teachers and senior teachers did indicate that there was role conflict between domestic and professional roles of female head teachers. Majority of senior teachers preferred working under the leadership of male Head teachers.

The responses from both the head teachers and senior teachers showed that the majority of the community had a negative perception towards female head teachers while a few indicated that they had a positive perception. On the psychological factors influencing the head teachers'

performance, majority head teachers and senior teachers indicated that biological traits did bar the head teachers from performing school duties.

One of the measures put in place in order to cope with the challenges encountered by female Heads was the use of transformation and participatory leadership style. This helped them to include every member of staff in the running of schools in some instances, depending on the issue at hand the Head teachers also applied democratic and other types of leadership especially when there was the issue to do with school finances.

6.3   Recommendations

The following recommendations were made based on the findings of the study

(i)   In order to improve the management of female head teachers in primary schools, the head teacher needs support from their fellow women .Women are the majority in the teaching profession.

(ii)   There is a need for society to be educated/sensitize that women can perform even better than men in order to avoid the negative perception female head teachers get from the community.

(iii)   More women should be given the opportunity to manage educational institutions despite the famine challenges they face.

(iv)   Women managers should develop different strategies depending on the field in which they are working, depending on job circumstances, and also depending on the environment and people they are dealing with.

6.2.1 Suggestions for Further Studies

Based on the findings and recommendations, of the study, the researcher recommended the following studies to be carried out;

(i)   Another similar study should be conducted in other districts of Zambia on challenges female head teachers face in management of primary schools in order to determine/generalize   the findings.

(ii)   The study covered primary schools in Lusaka district. A study should be conducted within Lusaka districts to establish whether similar challenges are faced by female head teachers in the management of secondary schools in Lusaka district.

(iii)   Further study should be done on the effects of challenges facing female head teachers on the academic performance of learners.

REFERENCES

Annatoria M .C. Chikwature W. and Oyedele, V. (2018). Problems Encountered in Feminine Primary School Headship in Marange in Mutare District. *Journal of Social science Research.*Vol. 13, 2321-1091

Archer, J. (2003). *Survey Studies Barriers to Women Leaders Education Week*. 22(25)

Banda, D.L. (2002).*Banda's Intent and Consequences Analysis*. ESAMI

Barbie, E. and Mouton, J. 2002. *The practice of social research.* (5th ed.). USA, Boston: Pearson Education.

Beijing Declaration and Platform for Action (BPA). *4th World Conference on Women.* 15th September 1995.

Biddle, J.B. (1986) Recent development in Role *Theory.Annuel Review sociology* 12:67-92.

Birgen, P. (2007). *Strategic thinking. Principal: The merchant of knowledge*. Nairobi: Image Books Publishers.

Bjork, L. G., Glass, T. E., and Brunner, C. C. (2005). Characteristics of American school Superintendents. In. L. G. Bjork, T. E. Glass, and T. J. Kowalski (Eds.), *The contemporary superintendent: Preparation, practice and development (pp.137-161). Thousand Oaks, Cal.: Corwin Press*

Blackmore, J. (2005). "The Emperor Has No Clothes: Professionalism, Performativity and Educational Leadership in High-risk Modern Times." In Collard J. and Reynolds, C. (Eds.), *Leadership, Gender and Culture in Education: Male and Female Perspectives,* Maidenhead: Open University Press.

Blanchard K, and Hodges P (2005). *Lead like Jesus: Lessons from the greatest leadership role Model of all time.* Thomas Nelson Inc. Tennessee.

Bless, C., Smith G.H. and Kagee, A. (1995). *Fundamentals of Social Research Methods: An African Perspective* (4th Ed)*. Cape Town: Juta and Company Ltd.

Bratton, J., Grint, K. And Nelson, D. (2005). *Early theories of leadership. Organisational Learning.* Mason: South Western.

Brown E.L, Davies H, H, and Elmuti, D (2009) Challenges Women Face in Leadership position and Effectiveness: *An Investigation. Journal of Leadership Education* (8)2 18–23.

Brown H.E.L, (2004). *Barriers to women in educational leadership roles in Montana.* PhD Dissertation. Montana: State University Bozeman

Brundrett, M. and De Quevas, R. A. (2007). Setting an Agenda for Social Justice through Leadership Development. *Journal of Management in Education*, 21(4): 44-48.

Bureau of Labour and Statistics (2007). *Women in the Labour Force: A Data book*.

Burns, J.M. (1978), *Leadership,* Harper Torch books, New York, NY.

Burrows, N. (1979). "The 1979 Convention on the Elimination of All Forms of Discrimination against Women, *'Netherlands international Reviews* vol. 32, (1980) pp.419-60.

Cabinet Office (2000).*National Gender Policy.* Lusaka: Gender in Development Division.

Campbell, R. F., Bridges, E. M. and Nystrand, R.O. (1977). *Introduction to educational administration*. Allyn and Bacon Inc.

Campbell, S.R (2009).*Investing in diversity: Changing the face (and heart) of Educational leadership.* School Leadership and Management 29(3): 321–331.

Celikten, M. (2005).A perspective on women principals in Turkey. International. *Journal of Leadership in Education*, 8(3) 207–221.

Celikten, M. (2006).*A perspective on women principals in Turkey*. International Journal of Leadership in Education, 8(3):207-221.

Celikten, M. (2009). Portraying Women Administrators*:* Turkish Cases. In H. C. Sobehart (Eds.), *Women Leading Across the Continent* (pp. 168-174). Lanham: Rowman and Littlefield Education.

Central Statistical office (2012).2010 *Census of Population and Housing: National Analytical Report.* Lusaka; Central Statistical Office.

Chabaya, O. (1990). *An Investigation into the Perceptions of College Academic Staff and Students on Affirmative Action in Conventional Primary Teacher Colleges in Zimbabwe.* Unpublished M.Ed. dissertation. Harare: Zimbabwe.

Chabaya, O.S, Rembe, S, and Wadesango, N. (2009). The persistence of gender inequality in Zimbabwe: factors that impede the advancement of women into leadership positions in primary schools. *South African Journal of Education* .Vol. 29, 235-251

Chonya F.M. (2006). *A Comparative Study of effectiveness of Female School Head Teachers with their male counterpart:* A case of Lusaka Province. A Master's degree Dissertation. UNZA.

Coetzer, L.J.M. 2004. *Management of Educational Institutions Study Guide.* Pretoria: Ithuthuko Investment Publishing.

Coleman, M. (1997). The management style of female head teachers. *Educational Management and Administration*, 24(2), 163-174.

Coleman, M. (2005).theorizing and Practices of leadership: An introduction. In Coleman, M. and Eagly (Eds.) *Leadership and Management in Education: Culture, Change and Context*. Oxford: Oxford University.

Coleman, M., Qiang, H., Li, Y. (1998). Women in educational management in China: experience in Shaanxi Province. *Compare*, 28 (2):141-154.

Coleman, S. 2006. The management style of female head teachers. *Journal of Educational Administration,* 24(2): 78-190.

Creswell, J.W. (2003). *Research Design-Qualitative, Quantitative and Mixed Methods Approaches* (2nd Ed.). London: Sage Publications.

Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd Ed) Thousand Oaks, CA: Sage.

Creswell, J.W. 2008. *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New York: Merrill/Prentice Hall.

Cubillo, L and Brown, M. (2003). Women into Education Leadership and Management: International Differences? *Journal of Educational Administration.4, 278-298.*

Damons, H.M. (2008). *The Performance of Female Principals in the Management of Selected Secondary Schools in the Gauteng Province*. Master's thesis: University of Johannesburg.

Davies, H. (2000). *Revision Professional Studies For Primary Teacher Education*. Nairobi: East African Educational Publishers.

DePree M (2004). *Leadership is an Art*, New York, NY: Crown Business,

Deventer V. (2000). *The Role of Higher Education in empowering women in Eastern Africa*. Paper Presented at the Workshop on Woman and Management in Higher Education Regional Trainers, Catholic University of Easter Africa, Nairobi.

DiPaola, M. F., and Hoy, W. K. (2008). *Principals improving instruction: Supervision, evaluation, and professional development*. Boston: Pearson/Allyn and Bacon.

Eagly, A. H. (1987). *Sex difference in social behaviour: A social role interpretation*. Hillsdale, NJ: Erlbaum

Eagly, A. H., and Carli, L. L. (2007). *Through the labyrinth: The truth about how women become Leaders.* Boston, MA: Harvard Business School Press.

Eagly, A. H., and Karau, S. J. (2002). *Role congruity theory of prejudice toward female leaders. Psychological Review. 109*(3), 573-598.

Elmuti, D. Jia, H. and Davis, H.H. (2009). Challenges Women Face in Leadership Positions and Organizational Effectiveness: An Investigation. *Journal of Leadership Education.8 (2) 167-187*

Enloe, C. (2004). *The curious feminist: Searching for women in a new age of empire.* Berkeley and Los Angeles, CA: University of California Press.

Enyew B.E. and Mihrete A.G. (2018).Liberal Feminism: Assessing its Compatibility and applicability in Ethiopia Context. International *Journal of Sociology and Anthropology,* 10(6), 59-64.

Esia-Donkoh, K. (2014). Attaining school and educational goals: Duties of head teachers of public basic schools in Ghana. *Journal of Education and Practice,* 5(1), 64-72.

Fink, D. (2005). *Developing Leaders for their future not our past. In Coles M. J. and Southworth G, Developing leadership: Creating the schools of tomorrow.* Maidenhead: Open University Press.www.ijhssnet.com

Ford L (1991). *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values and Empowering Change.* Downers Grove: Intervarsity Press.

Fred N. and Kerlinger, N.F. (2000). *Foundations of behavioural research.* (4th.ed) New York: Rinehart and Winston Inc.

Gage, J., Mumma, S. and Fritz, S (2004). Exploring the Bermuda Triangle: Review of Gender, Societal, Team and Individual Leadership Theories. *Journal of leadership Education, 3(2), 35-51.*

Gamitto. (2011) .*Factors hindering adequate female participation in administrative positions at secondary school level.* Masters dissertation. Lusaka: UNZA.

Gay, L.R. & Airasian, P. 2003. *Educational research: Competencies for analysis and application.* (7th ed.). Upper Saddle River N.J.: Merrill Prentice Hall.

Gipson, N, A. et.al (2017) Women and Leadership: Selection, Development, Leadership Style, and Performance. *The Journal of Applied Behavioural Science* 2017, Vol. 53(1) 32–65.

Gobena, L. (2014).*Major Factors that affect Female Teachers" Participation in School Leadership. The case of Public Primary Schools in Jimma Town.* Masters Dissertation. Jimma University.

Government of Republic of Zambia (2011) .*The Education Act 2011*.Lusaka: Government Printers.

Government of Republic of Zambia. (2017).*7TH National Development.Plan2017-2021*.Lusaka Ministry of National Development Planning.

Griffin, G.W. (1994). *School Mastery.* Nairobi. Lectern Publications Ltd.

Grogan, M. (2000). Laying the groundwork for a preconception of the superintendence from Feminist postmodern perspectives. *Educational Administration Quarterly,* 36, 117-142.

GRZ/UPND (2008)) *Millennium Development Goals (MDG) Progress Report*

Halyoonda, M.C. (2008). *The performance of women school managers in Zambia: The case of Mumbwa and Kabwe districts in Central province.* Masters Dissertation. UNZA.

Hess, F., and Kelly, A. (2015). *Learning to lead: What gets taught in principal preparation? Programs*?www.hks.harvard.edu/pepg/PDF/Papers/Hess_Kelly_Learning_to_Lead_P EPG05.02.pdf.

Hoeritz, K.J. (2013). *Stereotypes and Their Consequences for Women as Leaders in Higher Education Administration* PhD. Dissertation, Duquesne University.

Hoff, H. and Mitchell, S. (2008). The lady vanishes: some thoughts on women and leadership. *Journal of Organizational Change Management*, 20(2), 198-234

Hornby and Shaw, R. (1996). Women in management education: The token topic? In L. Morley, & V. Walsh (Eds.), *Breaking boundaries: Women in higher education* Taylor and Francis. London, UK: pp.78-89.

Kagoda, A.M., 2000. *Determinants of career professional development of female teachers in Uganda.* Uganda: Makerere University.

Kalabo, O.M. (2017).Studies on School Leadership in Zambia: A Review An *international Multi-disciplinary Journa*l, 11 (4), 30-44.

Kapaya, G. (2013). *Instructional Leadership: A case of selected primary schools in Mufumbwe District.* Masters dissertation: University of Zambia. UNZA.

Kariuki, C.W. (2007). *What Drives Women Leaders to Adopt an Authoritarian Model of Power? An essay on Female Principals in Kenya.* Cape Town: University of Cape Town:

Kombo, D. and Tromp (2006). *Proposal and Thesis writing:* Nairobi: Pauline's Publications Africa.

Kothari, CR. (2004). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers.

Kudachi, S.A. (2012). Problems Faced by Women in Education Institutions of Bijapur. *International Journal of Science and Research, 3(9), 1465-1467.*

Kyriakoussis, A and A. Saiti, (2006) "Underrepresentation of Women in Public Primary School Administration: The Experience of Greece, International Electronic *Journal for Leadership in Learning,* 10, 1-13.

Laverty.S.M. (2003).Hermeneutic Phenomenology and Phenomenology: A Comparison of Historical and Methodological Considerations. *The International Journal of Qualitative Methods.2 (3) 1-29.*

LeCompte, M.D. and Schensul J.J. (1999). *Analysing and Interpreting Ethnographic Data.* Walnut Creek, CA: Altamira Press.

Lee, V.E., Smith, J.B.and Cioci, M. (1993).Teachers and Principles: Gender-Related Perception of Leadership and Power in Secondary Schools. *Journal on Educational Evaluation and Policy Analysis. 15*(2):153-186.

Leedy, P.D. and Ormrod, J.E. (2010).*Practical Research Planning and Design. (*19th Ed.) New Jersey Pearson Education, Inc.

Lifanda K.N. (2005). Education and training of women and the girl-child. Online Discussion for Review of Beijing 10, UNESCO/UNICEF, 1-30.

Lumby, J. (2003). *Managing Human Resources in South African Schools.* London: Commonwealth Secretariat.

Lund, G. (2003). Endorsement of Masculine and Feminine Gender Roles: Differences between participation in and identification with the athletic role. *Journal of Sport Psychology* 14(2) 136-144.

Macmillan, J.H. & Schumacher, S. 2006. *Research in education: Evidence based inquiry. New York: Pearson.*

Mahlase, S (1997). *The Careers of Women Teachers under Apartheid.* Harare: SAPES Books

Makura, A. H. (2009). *The challenges Faced by Female Primary School Heads: The Zimbabwean Experience.* Alice: University of Fort Hare.

Martin, L. J. (2011). *Women as Leaders in Education.* New York: Praeger.

Mbamba, A.M. (1992). *Handbook of training methods in educational management.* www.researchgate.net/...44819623/

Miles, M. B., and Huberman, A. M. (1994).*Qualitative Data Analysis* (2nd ed.). London: Sage Publications.

Ministry of Education. (1996). *Educating Our Future: National Policy on Education* Lusaka, MOE.

Ministry of Education. (1992).*Focus on Learning: Strategies for development of schools Education.* Lusaka: Zambia Education Publishing House.

Ministry of General Education (2016). *Educational statistical bulletin 2014* Directorate of Planning and Information. Ministry of General Education, Lusaka, Zambia.

Ministry of National Development Planning (2017). 7th National Development Planning 20172021. Lusaka: MNDP.

Mnisi, C.T. (2015).Female primary school Leadership in the Bohlabela District of Mpumalanga: Challenges and strategies. Masters dissertation .University of South Africa.

Moorosi, P. (2010). South African women principals' career paths: Understanding the gender gap in secondary school management. *Educational Management, Administration and Leadership,* 38 (5), 547-562.

Moorosi, P. (2012).South Africa Female Principals Career Paths: Understanding the Gender Gap in Secondary School Management. *South Africa Journal of Education, 27 (3), 507-521.*

Muchelemba, V. (2001). *Management Effectiveness of Female and Male Public Secondary Schools Head Teachers in Lusaka district.* Masters dissertation. UNZA.

Mugenda, O. and Mugenda, A. (2003).*Research Methods Qualitative and Quantitative Approach* Nairobi: Africa Centre for Technology Studies

Musonda, T. (2016).*Assessment of administrative of administrative challenges faced by primary School head teachers in managing pupils with special education needs inclusive schooling in selected schools of Kaputa district, Zambia.* Masters Dissertation.UNZA.

Mwanza, P (2004).*Teacher Perception of school Management Practice and their influence in teacher Performance in selected High school in Lusaka.* Masters Dissertation. UNZA.

Mwila, P. (2013). *Effectiveness of the National Gender Policy in Ensuring Women's Participation in Decision Making Among Tertiary Learning Institutions in Zambia. The Case of the National Institute of Public Administration and Evelyn Hone College.* Masters Dissertation. UNZA.

Mythili, N. (2017). *Representation of Women in School Leadership Positions in India.*, New Delhi:Sri Aurobindo Marg,

National Gender Policy in Zambia, (2000). Lusaka: Government of the Republic of Zambia.

National Gender Policy in Zambia, (2009) .Lusaka: Government of the Republic of Zambia.

National. Gender. Policy in Zambia, (2014) .Lusaka: Government of the Republic of Zambia.

Ngandu K.S. (2013). *Writing a research proposal in educational research.* Lusaka: UNZA Press.

Ngcobo F.B. H. (2015).*Challenges Faced by Female Educators into Principal Position in the Imbali Circuit.* Masters dissertation. KwaZulu-Natal University.

Ngithi, G.N. (2013). *Administrative challenges faced by primary school head teachers in management of pupils in Embakasi District, Nairobi county- Kenya.* Unpublished. Master's Thesis. Kenyatta University.

Nzeli, K.A (2013). *Challenges Faced by Female Head Teachers in Management of Secondary Schools: A case of Kaugundo District in Machakos County, Kenya.* Masters Dissertation. Kenyatta University.

Nzioka, M.N (2012) *Factors Influencing Performance of Women Head Teachers in Primary Schools in Westland District.* Nairobi County Kenya. Masters Dissertation. University of Nairobi.

Nzoka, J.T and Orodho J.A. (2014). School Management and Students' Academic Performance: How Effective are Strategies being employed by School Managers in Secondary Schools in Embu North District, Embu County, Kenya? *International Journal of Humanities and Social sciences, 4(9), 86-99.*

Obonya, M.A. (2013). *Challenges facing women in school management a case of primary schools in Siaya county Kenya.* Masters Dissertation .Kenyatta University.

Ogunyinka, E.K. and Adedoyin, R. (2013).Leadership style and Work Effectiveness of Schools principal in Ekiti. Case study of Ado-Ekiti Local Government Area. *Developing Country Studies* Vol. No.3 (3), Retrieved from www.iiste.org. on 4th December, 2019.

Ojo, L. B., and Olaniyan, D. A. (2008), Leadership roles of school administrators and Challenges ahead in post-primary institutions in Nigeria, *European Journal of Scientific Research,* 24(2), 172-178.

Onyango, G. A. (2001). "*Competencies needed by secondary school Head teachers and Implications on pre-service education."* Unpublished PhD thesis, Kenyatta University.

Orodho, J (2004) "*Techniques of writing research proposals and reports in Education and social sciences,"* Nairobi: Masola Publ.,

Oyedele V and Chikwature W (2016). The Obligation of School Development Committees in Teacher Retention in Buhera District Primary Schools in Manicaland Province, Zimbabwe. *Greener Journal of Educational Research*, 6(2): 034-043,

Pajares, F., and Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding and S. Rayner (Eds.), *Self-Perception.* London: Ablex Publishing.pp.239-266.

Pont, B, Nusche, D, and Mooreman, H (2008).*Improving school Leadership,* Policy and Practice. Paris: OECD

Powell, G, N. and Graves, L.M. (2003), *"Leading People", Women and Men in Management* (3rded). Newbury Park: Sage Publications.

Punch, K.F. (1998). *Introduction to Social Research: Quantitative and Qualitative Approaches:* London: Sage.

Rafferty A E and Griffin, M.A (2004). "Dimensions of transformational leadership: conceptual and empirical extensions"*, The Leadership. Quarterly.* 15(3): 329-354.

Riches, C., (1988) Gender and School Management. Milton Keynes: The Open University Press.

Rose, S. and Hartmann, H. (2008). *Still a man's labour market: The long-term earnings gap.* Washington, DC: Institute for Women's Policy Research. www.iwpr.org/Publications/pubs/still-a-man2019s-labor-market-the-Long-term earnings-gap.

Rowland, M. M., Leu, M. (2011) Study area description. In. Hanser, S.E.et.al. (Eds.). *Sagebrush ecosystem conservation and management: Eco regional assessment tools and models for the Wyoming Basins.* Allen Press, Lawrence, KS

SADC (1997).*Declaration on Gender and Development .Blantyre*: SADC.

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead.* New York: Knopf.

Saunders, L. and Thornhill, A. (2003). *Research Methods for Business Students* (2nded.). London, UK: Prentice-Hall.

Schneider, S.K and George, W.A. (2011) .Servant leadership versus transformational leadership in voluntary service organizations. *Leadership and Organization Development Journal.* 32(1):60-77 ·

Schuh, S. et .al (2014).Gender Differences in Leadership Role Occupancy: The Mediating Role of Power Motivation. *Journal of Business Ethics. 120(3):363-379.*

Sendjaya S, et.al, (2008). "Defining and measuring servant leadership behaviour in Organizations", *Journal of Management studies,* 45 (2): 402-424.

Shakeshaft, C. (1986). "*A female organizational culture*". Educational Horizons, 64(3), 117-120**.**

Shakeshaft, C., et.al. (2007). "Increasing gender equity in educational leadership," in ed. S. Klein (Ed) *Handbook of Gender Equity*, Hillsdale, NJ: Lawrence Earlbaum Associates, 103–130.

Shakeshaft. et.al. (2000).*Increasing Gender Equity in Educational Leadership*

Shimalungwe, N. B. (2016) .*Challenges faced by Female Head Teachers in Management of Secondary Schools. A case study of selected schools in Luanshya District.* Masters Dissertation. UNZA.

Sibanda, A and Shava, J. (2009). *Counting the Gains.* A profile of the Zimbabwe Women 8th Parliamentary Caucus. Zimbabwe.

Singleton, C. (1989). *Women Deputy Head teachers in Educational Management in Managing Effective schools.* London*:* Chapman Publishing Ltd.

Smith, M., (1984). *Avoiding the male backlash. Practical Approaches to women's Career development.* Sheffield: Belmont.

Smith, P.B. (2002). Cultural values, sources of guidance and their relevance to managerial behaviour*: A47 Nation Study. Journal of Cross Cultural Psychology,* 33(2): 188-191.

Spears L.C (1998). *"*Tracing the growing impact of servant leadership", In Block, P., Blanchard, P.K, Wheatley, M. and Autry, J.A. (Eds.). *Insights on Leadership: Service, Stewardship, Spirit and Servant leadership.* Wily, New York, NY: pp. 1-12.

Sperandio, J. and Kagoda, M.A. (2010).Women Teachers Aspirations to school leadership in Uganda. *International Journal of Education Management.24 (1), 22-33.*

Sperandio, J., 2002. *Leadership for adolescent girls:* The role of secondary schools in Uganda. Gender and Development.

Sperandio, J., and Kagoda, A. (2001). Women teachers' aspirations to school leadership in Uganda. *International Journal of Education Management,* 24(1), 22-33.

Stelzer, J and Bass, B. (1990), "Transformational leadership: beyond initiation and Consideration", *Journal of management,* vol.16, pp. 693-703

Suaka, P.L. and Kuranchie (2018).Head teachers' professional management needs and concerns: Evidence from an educational district in Ghana. *African Educational Research Journal.*6 (1) 20-29.

Syachala, Z.P. (2018). Gender issues in Education in the fifty years of Zambia's Independence. In Masaiti .G, (Eds.). *Education in Zambia at fifty years of Independence and beyond. History, current status and contemporary issues.* Lusaka: UNZA Press.pp.134-155

Taj S. (2016) .*Challenges to female educational leaders in Kyber Pakhtunkhwa, Pakistan.* PhD Thesis. University of lowa.

Townsend, T. (2007). *The International Handbook of School Effectiveness and School Improvement.* New York: Springer.

U.S. Bureau of Labour Statistics. (2015C). *Women in the labour force: A data book.* www.bls.gov/opub/reports/cps/women-in-the-labor-force-a-databook-2015.pdf.

U.S. Bureau of Labour Statistics. (2016). Employed and unemployed full- and part-time workers by age, sex, race, and Hispanic or Latino ethnicity. www.bls.gov/cps/cpsaat08.htm.

U.S. Department of Labour. (2015). *The cost of doing nothing: The price we all pay without paid leave policies to support America's 21st century working families.* www.dol.gov/featured/paidleave/cost-of-doing-nothing-report.pdf.

UNESCO (2016). *Education for people and planet: Creating sustainable future for all.* Global Education Monitoring Report (2nd Ed.). UNESCO.

UNESCO, (2012). Meeting the Global Challenge of Community Participation in Ecotourism: Case Studies and Lessons from Ecuador, USAID, and the Nature Conservancy.

UNESCO. (2013). *Adult and youth literacy. National, regional and global trends,* 1985-2015.http://unesdoc.unesco.org/images/0021/002174/217409e.pdf

United Nation (1995). *Women in Leadership Roles*. Division for the Advancement of Women Department of Economic and social Affairs. United Nations.

United National (1965) The Convention on the Elimination of All forms of Discrimination against Women and its Optional Protocol. Hand book for Parliamentarians.

United National, (1979) Convention on the Elimination of All Forms of Discrimination against Women .New York: United National.

Wachira, P.M (1996), *Preparation of Secondary School Head teachers and Implications on their Administrative Performance.* K.I.E.

APPENDIX A: INTERVIEW GUIDE FOR HEADTACHERS

The University of Zambia in collaboration

With the Zimbabwe Open University

The purpose of this interview is to investigate the challenges female head teachers face in management of public primary schools in Lusaka urban district. The study is meant to determine information needed to foster improvement in management of primary schools. The information that will be collected using this guide will also be used to inform policy makers on the intervention that can be taken to address some of the challenges that head teachers might be facing in   managing public primary schools in Lusaka District. The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is purely for academic purposes only.

Kindly provide your honesty answers by answering the questions that will be asked.

INSTRUCTIONS: Please respond to all the questions that are being asked and provide sufficient explanations.

1. (a) Name of the school: ………………………………………………………………..

  (b) Sex: Male   Female

  (c) Marital status ………………………………

 (d) Highest professional qualification the respondents:

 Certificate: Diploma   Degree   Master's Degree

 (e)Position / Post held ………………………………………………………………

1. How long have you been at this school?

2. How long have you been in the teaching fraternity after you were deployed as a teacher?

3. How many years did you save as a   teacher before you became the head teacher?

5. How many years have you been the head teacher?

6. How many schools have you been a head teacher after your appointment as head teachers?

PERCEIVED CHALLENGES

ORGANISATION CHALLENGES

1. How is your working relationship with your teachers and support staff?

2. From the time you were appointed have you ever had any experience where teachers, support staff, learners and parents have been against   your leadership at this school or any other schools who have been the head teacher?

3. If your answer is yes, kindly give the reason.

4. Who resisted your leadership, is it female or male or both teachers?

5. Do you think the resistance you received was because of your gender?

SOCIO-CULTURAL CHALLENGES

1. Please share briefly   how social and cultural beliefs if any may affect your leadership roles?

2. In your view/ experience, kindly share how society perceives female head teachers.

3. How does it discourage or encourage females' participation in leadership?

DUAL RESPONSIBILITIES

1. Share briefly your experience regarding role conflict between your domestic work and

   Your professional work?

2. Share briefly if your family and members of staff are supportive in ensuring that you put in your level best in your professional work and promotion prospects.

PSYCHOLOGICAL FACTORS

1. Share your experience if any weather   your biological traits hinder the effective

Management of your school. E.g. menopause, monthly periods, pregnancy.

2. How confident are you in your position as a head teacher? If the answer is Yes/No. Kindly give reasons?

3. In your opinion, do you think emotions of women have an influence on their leadership roles? Explain briefly?

a. Have you ever made a decision based on emotions as a leader? If the answer is yes, kindly explain

MEASURES TAKEN TO OVERCOME CHALLENGES

1. Describe measures you have put in place in order to cope up with the challenges that you face as a female head teacher in management of public primary schools?

3. Is there anything else you would like to add?

<div align="center">THANK YOU FOR YOUR TIME</div>

APPENDIX B. INTERVIEW GUIDE FOR SENIOR TEACHERS

The University of Zambia in collaboration

With the Zimbabwe Open University

The purpose of this interview is to investigate the challenges female head teachers face in management of public primary schools in Lusaka district. The study is meant to determine information needed to foster improvement in management of primary schools. The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purposes only.

Kindly provide your honesty answers by answering the asked questions.

INSTRUCTIONS: Please respond to all the questions that are being asked and provide sufficient explanations.

1. (a) Name of the school:…………………………………………………….

(b) Sex: Male………..   Female …………

(c) Highest professional qualification the respondents:

Certificate:……..Diploma ………….Degree……………. Master's Degree ……. PhD.

(d)Position / Post held……………………………………………………….

1. How long have you been teaching since   you left college or university?

2. How long have been senior teachers since your promotion?

3. Mention if any, some of her duties that your head teacher delegate to deputy head teachers, senior teachers and teachers respect.

PERCEIVED CHALLENGES

ORGANISATION CHALLENGES

1. Describe   the perception of pupils to female head teachers in your school?

2. In your opinion, do you think female head teachers and male head teachers are accorded the same level of respect by teachers?

5. Describe   your attitude towards your head teacher?

6. In your view, what is the attitude of other members of staff towards your head teacher?

5. If you were given a chance, who would you prefer working with between the female of male head teacher?

SOCIO-CULTURAL CHALLENGES

1. Please share briefly how social and cultural issues if any may affect the management of the school by female head teachers.

2. In your opinion, share how society perceives female head teachers?

DUAL RESPONSIBILITY CHALLENGES

3. Share briefly your experience regarding role conflict between domestic work/chores and professional work of female head teachers.

PSYCHOLOGICAL CHALLENGES

1. Share if any, does the biological traits bar female head teacher in performing school activities effectively.

2. Do you think emotions of women have an influence on their leadership roles? Explain briefly.

3. Do you think your head teacher has confidence in her position as head teacher?

If YES or NO …Kindly give a reason why?

1. Suggest measure one can employ to deal with challenges that are due to role conflict,

Biological traits and socio-cultural beliefs?

2. Is there anything you would like to add?

<div align="center">THANKS FOR YOUR TIME</div>

APPENDIX C: ETHICAL CLEARANCE

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

27th November 2019

REF NO. HSSREC-2019- AUG - 009

Paxina Mpezeni
Northmead Primary School
P.O Box GDN 33
LUSAKA.

Dear Ms Mpezeni

RE: "CHALLENGES FACING FEMALE HEAD TEACHERS IN MANAGEMENT OF PUBLIC PRIMARY SCHOOLS. A CASE OF SELECTED PRIMARY SCHOOLS IN LUSAKA URBAN DISTRICT OF ZAMBIA"

Reference is made to your protocol dated 7th August 2019. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary	Approval No. HSSREC-2019- AUG - 009
Approval and Expiry Date	Approval Date: 27th November 2019	Expiry Date: 26th November 2020
Protocol Version and Date	Version - Nil.	26th November 2020
Information Sheet, Consent Forms and Dates	• English, Nyanja, Bemba.	26th November 2020
Consent form ID and Date	Version - Nil	26th November 2020
Recruitment Materials	Nil	26th November 2020
Other Study Documents	Questionnaire.	26th November 2020
Number of participants approved for study	600	26th November 2020

Excellence in Teaching, Research and Community Service

to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and

2

changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,
HSSREC IRB

Dr. J. Mwanza

Dip. Clin. Med. Sc., BA. M.Soc., PhD
CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research and Graduate Studies
         Assistant Director (Research), Directorate of Research and Graduate Studies
         Acting Assistant Registrar (Research), Directorate of Research and Graduate Studies

3

APPENDIX D: INTRODUCTORY LETTER

UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249
Telegrams: UNZA LUSAKA
Fax: 26021-1-253952
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: 14 – 08 – 2019.

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves to confirm that _Mpezeni Paxina_ of NRC Number_226158/43/1_ and computer number _717822882_ is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open University (UN ZA-ZOU).

The student is pursuing a Master of Education Management and Administration (MEDA) Programme and that he/she will be carrying out a research on _Challenges facing female Head teachers in management of public primary School. A case of selected public primary School in lusaka. urban district._

Any assistance rendered to him/her will be greatly appreciated.

The Head Teacher kindly allow the Student to conduct research in your school

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

14 AUG 2019