

**EXPLORING MANAGEMENT EXPERIENCES OF FEMALE HEADS OF
DEPARTMENT: THE CASE OF SOCIAL SCIENCES HEADS OF DEPARTMENT IN
SELECTED SECONDARY SCHOOLS IN LUSAKA URBAN DISTRICT**

BY

IREEN MOOMBA

**A dissertation submitted to the University of Zambia, in partial fulfilment of the
requirements for the Award of the degree of Master of Education in Civic Education**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2023

COPYRIGHT DECLARATION

No part of this dissertation may be reproduced, stored in any retrieval system, transmitted in any form by electronic, mechanical, photocopying, recording or otherwise before seeking permission from the author.

©2023

Ireen Moomba

All Rights Reserved

AUTHOR'S DECLARATION

I, **Ireen Moomba**, do declare that this work was solely done by me and that it has never been submitted for examination in any other college or university and that all the sources I have used have been acknowledged. I further declare that the views and opinions contained in this report do not in any way represent those of University of Zambia, but my own.

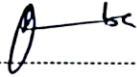
Signature: 

Date: 30/03/2023

CERTIFICATE OF APPROVAL

University of Zambia approves the dissertation of Ireen Moomba a partial fulfilling part of the requirements for the award of the degree of Masters of Education in Civic Education.

Dr Kaumba, C



27/03/23

Examiner 1

Signature

Date

Dr. Simwanya G.J.



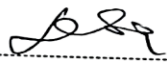
27/03/2023

Examiner 2

Signature

Date

Dr. Mwemba L



29/03/23

Examiner 3

Signature

Date

Dr M. Simuchimba



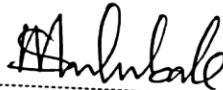
29/03/2023

Chairperson Board of Examiners

Signature

Date

Dr. S. Mulubali



27/03/2023

Supervisor

Signature

Date

ABSTRACT

This study explored management experiences of female social sciences heads of departments in selected secondary schools in Lusaka urban District, Zambia.

The researcher used the qualitative approach with a descriptive research design in carrying out the study. The main population targets in this research were 5 female heads of social sciences department, 10 school administrators and 10 Teachers of Civic Education. The total sample population were 25. Data was collected through interviews and was analysed using thematic analysis.

The study revealed decentralisation of the department into sections, monitoring of teacher and learner performance and holding of in-house and continues development meetings were key management strategies employed by female social sciences heads of departments . Management challenges faced by female social sciences heads of department includes subject management, management of over populated human resource, teacher absenteeism, and frequent permission, material constraints and limited space for operations. On the kind of support female social sciences heads of department received from school management, it was revealed that Head of Department received skill development, provision of teaching and learning aids and moral support in teacher management On strategies aimed at enhancing management practices of female social sciences heads of department, it was revealed that there is need to enhance in-house meetings and workshops, infrastructure development for effective operation, appointment of Head of Departments based on merit and continued academic advancement, boosting of teaching and learning aids and teacher motivation.

The study concluded that despite challenges experienced faced by female social sciences heads of department; there is still window of opportunity available to improve the running of the department.

The study recommended that Heads of the departments through the social sciences association should have some periodic engagement in order to compare how Heads of the departments from other schools are managing to run their departments. The Ministry of Education should consider downsizing the human resource in the social sciences department for easy management by considering taking Teachers of social sciences to where their services are needed most than taking them to already populated schools and departments. The Ministry of Education should offer periodic training to the Heads of the departments through CPDs so that they are always acquitted with new changes in the system.

Keywords: *Female head of department, Management experiences, social science department.*

DEDICATION

I would like to dedicate this work to my children Lisa, Mark, Joe, Chachiwayi and David Chinyanta and my husband Mr. Chinyanta Everistor for the overwhelming support during this academic journey. You indeed sacrificed a lot for me. This work is also dedicated to my late father Daniel Moomba and my late mother Mary Matesamwa Moomba for setting a good background that has enabled me to see the positive fruits of Education.

ACKNOWLEDGEMENTS

I would like to thank my supervisor Dr. Sanny Mulubale for academic guidance and timely feedback during this knowledge search. I am really grateful for insight supervision. My sincere gratitude goes to my lecturers Prof. Gistered Muleya, Prof. Gift Masaiti, Dr. Chidongo Phiri and Mr. Chileshe Kandondo for the overwhelming encouragement at a time I was doing course work. My sincere gratitude also goes to the District Education Board Secretary (DEBS) for Lusaka district for allowing me to collect data from schools. To my participants (Head Teachers, Deputy Head Teachers, Head of Departments and Teachers of Civic Education) am so grateful for the information you shared with me to make this study a success. I'm also grateful to Mr. Abraham Basila and Florence Hachimbala for mentoring me.

To all my dear course mates, I am really grateful for the academic ideas we shared together. Indeed you were very instrumental in this academic journey.

To God my creator, I thank you for the gift of life and the direction to the fruits of education. Kindly continue bestowing more blessings upon my life.

TABLE OF CONTENTS

COPYRIGHT DECLARATION	i
AUTHOR’S DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF FIGURES	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview	1
1.1 Background to the study	1
1.2 Statement of the problem	3
1.3 Purpose	3
1.4 Research Objectives	4
1.5 Research questions	4
1.6 Significance of the study	4
1.7 Delimitation	5
1.8 Limitations of the study.	5
1.9 Theoretical Framework	5
1.10 Operational definitions.....	6
1.11 Chapter summary	7
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Overview	8
2.1 Education and its role in the development of individuals and nations.....	8
2.2 The concept of management	10
2.3 Major management styles	12
2.4 The role of heads of department in organisations	14
2.5 School climate	15
2.6 Effective School Leadership.....	17

2.7 Management strategies employed by heads of department in organisations	18
2.8 The kind of support female heads of department receive from their superiors in work organisations	19
2.9 Management challenges faced by female heads of department in organisations	21
2.10 Suggestions on how female heads of department in organisations can be more effective.	23
2.11 Knowledge gap	24
2.12 Chapter summary	24
CHAPTER THREE: METHODOLOGY.....	25
3.0 Overview	25
3.1 Research approach.....	25
3.2 Research Design	25
3.3 Target Population	26
3.4 Sample Size.....	26
3.5 Sampling technique	26
3.6 Instruments of data collection.....	27
3.7 Data analysis	27
3.8 Trustworthiness	28
3.8.1 Credibility	28
3.8.2 Transferability	28
3.8.3 Dependability	29
3.8.4 Conformability	29
3.9 Ethical Considerations	29
3.9.1. Approval and Informed consent.....	29
3.9.2. Research description	30
3.9.3 Benefit and Risks	30
3.9.4. Anonymity and confidentiality.....	30
3.9.5. Voluntary participation	30
3.9.6 Healthy safety of participants	30
3.10 Chapter summary	31

CHAPTER FOUR: PRESENTATION OF FINDINGS	32
4.0 Overview	32
4.1 Management strategies employed by female social sciences heads of department	32
4.1.1 Decentralisation of the department	32
4.1.2 Monitoring of teacher and learner performance.....	33
4.1.3 Departmental and continuous professional Development (CPD) meetings	35
4.1.4 Timetabling and Corroborative learning	36
4.2 Management challenges faced by female social sciences heads of department in selected secondary schools in Lusaka urban district.....	37
4.2.1 Subjects management.....	37
4.2.2 Management of over-populated human resource	38
4.2.3 Teacher absenteeism and frequent permission.....	39
4.2.4 Material constraint	40
4.2.5 Limited space for operation.....	43
4.3 Kind of support female social sciences heads of department receive from school management in selected secondary schools in Lusaka urban district.....	44
4.3.1 Skill development.....	44
4.3.2 Provision of teaching and learning aids	45
4.3.3 Moral support in teacher management.....	46
4.4 Strategies aimed at enhancing management practices of female social sciences heads of department in selected secondary schools in Lusaka urban district	47
4.4.1 Workshops and in housing meetings for capacity building.....	48
4.4.2 Infrastructure development for effective operation	49
4.4.3 Appointment based on merit and qualification advancement	50
4.4.4 Boosting of teaching aids.....	52
4.4.5 Teacher motivation	53
4.5 Chapter summary.....	54

CHAPTER FIVE: DISCUSSIONS OF FINDINGS	55
5.0 Overview	55
5.1 Management strategies employed by female social sciences heads of department in selected secondary schools.....	55
5.1.1 Decentralisation of the department	55
5.1.2 Monitoring of teacher and learner performance.....	56
5.1.3 Holding of departmental and continuous professional Development (CPD) meetings.	57
5.1.4 Timetabling and Corroborative learning	57
5.2 Management challenges faced by female social sciences heads of department in selected secondary schools.	58
5.2.1 Subject management	58
5.2.2 Management of over populated human resource	59
5.2.3 Teacher absenteeism and frequent permission	59
5.2.4 Material constraint	60
5.2.5 Limited space for operations	61
5.3 Kind of support female social sciences heads of department receive from school management in selected secondary schools	61
5.3.1 Skill development support in the management process.....	61
5.3.2 Provision of teaching and learning aids.....	62
5.3.3 Moral support in teacher management.....	62
5.4 Strategies aimed at enhancing management practices of female social sciences heads of department that should be put in place in selected secondary schools.....	63
5.4.1 Workshops and in-house meetings for capacity building.....	63
5.4.2 Infrastructure development.....	64
5.4.3 Appointment based on merit and Qualification advancement	65
5.4.4 Boosting of teaching and learning aids.....	65
5.4.5 Teacher motivation	66
5.5 Chapter summary.....	67

CHAPTER SIX: CONCLUSSION AND RECOMMENDATIONS.....	68
6.0 Overview	68
6.1 Conclusion	68
6.2 Recommendations	69
6.3 Suggestions for further research	70
REFERENCES.....	71
APPENDICES.....	75
Appendix A: Consent Form	75
Appendix B: Permission Letter.....	76
Appendix C: Interview Guide for Social Sciences heads of department	77
Appendix D: Interview Guide for head teachers	78
Appendix E: Interview Guide for Deputy Head Teachers	79
Appendix F: Interview Guide for Teachers of Civic Education.....	80
Appendix G: Research Time Schedule	81
Appendix H: Research Budget.....	82
Appendix I: Approval Letter.....	83

LIST OF FIGURES

Figure 1: Management with successful strategy	11
---	----

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter contains the background to the study to give a wider context of the topic under exploration. Statement of the problem, the purpose of the study, objectives, research questions and significance of the study are also presented.

1.1 Background to the study

School, as a community of learners and leaders, requires proper management. Griffin (2001) states that good management starts and sustains a slow but steady upward spiral, but bad management makes standards fall with the speed of a lift. The success of any school depends on how effective school leadership is. They have to bring the concepts of excellence in the managerial. Their managerial activities are to be tailored on meeting school objectives. However, Nopoo (2017) notes that the status of school administrators is very central and very complex. In the execution of their managerial duties, heads of department are faced with a myriad of challenges ranging from, discipline issues amongst the staff and students among others. Both male and female heads of department face similar challenges in the management of departments but they are unique challenges associated with feminine. Management challenges have a potential to undermine performance of the school henceforth strategies have to be put in place.

Theoretically, the government of Zambia gives great recognition to women's rights and considers them as an integral part of attaining equity and equality in all spheres of life (Gender Equity and Equality Act, 2015). However, the existential reality at the grassroots level is that women are discriminated, marginalized and denied their opportunity to be employed and to hold higher positions. This is well-articulated in the National Gender Policy (2014) by stating that despite identifying women's participation in decision-making as critical to sustainable development, women are largely under-represented in decision-making at all levels in institutions including in the Education sector. The policy highlights that achieving gender equality requires both men and women to be given equal opportunities at all levels.

An effective management team is very essential for the proper functioning of a school. A mutual coordination between the various members of a school management team is a must for the both the short term and long term success of the school. A certain school management hierarchy is prevalent in most of the schools and the established hierarchy helps a lot in opening up of the proper communication channels between the various members

In light of management challenges, Hoff & Mitchell (2008) observed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace. In view of the foregoing, Mitchell (2008) suggested that women have excellent leadership skills but often face obstacles that men may not face. As this paradigm shift in school management continues, the question arises as to whether or not male and female heads lead schools in a similar or different manner, and secondly if the gender of the head alone has an impact on the perceived leadership abilities of the administrator.

In reference to gender in the management of the school, different assertions have been made by various scholars. For instance Shakeshaft, Nowell and Perry (1991:134) state: “We believe that gender affects supervisory style outcome”. Tyree (1995) as quoted by Celikten (2004) suggested that there exists a perception that women lack support from the staff, parents and community that does not exist with male principals. Additionally, Bolman and Deal (2001) suggested that leadership through the perspective of a woman is very different from the traditional view of leadership. These perceptions and attitudes play a critical role on how principals perceive themselves as being an effective educational leader and how, the people these principals are leading—primarily teachers perceive their leadership as well. Shakeshaft (1987) as quoted by Hoff and Mitchell (2008) found that teachers preferred working for male principals regardless of their gender.

Despite the observation that women face challenges once assigned leadership roles, critiques have commented that in a number of occasions, gender plays a very limited role as far as leadership is concerned. However, further research by McGee-Banks (2007) suggests that female principals may face a dilemma that finds an imbalance between leadership roles and expected gender roles. Khumalo (2006) conducted studies in the Republic of South Africa on “Challenges

faced by women as school managers in Warmbaths area.” These studies showed that the challenges faced by female managers that hinder them from achieving true parity in relation to their male counterpart could be divided into three categories; those challenges within the school, those outside the school and those within the person herself. Similarly, Van der Westhuizen (1997:545) believes that intrinsic, internal or personal barriers that influence the life of women are generally regarded as the inadequacies, which are within women because of their femaleness. On the aspect of intrinsic, internal or personal barriers, Van de Westhuizen was trying to suggest that women face some management challenges due to their nature as women. This means that women may be seen to be weaker in that men when it comes to management.

In the Zambian secondary school system, social sciences Social Science is concerned about society. It aims at understanding all aspects of society as well as finding solutions to deal with social problems. It is a broad area of knowledge and includes several different disciplines under its domain and these include Civic Education, integrated social studies, Geography, History and Religious Education (Curriculum Development Centre, 2013).

1.2 Statement of the problem

Managing a school department should be tilted towards achieving set goals so as to create value for the department and the school at large (Nopoo, 2017). To the contrary, there has been poor performance of female social sciences heads of department compared to other departments in schools (Huskisson, 2014). This appears to have negative impact on the overall performance of schools. The main problem in this research lies in the shortfall of management strategies used by female heads of social sciences department. If this problem is not addressed, it has potential to cause frustration and inefficiency in the management and running of the departments.

1.3 Purpose

The purpose of this study was to explore management experiences of female social sciences heads of departments in selected secondary schools in Lusaka urban District, Zambia.

1.4 Research Objectives

The study was guided by the following objectives:

1. To determine management strategies employed by female social sciences heads of department in selected secondary schools in Lusaka urban district
2. To establish management challenges faced by female social sciences heads of department in selected secondary schools in Lusaka urban district.
3. To establish the kind of support female social sciences heads of department receive from school management in selected secondary schools in Lusaka urban district.
4. To propose strategies aimed at enhancing management practices of female social sciences heads of department in selected secondary schools in Lusaka urban district

1.5 Research questions

The study was guided by the following research questions;

1. What management strategies are employed by female social sciences heads of department in selected secondary schools in Lusaka urban district?
2. What management challenges are faced by female social sciences heads of department in selected secondary schools in Lusaka urban district?
3. What kind of support do female social sciences heads of department receive from school management in selected secondary schools in Lusaka urban district?
4. What strategies aimed at enhancing management practices of female social sciences heads of department that should be put in place in selected secondary schools in Lusaka urban district?

1.6 Significance of the study

This research might help female social sciences heads of department to look for more effective leadership style that would help to enhance learners' academic performance. This is because education is delivered to learners through teachers who are directly affected by the leadership style. This study has a potential of assisting officials in the ministry of education and educational leaders by empowering them with knowledge and skills to understand the extent to which

management strategies are being implemented in secondary schools. This may help to guide in effective implementation of management strategies in secondary schools that may help to influence positive school outcomes.

1.7 Delimitation

The study was confined to Lusaka urban district because of huge human resource under social sciences department that maybe difficult to manage.

1.8 Limitations of the study.

Recruitment of study participants was challenging due to COVID-19. Most of the participants operated on rotational basis hence there where not readily available for interviews on time. Time frame to complete this study was also limited due to some closures at the University of Zambia arising from COVID -19.

1.9 Theoretical Framework

Casanave and Li (2015) posit that a theoretical framework provides the theoretical assumptions for the larger context of a study, and is the foundation or 'lens' by which a study is developed. This framework helps to ground the research focus under study within theoretical underpinnings and to frame the inquiry for data analysis and interpretation.

In view of the above theoretical framework position, this study was guided by the "Great Man" Theory by Carlyle (1841). The "great man" theory is a 19th century idea according to which history can be largely explained by the impact of "great men", or heroes who are highly influential individuals who, due to their personal charisma, intelligence, wisdom or political skill utilized their power in a way that had a decisive historical impact (Carlyle, 1841).The assumption of the great man theory is that, the capacity of leadership is inherent- that is, great leaders are born not made.

Leaders are assumed as born with innate qualities and traits that make them better suited to leadership. The traits most researched are: drive (determination), emotional stability, admitting errors, good interpersonal skills and intellectual breadth. Major assumption is that People are

born with inherited traits and some traits are particularly suited to leadership. This preposition portrays great leaders as heroic, mythic and destined to rise to leadership when needed. This means that, school leaders with charisma motivate subordinates. Subordinates are then willingly to be involved in activities of the schools (Bush, 2008).

Zoning this theory to the current study, social sciences heads of department should be leaders with charisma so that they are confident in handling management challenges as they come. In view of this, it is evident that this theory was suitable for this study in the sense that it is associated with traits that leaders should have in ensuring that departmental and school activities are well performed. Further, these leaders should possess leadership qualities recognized as “great” by their followers. Characteristics that these leaders have to hold among others includes intelligence, self-confidence, determination, integrity, and sociability, commitment towards the task, motivating the people and taking a risk (Carlyle, 1841). These traits are very important in that smooth running of organisations depends on them. When leaders lack such traits, achieving organisation objectives becomes a challenge (Bush, 2008). Thus, it is clear that heading social sciences department, one needs to inherent a number of qualities so that you can lead the team or group of people in the right manner.

1.10 Operational definitions

Head of department:	A person responsible for controlling or administering a group of staff in an organisation.
Leadership style:	A leader’s means of providing direction, implementing plans, and motivating people
Leadership:	A process whereby an individual (or group of individuals) influences a group of individuals to achieve a common goal. Thus, school leadership may be viewed as a process whereby school leaders influence teachers, other professionals, and students to achieve the goals of the schools.

Management Experiences: The experiences which the female social sciences go through on daily basis as they execute their duties.

Management: The organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. Management also includes recording and storing facts and information for later use or for others within the organization.

Strategies: Mechanisms employed by the social sciences heads of department in mitigating management challenges in the running of the department and the school at large.

1.11 Chapter summary

In chapter one, the background of the study and the statement of the problem has been presented. It has been noted that school objectives and goals are mostly achieved when management challenges are dealt with diligently. This requires leaders be skilled for such an uptake. Contrary to the aforementioned ideal situation, this chapter has demonstrated that females face a lot of challenges once assigned leadership roles and that the absence of management strategies and systems to manage such, appear to have impact on the overall management of schools. Further, the purpose of the study, research objectives, research questions, significance of the study, theoretical frameworks and delimitations have been presented. Key terms to be used in the study have been explained. The next chapter contains selected literature review that is aligned to management challenges and the concept of management.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter reviews various scholarly work associated with management experiences of social sciences heads of department. Many studies both theoretical and empirical will be drawn across the globe with the guide of the ideas in the research objectives as outlined in chapter one to give a wider picture on the topic under exploration. Literature is structured around education and its role in the development of individuals and nations, the concept of management, major management styles, the role of heads of department in organisations, school climate, effective school leadership, management strategies employed by heads of department in organisations and the kind of support female heads of department receives from their superiors in work organisations. The chapter ends with the identification of research gap in existence.

2.1 Education and its role in the development of individuals and nations

A primary role of education is to equip people with the knowledge to make a positive difference in society. Also, education helps instil values, attitudes and behaviours that align with those expected in a society. Similarly, the study by Muleya (2015) on the teaching of Civic Education in Zambia: An Examination of trends in the teaching of Civic Education in Schools supports the views given by UNESCPO (2012).The study established that with correct pedagogical practices and approaches, teaching of civic education can lead to social change and transformation of society. This is a clear indication that education plays a vital role in changing individuals who are also expected to play a critical role in transforming their communities. It can further be deduced from this study that for such a change to take place, there must be good management of school programmes by those charged with responsibilities of running school programmes. For instance, female social sciences heads of department are not exception from playing this role. They are supposed to diligently handle all the management challenges faced. Despite the perspective by Muleya (2015), information on strategies on how heads of departments in selected secondary schools are achieving school objectives was not well known.

Similarly to the above function of Education in developing individuals and nations, Masaiti et al (2018) added that the core purpose of education will always remain the same, which is to empower people with important information and skills so they can be successful in the future, hopefully contributing to bettering society. A nutshell, Education should help to provide better life to individuals. This type of education will be increasingly important because it allows us to begin to take ownership of our own participation in complex situations characterized by competing value structures. A broader approach involving more educators and public servants is required to supplement reforms of society. This approach can be attained for instance through the use of civic education. Effective civic education requires attention to both how we teach and learn and the substantive topics which will help us to develop a better sense of community. Thus, social sciences head of departments have to be concerned about the mode of delivery of civic education to the learners. This requires good planning, monitoring of lesson delivery and enough resources to meet the educational materials. This suggest that, these heads have to receive support from the school management as a way of being successful in handling the department.

Masaiti et al. (2018) concluded that Education prepares young people for the demands of work life and mitigates the risks of poverty. Educated people also recognize the importance of social justice and sustainability and are more apt to apply their knowledge and skills beyond their job roles. Increased education plays a role in a person's social mobility and likelihood to remain in good health.

Further empirical evidence have been generated to make education more relevant. The study by Sakala (2016) on the responsiveness of civic education teacher training curriculum towards democratic citizenship in Zambia showed that for democracy to survive and flourish; critical mass of the country's citizens must possess the skills, embody the values, and manifest the behaviours that are in accord with democracy. For instance, Civic Education is critical in this venture as shown by Halstead and Pike (2008) who argued that citizens must practice and know enough about the basic features of democratic political system to be able to access it when their interests are at stake. They must believe in the importance of certain key democratic values, such as tolerance for divergent views and support for the rule of law. This would suggest that social sciences heads of department have a critical role to play to ensure that this kind of education aimed at transforming of citizens is attained. Branson (1998) suggests that if citizens are to

exercise their rights and discharge their responsibilities as members of self-governing communities responsibly, they not only need to acquire a body of knowledge, they also need to acquire relevant intellectual and participatory skills. Intellectual skills help citizens to think critically on issues before taking an action. On the other hand, participatory skills helps citizens to be informed, effective and participate responsibly in social and political activities. In light of producing competent learners, effective head of department is supposed to strengthen the performance of the teacher to improve student's achievement (Duke, 1987). The management with such kind of leadership will create necessary conditions for the teacher to be more effective for student's outcomes.

2.2 The concept of management

Management is concerned with the process of overseeing and coordinating the activities of other people effectively and efficiently to accomplish the goals of an organization. According to Whittington (2000), management is described as the art of getting things done through people, which captures the human dimension of management. At school level, heads of department have the responsibilities of overseeing departmental activities to ensure that activities planned are implemented. Implementations of the planned activities requires good strategic management.

According to Huskisson (2014) strategic management is primarily concerned with the actions organizations take to achieve competitive advantage and create value for the organization and its stakeholders. Strategic management can also be defined as the systemic process identifying internal and external factors of an organization to define better objectives, formulate, Successful strategy Effective implementation Simple, consistent, short and long-term goals, Profound understanding of the competitive environment Objective appraisal of resources, evaluate and implement strategies to achieve the objective.

The diagram below gives an understanding of management with successful strategy.

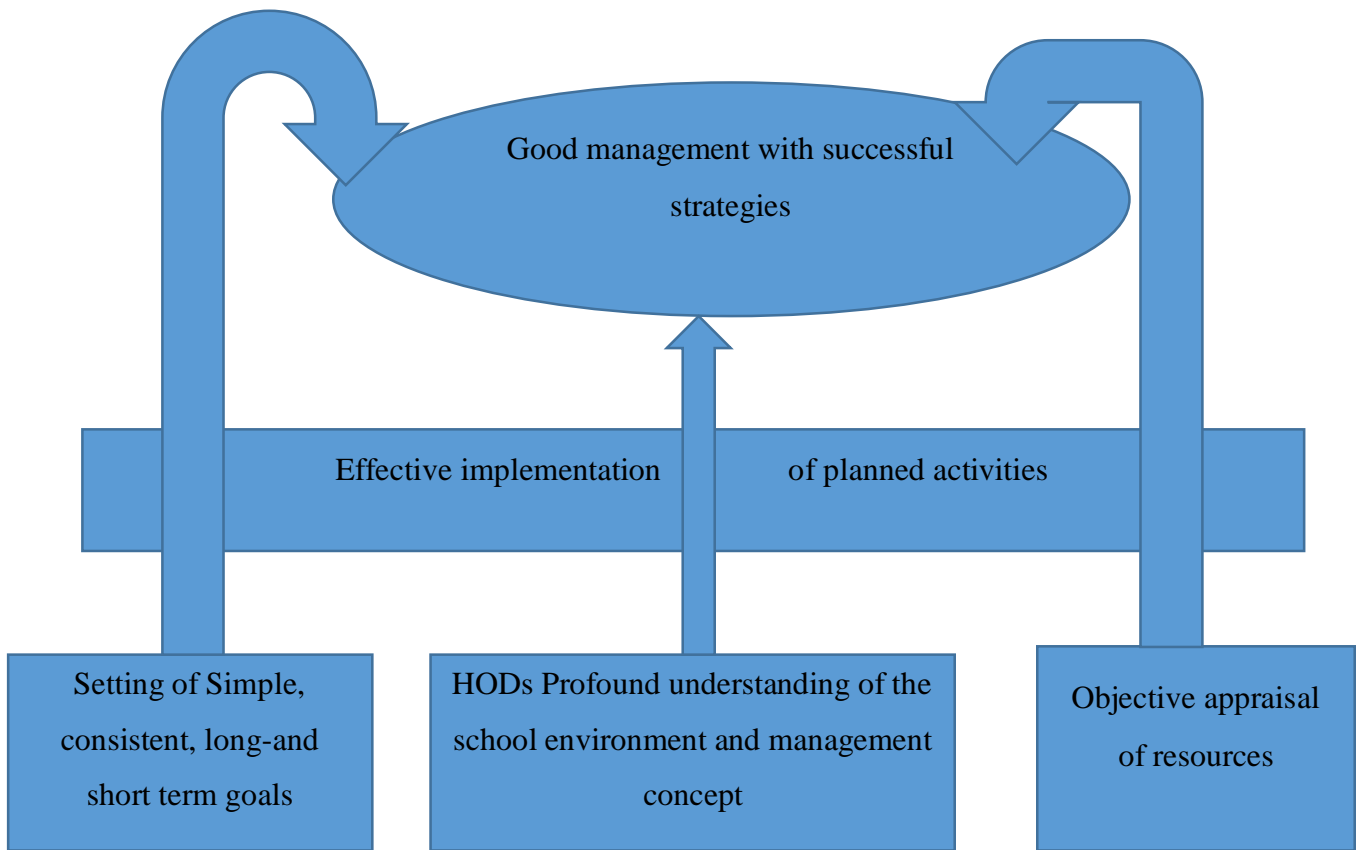


Figure 1: Management with successful strategy

Source: Chandrasekhar, 2011.

Figure 1 describes the success strategies which when effectively implemented enhance growth in the organization. The organization needs to set values of being simple, consistent and having short and long-term goals. There should be a profound understanding of the school environment, management concepts and objective appraisal of the resources. Leaders involved should have the skills on how to manage the organisation. Organizations strategies to give direction and purpose to deploy resources in most efficient manner and to coordinate the decisions made by different individuals.

In view of the above, Mathibe (2007) contends that one reason that has always been advanced for failing schools is that heads of departments are not appropriately skilled and trained in school management and leadership. Furthermore, Mestry and Singh (2007) state that there is rarely any

formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership ability. Many of the serving principals lack basic leadership and management training before and after their entry into principalship. Thurlow (2003) points out that the view that the core purpose of education management is to facilitate effective learning through effective teaching.

The process of management is concerned with the transformation of schools so that effective learning can take place. In many instances, the school leaders and managers operate in climates that are far from conducive to learning and teaching. McLennan (2003) added that the collapse of the culture of learning and teaching (COLT) in many schools has eroded the Confidence of education leaders. Heads of department in Zambia are faced with a number of challenges that need to be addressed in various ways, as emphasised by a number of studies (Bush; Kola and Msila 2007). Some studies have indicated that the relationship between school principals and school Governing Bodies (SGBs) is not always sound or based upon cooperation and this is associated with many of the challenges (Heystek & Bush, 2003). Education outcomes such as student's achievement can work as a yardstick to measure effective school leadership.

2.3 Major management styles

If an organization is to be effective, there must be a strong leadership style (Lewin et al, 1939). A good leader is a visionary leader. In view of this, the head teacher and head of department act as key custodians and carriers of the school vision. Therefore, the vision must be made clear, simple and straight forward to fellow members of staff, parents, community, students as well as stakeholders. When the organizational climate does not provide strong leadership style it will affect the school effectiveness in a negative way.

A number of models are always highlighted by writers when they discuss leadership and effectiveness. Bush (2007) mentions a number of models of educational leadership and management. Among these are managerial leadership, transformational leadership, participative leadership, political leadership and transactional leadership. One of the models which caters for the diverse nature of school contexts and has the advantage of adapting leadership styles to a

particular situation is contingent leadership (Bush, 2007). In Reference to Zambia where management challenges is concerned, Zambia has one of the most diverse education systems in the world. It ranges from well-endowed city schools, comparable to the best in the developed countries, to very poor schools without access to the most basic facilities, such as water, power and sanitation. Given such disparities, it is unwise to prescribe one universal approach to school leadership and management. Given this disparate in school services, head of departments are expected to find mechanisms on how to meet the needs of the students and of the fellow teachers they are leading.

The above assertion is emphasised in Bush (2003), who highlights the importance of using theory to improve practice. Furthermore, Bush opines that no single theory is sufficient to guide practice and that managers need to develop conceptual pluralism. The latter is akin to the notion of contingent leadership because both recognise the diverse nature of the educational context. Evers and Katyal (2007) points out that it is meaningless to study principal leadership without reference to the school context. Furthermore, they suggest that administrators and other school stakeholders should be actively involved in their own knowledge building in order to solve the challenges of practice and to place their work in a context that may give it meaning and purpose (Evers & Katyal, 2007). However, among the various leadership approaches, instructional leadership and transformational leadership are beginning to take centre stage as literature on these is increasing. Bush (2007) avers that instructional leadership focuses on the direction of influence on managing teaching and learning as the core activities of educational institutions. Furthermore, Bush and Glover (2002) point out that, “Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with students. Leaders’ influence is targeted at student learning via teachers. The emphasis is on the direction and impact of influence rather than the influence process itself.

Another key type of leadership style that has been proposed is strategic leadership. This is the traditional form of strategy is where those at the head of an organisation create their strategies using frameworks of planning exercises (Fidler 2002). Hughes and Beatty (2005) offer an alternative definition of strategic leadership: “Individuals and teams enact strategic leadership when they think, act and influence others in ways that enhance the organisation’s sustainable competitive advantage.” (Hughes and Beatty 2005). Davies (2006) proposes the view that

strategic leadership is where teachers and Head Teachers are able to be competently operational on a day to day basis but who can also spend some time looking at the future, planning the ‘big picture’ and being creative and innovative (Davies, 2006). Despite these suggested kind of leadership style, the approach to leadership embraced by female social sciences heads of department in selected secondary schools in Lusaka urban district were not well documented henceforth, this study.

Providing strategic leadership for the future is as essential as managing the current situation. In order to do this the leadership needs to build long term success and sustainability by developing strategic capability and capacity within the community (Davies, 2006). Strategic leadership needs to respond to the challenges of educating in a rapidly changing society. It means creating a plan for the medium and long term future which takes into account greater self-governance as well as greater answerability both inside the school and out (Preedy, Glatter and Wise 2003). The impact of strategic leadership on school improvement is partly about managing change and involving different stakeholders (Preedy, Glatter and Wise 2003). In spite of these suggestions about strategic leadership, management experiences of female social sciences heads of department were not well documented hence the motivation to undertake this study.

2.4 The role of heads of department in organisations

Schools exist in an individual social context, which has a direct impact on what happens inside the school (Green, 2010). The heads of departments in organisations needs to strengthen the ties / relationship within and outside the organisation environment, thus promoting the principles of equity and entitlement. In view of the current study, social sciences heads of department are supposed to strengthening their ties with school management, other departments and community through collaborations. This is an important aspect of leadership in that it promotes effectiveness of schools.

The community plays a vital role in strengthening internal school management for school efficiency. Ross and Gray (2006) add that Schools function better and students improve their achievement scores when communities, and parents in particular, are actively involved in the planning and management of school activities. For example, if the school has a shortage of trained teacher the community through the PTA (Parent-Teacher Associations) can suggest for

few untrained teachers to can take up the role from within the community. Another example can be financial challenges. The school may be facing some financial challenges to meet the educational goals; the community through the PTA can make some contribution e.g. buying of learning and teaching materials, construction of schools and many others.

Furthermore, it is also the responsibility of the head of department and school management to encourage and engage in collaboration with other schools in order to bring positive benefits to their own organization and share its expertise with others. This leads to questions such as; how can the school /institution improve on the services offered to accomplish the purpose? It is important to note that school and community improvements are interdependent to one another and they share responsibility of the wider educational system.

Green (2010) opine that it is the role of managers, heads and subordinates to ensure that the school and the people and resources within are organized and managed to provide school efficiency. Managing available resources is one of the key factors to provide efficiency in school. For example, what kind of resources does the school have, are they human resources (knowledge, interests, attitude, abilities or skills) or non-human resources (money, time, property). If the organization has too much knowledge, how do they use it for effective and efficiency of the school, what methods of teaching are they using. The current study takes note of this insightful contribution on how education objectives can be achieved. Henceforth, it is necessary to undertake this study so that parameters put in place by the social sciences heads of department to achieve the kind of teaching and learning opined by Likert can be established. This study may also help to propose some strategies that can help female social sciences heads of department overcome management challenges they face.

2.5 School climate

Researchers have suggested that students' perceptions and experiences of school influences the development of their self-esteem, self-perception, and health behaviours. In turn, these issues affect student's present and future health and well-being (Rita and Barnnet, 2016)). Due to the fact that school plays an instrumental role in a student's self-identity, the school can be either a risk factor or a resource for the development of a student's health behaviours and general health.

The risk is most apparent when examining students with negative perceptions of school. Students who dislike school are also those most likely to be failing academically and those at greatest risk of adopting unhealthy behaviours, exhibiting psychosomatic problems, and experiencing reduced quality of life (Rita and Barnnet, 2016). Students who dislike school are more likely to be alienated from the classroom and find areas where they can rebel against the authority of school.

It is clear that school plays a significant part in a child's life. Rita and Barnnet (2016) reveal that a study was carried out to look at the effects of individual and school characteristics on a variety of outcomes. The results showed that school characteristics such as rewards and punishments, good working conditions, responsiveness to students' needs, clear academic goals, good group management in the classroom, firm leadership, and a balance of student intellectual abilities were related to positive school outcomes for instance, academic achievement and regular attendance.

The single greatest purpose of schools is the academic achievement for all students. In this regard, Thapa (2013) observed that one of the single greatest influences on student achievement is school climate. In principle, effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Literature has also shown that a building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students (Halpin and Croft (1966). Additionally, Halpin and Croft (1966) added that creating and evaluating a comprehensive, rigorous, coherent curricular and instructional school program is essential in achieving school objectives. Since school climate matters and is essential to a positive learning environment; principals must be aware of how factors both inside and outside the school can affect school climate. This suggest that heads of departments should receive an overwhelming support within and outside school so that they can be successful in their departmental duties.

Achieving school deliverables has been a matter of concern worldwide. This is demonstrated by numerous studies conducted. For instance, Amedem (2018) examined the leadership and its potential influence on the climate of selected Senior High Schools in the Hohoe Municipal in the

Volta Region of Ghana. The study adopted descriptive survey method. The study population included all the teachers in the three selected senior high schools. Proportionate sampling was used to select 100 teachers as the sampling size while simple random sampling was used to select respondents from each of the three selected senior high schools and the main instruments used for data collection was questionnaires adapted for the purpose of this study. The study revealed that the school climate of the selected schools was positive and there is inverse relationship between school climate and leadership style of the head. Based on the findings, the following recommendations were made: heads' of senior high schools who serve over 10 years in a particular school should be transferred to another schools, the heads should continuously undertake educational leadership courses, teachers should undertake in-service course in educational leadership and heads should involve teachers and students in decision making in all matters relating to school administration in order to foster positive school climate.

The explanation to be offered based on the findings from this researcher above is that Leadership style has so much potential influence on institutions that it should be considered seriously in all aspects of administrative behaviour especially in educational institutions. Social sciences heads of department are key personnel in ensuring positive school climate hence, their position should not be taken for granted. Despite the study revealing the school climate that existed at that particular time, realities surrounding female social sciences heads of departments were not yet disclosed hence this study to have an empirical position.

2.6 Effective School Leadership

Heads of department are tasked with a lengthy list of responsibilities related to the leadership of a school. This list may include completing and filing school reports, supervising teachers within the department and overall discipline of students, managing the departmental budget, and attending numerous meetings. Simply managing a school is no longer enough. Today's principals and heads of departments are accountable for the oversight of teaching, curriculum, and assessment cycles, evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, developing a multi-year plan for needed resources, all while still managing the school building (Marzano, 2005).

Purkey and Smith (1983) note that over 25 years of research on effective schools has underscored the central role that school leaders play in creating the conditions and norms necessary to create a conducive environment for learning. It was established that the extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills. Some leadership traits and practices may be more effective than others when guiding a school through these challenging times. This signifies that social sciences heads of department should have a deeper understanding of how to run a department. Deeper understanding of departmental management may have an influence on proper planning, strategies to overcome impediments to the overall running of the department.

2.7 Management strategies employed by heads of department in organisations

Empirical evidence on female and gender leadership shows that for women to remain strong as they execute leadership roles, they had to stick to the four strategies of leadership which includes , attention through vision, meaning through communication, trust through positioning and the deployment of self through positive self-regard (Ainura, 2008). These four strategies are believed to make it clear how the leaders become leaders, what kind of tools and mechanisms are used in order to achieve success. It is therefore imperative for female social sciences heads of department in secondary schools to develop effective strategies on how best they can execute their duties. Despite Ainura (2008) pointing out effective strategies that school administrators can use, strategies employed by social sciences heads of department in selected secondary schools of Lusaka urban were unknown.

In reference to strategies employed by female heads of departments, Hall (2002) found that women behaviour demonstrated a model of educational entrepreneurialism that eschews conventional managerialism in order to preserve the integrity of the educational enterprise and its ultimate goal that of young people's learning and development. Hall's findings suggest that for women being manager and leader is not about compromised values and domination of others. Many women educational/academic leaders working in masculine environments have developed a repertoire of management and leadership behaviour that works toward the ethical as well as for the social benefit of education.

Helgesen (2003) argues that women's leadership qualities and their propensity to be good communicators, to have good relationship skills, to be active and analytic listeners and negotiators define the new order. Helgesen further holds that women creates an environment that meets the needs of the people who work today. Similarly, Robbins et al (2001) holds that Women tend to use a more democratic leadership style. They encourage participation, share power and information, and attempt to enhance followers' self-worth. They prefer to lead through inclusion and rely on their charisma, expertise, contacts, and interpersonal skills to influence others. Men, on the other hand, are more likely to use a directive command-and-control style. They rely on the formal authority of their managerial position for their influence base.

Based on the arguments above, it can be added that today's organisations, flexibility, teamwork, trust and information sharing are replacing rigid structures, competitive individualism, control, and secrecy. The best leaders listen, motivate, and provide support to their people. And many women seem to do these things better than men. The leadership styles women typically use can make them better at negotiating. However, despite these assertion, the true reflection of females holding positions as Head of department in selected secondary schools in Lusaka urban district was not yet known hence this.

2.8 The kind of support female heads of department receive from their superiors in work organisations

Various concerns have been raised were female leadership is concerned. This has motivated academicians to carryout both empirical and theoretical studies. For instance, Lahti (2013) carried out a study in Finland on women and leadership: factors that influence women's career success. The study was based on the fact that there are less female leaders than male leaders, both globally and in Finland. The results of the study shows that there are many direct and underlying factors regarding women's underrepresentation in managerial positions. Three levels of influential factors were defined as societal, organizational and individual factors. By studying these levels, it was found that traditional gender roles, organizational culture and women's perceptions and competences all have a role in women's managerial career development. Organizations were seen to have the most power, as they make the direct decision on promoting female leadership by recruiting and offering career advancements. The study also found that

women's possibilities to become leaders vary in different sectors and that the strong division of the Finnish labour market by gender slows down equality and women's career development.

Based on the finding of the study by Lahti (2013) it can be argued that there are a lot factors surrounding the leadership of women of which some of them do not reflect the true picture of women assigned managerial positions. Despite the findings by the previous researcher, information about factors surrounding the leadership of female social sciences heads of departments in selected secondary schools in Lusaka urban district were not yet known hence this study.

An American study of Pew Research Centre examined women and leadership, and the perceptions surrounding their abilities. Surprisingly (or perhaps not so surprisingly), the majority of Americans feel women are every bit as capable at leading in business or politics as men are (Bowles, 2012). Concerning on how Women Explain their Ascent to Top Business Leadership Positions, Bowles (2012) shows that Career stories of 50 female executives from major corporations and high-growth entrepreneurial ventures suggest two alternative accounts of how women legitimize their claims to top leadership positions: navigating and pioneering. In navigating accounts, the women legitimized their claims to top authority positions by following well institutionalized paths of career advancement which is highly supported by their superiors and self-advocating with the gatekeepers of the social hierarchy such as bosses and investors. In pioneering accounts, the women articulated a strategic vision and cultivated a community of support and followership around their strategic ideas and leadership. The career stories suggested that, when the women's authority claims were not validated, they engaged in narrative identity work to revise their aspirations and legitimization strategies. Sometimes narrative identity works motivated women to shift from one type of account to another, particularly from navigating to pioneering (Bowles, 2012). This study is vital to the current study because it brought out vital information about how women can get to top positions. Most importantly, the support they receive from their superiors and the entire leadership within an organization. Despite this research, information about the kind of support female social sciences heads of department receives in secondary schools remained unknown.

However, in as much as some women have managed to reach top leadership positions with support of their superiors, a study by Barnes (2021) on Gender stereotypes largely explain

inequalities within leadership. While many stereotypes have shifted over time, many also remain static, including the idea that women are overly sensitive and less ambitious. It is sad to note such sentiments against women when nations are fighting to have equal representations of men and women in leadership positions.

2.9 Management challenges faced by female heads of department in organisations

A comparative study of women in management was conducted by Zulu (2017) in South Africa and United Kingdom. The position of women in higher education in these countries, together with the status of their representation in senior positions in the academe and obstacles to their advancement into such positions was reviewed. The study consisted of thirty two female participants who were either currently or previously heads of academic departments in universities. The major findings indicated that, apart from lack of mentorship and formal preparation for the position, the women did not experience any major obstacles prior to becoming head of department. The women were confident about several skills related to managing an academic department. They were not certain, however, about stress management, delegation and entrepreneurial skills. Leadership style tended toward 'interactive leadership' which is considered appropriate for today's leadership in organisations. The findings suggested that institutional and other barriers to women's advancement still exist, and that the challenges and demands women experience may be a source of stress and tension for them.

Further studies of management challenges faced by female heads of departments have been conducted. For instance, a study by Makura (2009) in Zimbabwe on challenges faced by female head of department at primary school established that organisational factors, culture, women's personalities and colonial legacies are obstacles challenging the effectiveness of females in school administration. Specifically, shortage of financial and material resources and teachers' negative attitudes towards female primary school heads were cited as the major impediments to effective school administration. The study recommended that governments should continue appointing more women to school leadership positions despite the identified challenges.

In reference to management challenges faced by female leaders, Kamau (2004) conducted a study in Kenya on the problems faced by female head teachers in administration of secondary

schools in Thika district. Results indicated that sex role stereotyping, insecurity in schools, role conflicts between traditional and administrative roles as well as personal barriers are major challenges faced by female head teachers in the administration of the secondary schools. Giving a closer examination to the above findings, it can be argued that sex-role stereotyping, cultural traditions, negative perceptions from teachers and stakeholders to female head teachers, dual responsibility of motherhood and school manager are major challenges faced by female principals in the management of secondary schools.

Amidst management challenges faced by social sciences head of department, Bush (2008) suggests that the process of leadership is exercised by an individual or a group who may not have an authority position but who can intentionally influence others. This implies that, social sciences heads of department should find mechanisms of overcoming these challenges if possible by applying civic engagement strategies. Day, Harris and Hadfield (2001) argue that to be an effective leader one has to have a clear set of personal and educational values which inform the ethos and purpose of the school. This is borne out by the research done by Hargreaves (2004) in Canadian schools where teachers reported a marked positive feeling about initiatives that had been driven by them. This suggest that heads of department should have proper and clear visions on how to run the department. The concept of vision as an important aspect of educational leadership has been in existence for so many years (Lumby and Coleman, 2007).

A vision which never becomes a reality is futile as explained. “Great vision and detailed plans amount to nothing if they aren’t carried out with purpose. In reference to management challenges faced by heads of department, the purpose of them being appointed HODs does not yield any fruit if they cannot employ strategies to handle management challenges.

A critically important piece of research on successful school leadership was commissioned by the UK National College for School Leadership (NCSL) in order to review a wide range of theory and evidence about the nature and impact of school leadership on student outcomes (Leithwood et al., 2006). This research suggested that of the myriad of models that have been outlined, not all have been validated by hard empirical evidence. It seems that, however, by contradiction, there is a great deal known about the effects of leadership on desirable pupil

outcomes. The study concluded that leadership has very significant effects on the quality of the school organisation and on pupil learning (Harris and Hopkins 2006).

2.10 Suggestions on how female heads of department in organisations can be more effective.

There has been various efforts made to find ways on how to mitigate organisational challenges. To this effect, a study by Kweku et al. (2016) in Ghana on Assessing the Challenges Heads of Department Encounter in Instructional Supervision revealed that Majority of the respondents believed that HoDs are not adequately empowered to perform creditably. The study concludes that HoDs must be empowered enough to perform their roles successfully for better results.

Jones (1997) in a study of African-American women executives highlights ways on how female heads of department can become effective in their managerial work. It was revealed that the leadership style most respondents described as their approach to leadership was transformational characterised by “participative management, empowerment, team building, vision creation and hands on supervision” (Jones 1997:207). This is a clear indication that, there is need to emphasise for connectedness and collaboration when carrying out managerial work.

Further empirical evidence also shows that for women to be successful and effective in their work, they must follow procedures and adhere to policies, Submit to authority of others, take risks, be committed, be proactive, expect conflict as conflict among people is a natural, constant, and an inevitable factor of human interaction (Jia (2009). Equally, Jia (2009) added that women must listen as Communication plays a vital role in the achievement of interpersonal and organizational goals, Love people by acknowledging the value of co-workers and respect them with the dignity they deserve and check attitude as effective leadership begins with a correct mind-set.

There is a clear indication from the above suggestion that leadership is determined to ensure that not only personal goals are reached, but more importantly, the organization achieves its objectives and fulfils its mission. Those who seek to lead in place must be compelled to lead no matter the personal cost. Despite these narratives on how best leaders can be effective in their work, there was still limited information how best female social sciences heads of department can carry out their duties hence this study.

In reference to achieving organisational goals, Irvine and Price (2014) argue that professional conversations play a crucial role in professional learning communities (PLCs) to promote critical and collaborative reflection, and in transformational learning that leads to changes in practice. Dialogue and reflection also involve conversations. Senge (1990) describes learning conversations as exposing people's thinking and making their thinking open to the influence of others. Salleh (2016) argues that conversations hold practice, pedagogy, and student learning under scrutiny and enable teachers to negotiate their understanding of teaching. It is therefore crucial that female social sciences heads of departments in schools participate in professional development activities that equip them with the knowledge and skills necessary for substantive professional conversations with their colleagues and the teachers they lead.

2.11 Knowledge gap

Despite several literature on concept of management, it appears that there is scant literature on management experiences of female social sciences heads of department in selected secondary schools in Lusaka urban district hence this study to close the gap.

2.12 Chapter summary

This chapter has discussed both theoretical and empirical studies to give a wider picture of the topic under consideration. It has been noted that running a department at school is associated with a lot of challenges that makes it difficult for school programmes to be implemented effectively. However, it is worth noting that in Zambia, particularly in the selected secondary schools, studies on management experiences of female social sciences heads of department are not well documented thereby creating a knowledge gap that the current study intends to address. The next chapter discusses the methodology that was employed during the study.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter contains the research approach, design, study site, target population, study sample, sampling techniques and research instruments for data collection. Further, the chapter highlights the process of data collection, data analysis, trustworthiness, as well as ethical considerations.

3.1 Research approach

The study employed qualitative research approach to provide insights into management challenges faced by female social sciences heads of department in selected secondary schools in Lusaka urban district. Qualitative research approach was chosen for this study because it enabled the researcher to carry out the study in its natural settings based on its relevance on research strategy that is flexible and interactive (Kasonde- Ng'andu,2013). This approach was also ideal as it has been supported by the social constructivist who believe that there is no objective knowledge waiting to be discovered. Knowledge and reality have to be socially constructed by human beings (Lincoln, 2011) .This approach, therefore, allowed the researcher to get in-depth data from heads and teachers since qualitative research is concerned with what goes on in social settings to understand the social phenomenon (Mulenga 2015). Thus, this method gave the researcher an opportunity to interact with participants in their natural setting face to face to observe and make conclusions on hidden feelings and emotions. The method also enabled participants to describe their experiences concerning management experiences of female social sciences heads of department.

3.2 Research Design

The researcher used descriptive research design to explore management experiences of female social sciences heads of department. A descriptive research refers to research studies that have their main objective the accurate portrayal of the characteristics of persons, situations or groups (Kasonde-Ngandu 2013).

A descriptive design was used because the study was aiming at giving a detailed description of management challenges faced by female social sciences heads of department henceforth, this design allowed the researcher to collect data on attitude and opinions from different individuals from the selected secondary schools in Lusaka urban district.

3.3 Target Population

The target population comprised of all heads of department, school administrators and teachers in selected secondary schools in Lusaka urban district.

3.4 Sample Size

The sample size was made up of 25 participants drawn from five selected secondary schools. This sample was segmented as follows, 5 female HODs from five schools, 5 head teachers, 5 deputy head teachers, and 10 teachers of Civic Education. It was assumed that the 25 participants helped to provide oral information necessary for construction of knowledge about the study themes. Further, this sample size was arrived at through data saturation which signifies that there were no more new information coming from participants hence, the researcher decided to stop collecting data after interviewing the 25th participant. It is also important to state that female social sciences heads of department were important in this study due to the low perceived self-esteem once females are assigned leadership roles (Bush, 2008). Teachers of Civic Education were sampled in order for them to give contextual information concerning social sciences department and how teaching can help to produce civically minded learners.

3.5 Sampling technique

The researcher used purposive sampling techniques to select 5 HODs, 5 head teachers, 5 deputy heads and 10 teachers of Civic Education. Purposive sampling in a qualitative inquiry is important in the sense that it helps the researcher to pick participants with rich information concerning the topic under consideration (Patton, 2002).

3.6 Instruments of data collection

Primary data was collected qualitatively using semi structured interview schedules. Semi-structured interview schedules were advantageous because it is flexible in nature as it accords the interviewer chance to ask further questions that could arise from the replies given by the participants. During face-to-face interviews, participants were allowed to express themselves freely thereby bringing out additional and relevant information. This granted the researcher an opportunity to gather further and more in-depth information from the participants.

As the participants expressed their views, the researcher was capturing relevant phrases in the participants' expressions. Particular attention were given to the responses that were more connected to the main themes of the study. The views of the researcher on the study did not feature anywhere during the interviews so as to avoid influencing the responses of the participants. Each participant was given as much time as possible to put their views forward. At the end of every interview, the interviewer thanked the participants for their co-operation and valuable time. The study also benefited from secondary data. Secondary data in a general academic understanding is a secondary reference that will support the notion of the actual research topic or framework (Maree, 2007). Moreover, secondary data are related research data to present research task. In this study, secondary data will be obtained from sources such as electronic media, magazines and some books, among others from University of Zambia Library and other sources. The process involved reading, reviewing, gap identification, critiquing where necessary and comparing of different findings already done by different scholars in the context of the current study themes.

3.7 Data analysis

Data from the interviews were qualitatively analysed using thematic analysis by taking note of the ideas that emerged in relation to the various themes of the study. In this form of data analysis, the researcher perused through the collected data and identified information that was relevant to the research questions and objectives. After the summary of the findings from the interview questions, main emerging themes were synthesized and interpreted. After obtaining the final overall portraits of the crude data from different areas, the data was qualitatively interpreted and

discussed in chapter five. Thereafter, conclusions was drawn in chapter six. Thematic analysis was the best analytical technique because of the qualitative nature of the data obtained through interviews.

3.8 Trustworthiness

Trustworthiness refers to whether the findings of a study are true and certain according to (Mulenga 2015). Thus, the research findings accurately reflect the situation and certain in the sense that research findings are supported by the evidence. In this study therefore, the researcher depended on four characteristics; credibility, transferability, conformability, and dependability as posited by (Lincoln 2011)

3.8.1 Credibility

According to Lincoln (2011), credibility addresses the need to ensure that the data/information is interpreted appropriately and to deal with the patterns in their entirety but to take certain actions that take into account the complexities nature of information. In this study several actions were used to enhance its credibility. These actions included continued consultation with my supervisor on how I needed to proceed, note keeping for reference, constant touch with the participants and using multiple interview criteria to clarify and expand on my findings.

3.8.2 Transferability

Mulenga 2015 states that transferability is the ability to transfer findings from data to other settings. This also addresses the researcher's beliefs that all social/ behavior phenomena are context bound or context relevant. This study demonstrated transferability by typical sampling to expand on the information submitted, collecting rich descriptive data including the use of notes from the field observed during the interview. The ultimate purpose of was not to transfer my research findings to other studies that has been done but rather to clarify understanding of the phenomena from the participant's view point.

3.8.3 Dependability

Dependability of qualitative studies addresses the concern for the data to remain stable over time and in various conditions (Creswell, 2009). This study demonstrated dependability by providing descriptive details of the methods used to analyze and interpret data. The authenticity of the data was clarified with the participants and was interpreted, examined and discussed with the study supervisor.

3.8.4 Conformability

In demonstrating trustworthiness, conformability is the last step and it refers to “objectivity or neutrality of the data according to (Gunawan, 2015). This study addressed confirmability by establishing an audit trail of records such as interviews transcripts, reflect journaling following interviews, notes on planned activities on related data analysis and all drafts of the research reports. The results were also verified by the participants before proceeding to write the report.

3.9 Ethical Considerations

The researcher embraced a range of ethical considerations as Ethics are a key aspect in conducting a meaningful research. Code of Ethics of the Psychological Profession (2017), states that, psychologist cooperating with a client in research, teaching, expertise or helping practice observes ethical principles in all stages of work: from contract negotiation and signing, when the purpose and objectives of the cooperation and the corresponding psychological methods to be used are defined, through results sharing and reporting, to various manners of documentation protection. In order to ensure the safety and rights of the participants, the following were the ethics considered:

3.9.1. Approval and Informed consent

The researcher sought an approval from the University of Zambia ethical clearance committee. Thereafter, Permission was sought from DEBs office. After getting permission from the relevant authority, the researcher sought informed consent from the participants. The researcher ensured that no participant is coerced to participate in the study.

3.9.2. Research description

The researcher has a duty to ensure that the participants are cognizant of the purpose of the study. In the light of this, the researcher informed all the participants the purpose of the study and asked for their voluntary participation in this study.

3.9.3 Benefit and Risks

Participants were informed that positive participation in this study is expected as it may help to motivate school management to support social sciences heads of department .However, the participants were also told that participation in this study shall not subject them into any form of risk as the data to be collected is for academic purposes only.

3.9.4. Anonymity and confidentiality

Considering the importance of ethics in every research, the researcher ensured that responses from participants are treated with maximum confidentiality. Participants were assured that data to be collected will be used purely for academic purposes. Names of the schools and participants were not to be reviewed instead the researcher used codes to represent schools and participants.

3.9.5. Voluntary participation

Furthermore, the researcher ensured that the participants are treated with all the respect they deserve. It is imagined that there would be no form of coercion or influence to the participants to respond against their will (Creswell, 2009). In order to gain the goodwill of the participants, the researcher endeavoured to establish good rapport with them before the day of the meeting. The participants were also asked to feel free to choose the place of their choice where interviews could be conducted. In addition, participants were requested to withdraw from the study at any time if they felt that they cannot give the required information.

3.9.6 Healthy safety of participants

In order not to endanger the lives of the participants as this study was conducted during COVID19 pandemic, all the health guidelines as provided by the ministry of health were

followed. These included providing face masks to all the participants and observing social distancing when conducting interviews. The researcher was also moving with hand sanitizer to ensure that all the participants are sanitized.

3.10 Chapter summary

This chapter has presented the methodology that was used in this study. The chapter mainly focused on research approach, design, target population, sample size and sampling procedures, data collection instruments, data collection procedure, data analysis, trustworthiness of the collected data and ethical considerations.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study on management experiences of female social sciences heads of departments in selected secondary schools in Lusaka urban district. The findings are presented in line with the four research objectives.

4.1 Management strategies employed by female social sciences heads of department

This section presents the results on research question number one which focused on determining management strategies employed by female social sciences head of department in order to run their departments effectively. Codes from 1 to 25 were used to represent the actual names of the participants. The targeted five (5) schools were also given codes from A to E.

4.1.1 Decentralisation of the department

Twenty five (25) participants were interviewed to solicit for their views on strategies employed. Participants stated that social sciences department, was divided into sections for easy management. Each section has a head whose mandate was to be an overseer of the section. In support of this theme, some of the oral submissions from participants are given below;

HOD (P21) from secondary school D narrated that:

When she was asked to state some of the challenges that she is facing in the management and running of the department stated that

Actually the social science department is a very vast department because it involves about three subjects which are RE, Civic Education History as well as social studies for the junior classes. And actually what we have been doing is involving everyone in the preparation for the year. For example for those doing civic education they seat together and plan, even for history they seat together and plan and even for Geography just like that (HOD from School D, 2021).

Similar to the above response, male Head Teacher (P10) from secondary school B commented that:

We have asked them and I have asked them to share responsibilities because that's the safety way any leader can manage safely and easily when responsibilities are shared among the members of that given environment. Then you can just keep those that you think they are not easy for everyone to tackle. In that way the female head of department will find it very easy to manage. Everyone has a responsibility and that has given her sign of strength to have a hold on the department (Head teacher from school B, 2021).

Most of the responded from different schools and holding different position from the individual subject teachers, heads of departments social sciences and deputy heads had a similar view and particular a male Deputy Head (P20) from secondary school D stated that:

Social sciences has got so many subjects and in some cases you find that the HOD is not a specialist in some subjects, so I make sure that I work hand in hand and encourage the HOD to choose section heads who are able to manage these other subjects which she may not be conversant with (Deputy Head Teacher from secondary school D, 2021).

From the above responses, it is clear that decentralisation of the department is a key strategy as this facilitate easy running of the social sciences department.

4.1.2 Monitoring of teacher and learner performance.

Another theme that emerged on the strategies employed by female HODS for the effective management of the department was monitoring of teacher and learner performance. 15 participants stated that monitoring of teachers and learners helped the HOD to remain committed to the call business of the learning institutions as this could help to produce good results. Some views in support of this theme are given below;

HOD (P23) from secondary school E made the following observation:

So in terms of management like I said, our programmes also include monitoring. We have a schedule for monitoring there. Just to know what is happening on the ground. To ensure that the curriculum is being delivered. So we have teachers to monitor and in that monitoring, we are able to assess teacher's performance, we are able to check pupils books, pupil's books are sampled at random by the head of department. I do that from time to time if I say this week I will sample civic education books maybe for grade 10 s I will sample a few maybe from five classes about 8 books and just see what is going on around (HOD from School E, 2021).

A male Deputy Head teacher (P20) from secondary school D said that:

As an administrator my role is very simple, it is just to supervise and monitor and ensuring that each and every individual is working according to the described roles in their job descriptions. Where they happen to fall asleep, you awake them. You remind them and this is the reason why from time to time we do check teaching files were you happen to see some pitfalls you discuss. That is why we are there as supervisors to remind each other on areas of weaknesses (Deputy Head Teacher from school D, 2021).

A female teacher of Civic Education (P12) from secondary school C stated that:

They try to do their best like to make sure that the HOD do the internal monitoring and also a check if we are doing the job or are having departmental meetings or teacher group meetings to see the weakness we have if we are caring, if we are interacting as a department. (Teacher from school C, 2021).

From the responses given above, it is clear that monitoring of teachers and learner performance is cardinal as this helps to ascertain if the department is heading in a right trajectory.

4.1.3 Departmental and continuous professional Development (CPD) meetings

Holding of departmental and continuous professional Development (CPD) meetings was another key theme that emerged under the first research questions. 14 participants mentioned that meetings and CPD helped to run the department as various ideas were shared on how to manage teachers individually and collectively. Some views of the participants are given below;

HOD (P11) from secondary school B narrated that:

Well, I have put a few mechanisms to ensure that the department runs smoothly. To start with we have departmental meetings from time to time at the beginning of the term and also at the end of the term and we also have a log in book which teachers fill in as they report and as they knock off (HOD from secondary School B, 2021).

A male deputy head teacher (P20) from secondary school D made the following remarks:

From time to time we do have management meetings and HODS are managers, are part of that meeting. So where the head or the deputy happens to notice that here there is weakness, we do discuss, so gentlemen, when handling these issues let us try to build confidence. We are managers, we are managing these people and human capital is very, very cardinal (Deputy Head teacher from school D, 2021).

Similar to the above sentiment, a male Head Teacher (P10) stated that:

We learn together in what we call management. The HOD is a management position and they take position at centre stage in our management (Head Teacher from school B, 2021).

From the above responses, it is clear that departmental meetings and CPDs are cardinal as they help to run the social sciences department collectively and with a shared vision.

4.1.4 Timetabling and Corroborative learning

Timetabling and Corroborative learning was another theme that emerged from the findings. 8 participants mentioned that, the department had a timetable it was following to ensure that there is direction where teaching and learning was concerned. Participants further stated that there was corroborative learning on some topics that needed experts from another department. The HOD for social sciences also encouraged teachers to stand in for their fellow teachers in an event one was not available to teach. In support of this, some views are given below;

HOD (P23) from secondary school E stated that:

There is also another part where we have topics that involves mathematics like Geography, we engage some teachers to help us with those topics on calculations so there is that interdepartmental engagement also for topic which have science, we engage the science teacher to come in. So there is that interdepartmental corroboration. We have it and it is very helpful because we get to hear some other new information maybe which we may have overlooked and which we did not know about it (HOD from school E, 2021).

Heads of departments from different schools holds different and similar views on the mechanisms that they are putting in place in managing their departments and this came to right when HOD (P3) from secondary school A was asked to briefly state the mechanism, methods and strategies she was using in managing and running the department. She narrated that:

Well, I have put a few mechanisms to ensure that the department runs smoothly. To start with we have our timetables that teachers follow (HOD from school A, 2021).

Similar to the above sentiments, HOD (P21) from secondary school D stated that:

Actually the social science department is a very vast department because it involves about three subjects which are RE, Civic Education History as well as social studies for the junior classes. And actually what we have been doing is involving everyone in the preparation for the year. For example for those doing civic education they seat together and plan, even for history they seat together and plan and even for Geography just like that and then at the end of the day we seat together and come up with plan on how we are going to manage the department, so we have been doing it collaboratively (HOD from school D, 2021).

From the responses given above, it can be deduced that time tabling helps teachers to follow a specific path as they deliver lessons to the learners. It is also clear that corroborative learning is cardinal as this helps to learn new ideas from others on effective ways of teaching.

4.2 Management challenges faced by female social sciences heads of department in selected secondary schools in Lusaka urban district

This section presents results on research question number three which focused on management challenges faced by female social sciences HODS in selected schools.

4.2.1 Subjects management

In order to establish the challenges faced, 25 participants were interviewed and various oral submissions were made. 24 participants stated that female HODS faced a lot of challenges in the running of the department. It was mentioned that running a department which comprised more than three subjects was not an easy task as the HODS was not a specialist in all the subjects. Some of the views to support this theme are given below;

HOD (P21) from secondary school D expressed the following views:

As I have already mentioned our department is vast which consist of four subjects and I personally Civic Education is my major. I have done Civic

Education and RE and for these other subject am not conversant with them (HOD from school D, 2021).

A female Deputy Head Teacher (P22) from secondary E stated that:

Too many sections and in those sections each one with their own character and things like that so to deal with quite number of them especially that the head of department does not major in all those subjects that are in that department so it becomes somehow a challenge (Deputy Head Teacher from E school, 2021).

HOD (P23) from secondary school E added that:

We need support from everybody. I think teachers should understand the kind of work that we shoulder, the kind of responsibility that we shoulder as HOD because it is an umbrella for five subjects. We are talking about five subjects (HOD from school E, 2021).

From the above responses given, the vast nature of social sciences department with more than two subjects undermines effective performance of female HODs.

4.2.2 Management of over-populated human resource

Management of over-populated human resource was another challenge faced by female social sciences HODS. 20 Participants started that the department had more than 30 teachers with different personalities, work culture and characteristics which made it difficult for the HODS to manage them some times. It was stated that some of these teachers could intimidate the HOD especially those that had higher qualifications than herself. Some of the oral responses from the participants are given below;

A male teacher of Civic Education (P6) from secondary school D commented that:

Management challenges, think when you look at the social sciences department that is the largest department that we have in school, so one the challenge which is there is human resource, how to manage these people that are so many (Teacher from school D,2021).

A female teacher of Civic Education (P8) from secondary school B stated that:

I think this one being a very big school it is very difficult for her to know which teacher is in class, which teacher is late. There are so many times when we say the first two period are the crucial then they say the rest ungadoje (the rest you can dodge) so we do things like that. So you find that it is very difficult for her to follow each and every person because in our department we are about 33 teachers which is very difficult to create accountability for each and every one (Teacher from school B, 2021).

A female Deputy Head Teacher (P14) from secondary school B noted that:

I think the numbers of teachers in the department they are so many. I think here they have even reached 30 if not more than that is the biggest challenge the HOD faces (Deputy Head Teacher from school B, 2021).

From the above responses given, it is clear that huge human resource under social sciences department pose a serious challenge in the running of the department.

4.2.3 Teacher absenteeism and frequent permission

Teacher absenteeism and frequent permission was another challenge faced by the female Sciences HODS in the running of the department. 16 participants mentioned that some teachers could report for work without getting permission a situation which compromised the teaching process as the HOD was to hassle for someone to stand in for that teacher at the last minute. Results further shows that some teachers especially the female could get unnecessary permission a situation that compromised the running of the department especially where teaching is concerned. To validate this finding, the views are given below;

HOD (P23) from secondary school E stated that:

Challenges, I think the first one absenteeism. The issue of absenteeism by the teachers. Late coming. Absenteeism number one, late coming and were you are informed abruptly, abruptly notification of absence I think that disturbs the work. Somebody should be in class at 7:20 and they are calling you at 7:25 or

7:30 they will not be in class and you have a class to attend to, you have to stop what you are doing to find somebody to stand in for that other person and things like that (HOD from School E, 2021).

A female teacher of Civic Education (P4) from secondary school A stated that:

Absenteeism, sometimes we have quite a number of teachers that would be absent so for her to make sure that all the classes are attended to sometimes it is a challenge because if you have four, five teachers missing in a day she has to make sure that all the classes are attended to (Teacher from school A, 2021).

A male teacher of Civic Education (P7) from secondary school B made the following observation:

Absenteeism is one of them. Most of the teachers it seems like they don't just like teaching. You discover that someone has to be in class but he or she has to be called. So there is an issue of absenteeism (Teacher from school B, 2021).

To give an emphasis on the challenge of absenteeism, a female teacher of Civic Education (P9) from secondary school E stated that:

There will be no day that will go without challenges. A good example is maybe a teacher is absent due to different reasons. It could be sickness of the teacher or the child, or personal problems (Teacher from school E, 2021).

From the above responses given, some teachers under social sciences department take advantage of huge human resource by not reporting for work on the pretext that other teachers will cover them.

4.2.4 Material constraint

Material constraints to run the department effectively was another challenge faced by female social sciences HODS. 9 participants mentioned that in as much as the department received material support from the school and the Ministry of Education, teaching aids were not enough to cater for the numbers of pupils in class. It was revealed that most of the schools had more than

70 pupils in one class hence the available books good not cater for huge numbers. It was found that some departments had only about 3 to 4 text books of Civic Education. Some of the views from the participants are given below;

A male teacher of Civic Education (P6) from secondary school D observed that:

While, they have provided the materials that are required to teach but not so fully. Why I have said not so fully because certain materials that are required to teach they are not provided. I will give you an example like in Civic Education you need documents like newspapers, you need a copy of the constitution which we do not have, the current copy which we do not have and many others that I cannot manage to mention that are required in the process of teaching and learning those materials if they are not provided they don't make someone to teach more effectively (Teacher from school D, 2021).

Another male teacher of Civic Education (P7) from secondary school B commented that:

So number one we are talking about the issue of funding, most of the challenges when it comes to materials for example. Maybe you would want to use a certain teaching aid you need to go and collect form your head of department but you discover that such thing things are not usually there hence, it possess a challenge when you want to teach certain topics which requires you to use certain teaching aid (Teacher from school B, 2021).

To give more evidence that material is a challenge in the management of the department by the HOD, a female teacher of Civic Education (P13) from secondary school C observed that:

They bought two or three books I think but those books are not enough though helpful but that help is not really enough because at the moment we have to look for our own materials to use. I can give you an example like the class that am teaching, Civic Education grade 10, pupils are 130 and those 130 we only have one book, how do you share, how do you help because sometimes there

are certain methods that you can use like a book study, how do you use that book when you are 130. So it is difficult, that is a very big challenge (Teacher from school C, 2021).

A female teacher of Civic Education (P8) from secondary school B stated that:

Also distribution of the material, we are so many so you find that materials is difficult to distribute so hence some teachers just get materials using our own money because the department doesn't have enough materials to give to the teachers (Teacher from school B, 2021)

Another theme which emerged throughout the interviews was the issue of constrain resources as a major factor that impedes the efforts of the female heads of departments in their management and running of their department. Teachers who were interviewed indicated that materials are the challenges in most of their schools and this places the heads of departments to be looked at as failures due to poor performance of the learners in the social sciences department. Most of the participants indicated that there is a need to provide more learning materials to teachers so that heads of departments are relieved of the burden of looking for material every time. In supporting this theme, a female teacher of Civic Education (P9) from secondary school E stated that:

The challenges that we have, the biggest challenge is teaching and learning materials. So you know social sciences and Civic Education to be in particular is an information subject and it requires books. So you find that the books that we have and this being a very big school we have got a lot of teachers though I cannot tell exactly number of teachers in the department who teach civic education. So you find that the books that we have one they old. Some pages in some books there are not there and you find that maybe you are sharing the same book with another person (Teacher from School E, 2021).

From the above responses given, it is clear that social sciences department do not have enough teaching and learning materials as such, this poses a challenge in having meaningful lesson delivery.

4.2.5 Limited space for operation

Limited space for operation was another big challenge encountered by female social sciences heads of department. 8 participants stated that since the department had a lot of teachers, it was difficult to be in one place where you could share ideas on how effectively teaching can be done. Results shows that some HODS of social sciences shared an office with other HODS a situation which could undermine confidentiality and effective management of the social sciences department. It was reported that in such circumstances, it was difficult for HODS to hold departmental meetings which are necessary in discussing how teachers are doing, challenges they are facing and solutions for improvement. Some of the oral responses from the participants are given below.

A female teacher of Civic Education (P12) from secondary school C mentioned that:

First of all, I think it is infrastructure. We don't have a room where we can interact as a department and know maybe it is because the school has been upgraded, the HOD share one office so you don't have that confidentiality were you can talk one on one with her unless you just make arrangements you meet somewhere with the HOD (Teacher from school C, 2021).

Another female teacher of Civic Education (P13) from secondary school C stated that:

I think, one we don't have a department of our own since the school have just been upgraded so we find that we don't have a department of our own so you find that most of the times these HODS are all in one office, so the materials, even keeping things, having meetings it is difficult (Teacher from school C, 2021).

HOD (P11) from secondary school B narrated that:

This office is too small, so it possess a big challenge when you want to meet all the teachers you only meet maybe five from here so you have to look for a different office (HOD from school B, 2021).

From the above responses given, it can be deduced that limited space for operation is a serious challenge for HODs in schools. This situation is not only unique to social sciences heads of department but also to other departments. This is visible through the narrative given that social sciences heads of department are sharing offices with other HODs in some schools.

4.3 Kind of support female social sciences heads of department receive from school management in selected secondary schools in Lusaka urban district

This section presents results on the second research question which aimed at finding out the kind of support the female social sciences heads department received in order for them to run the department effectively.

4.3.1 Skill development

In order to establish the kind of support rendered to female social sciences HODS, 25 participants were interviewed and various oral submissions were made. 15 participants mentioned that HODS were supported by the school management in the enhancement of managerial skills by attending management meetings and sponsoring them to attend meetings arranged by social sciences association. Some views in support of this theme are given below;

HOD (P11) from secondary school B commented that:

When there is maybe a workshop or a seminar or anything to do with academics, when you are invited maybe by another organisation they support us and then we also have as a school we have CPDs so like CPDS for social sciences at this school is every Tuesday from between 10 and 12:30 hrs. So if you check the timetable for all teachers in this department that time no one has class so that they attend that CPD (HOD from School B, 2021).

A male deputy head teacher (P20) from secondary school D made the following remarks:

From time to time we do have management meetings and HODS are managers, are part of that meeting. So where the head or the deputy happens to notice that here there is weakness, we do discuss, so gentlemen, when handling these

issues let us try to build confidence. We are managers, we are managing these people and human capital is very, very cardinal (Deputy Head teacher from school D, 2021).

A female Head Teacher (P15) from secondary school C when asked the kind of support management rendered to the HOD made the following remarks:

By coaching them, teaching them management skills. For example they have been taught what is required in that department to do (Head Teacher, from school C, 2021).

From the above responses given, it is clear that skill development as part of the support given to HODS by management is paramount as this provides a technical know-how in the running of the department.

4.3.2 Provision of teaching and learning aids

Provision of teaching and learning aids is another theme that emerged on support given to female social sciences heads of department. 22 participants mentioned that HODS received texts books, teacher guide, files and charcoal from the management when the request is made. Participant however stated that this could only be done when funds are available. It was also stated that this kind of support did not only come from school management but also from the Ministry of Education. The following are some of the views given;

HOD (P11) from secondary school B had the following to say when asked on the kind of support she received:

They have tried under difficult circumstances of course because school fees was reduced. Specifically I will talk about our department because it is big. We are given an allocation were you have to request for pupils requisite not only that they also provide white board markers, charcoal and in this era of COVID 19 sometimes they provide masks and hand sanitisers and also things that will help us in day to day running of the department (HOD from secondary school A, 2021).

HOD (P23) from secondary school E stated that:

Apart from management giving us moral and verbal we also receive materials because materials are part of teaching. Our learners learn within the resources that are there. So we are given the resources for example we have computers this around, we present lessons on power point, we are also able to use other resources within the school environment as provided by the school (HOD from school E, 2021).

Similar to the above responses, a female teacher of Civic Education (P5) from secondary school A made the following remarks:

I think material wise they try and support the HOD, which includes lesson plans for teachers through HODs. Scheme of work like everything that teachers need to plan for. The school has endeavoured to buy teachers guide in almost all the subjects (Teacher from school A, 2021).

From the responses given, it is clear that management has been making an effort to assist the HODs in providing teaching and learning aids.

4.3.3 Moral support in teacher management

Moral support in teacher management is another theme that emerged under the kind of support HOD received from the school management.¹² Participants mentioned that female HODS received support from management in managing teachers especially to those who had challenges in cooperating with the HOD in the running of the department. It was stated that once such cases are reported, management could come in to counsel such a teachers as a way of putting them back on the right direction. Some of the views from the participants are given below;

HOD (P3) from secondary school A had this to say:

One of the things the administration helps to run the department well is to report that we have issues to do with teachers so on and so forth. For example if we have a teacher with a problem we report so that the deputy and Head teacher can see how that teacher can change (HOD from school A, 2021).

A male teacher of Civic Education (P4) from secondary school A stated that:

So if someone disrespect the head of the department they come in to help out and all the time whatever we need, we request it is given to the HOD if we ask for things to use, the HOD gets that support from the administrators (Teacher from school A, 2021).

Most of the participants especially those from administration stressed the need for moral support for female heads of departments. They indicated that social science department is the biggest department and because of that female managers of these departments need moral support so that they manage to run their departments smoothly. In amplifying this point, a male Deputy Head Teacher (P20) from secondary school D narrated that:

Ok am sure as you gathered maybe from the Head and the HOD, social science is the biggest department. We call it a school within a school because there are a lot of colleges that are offering social sciences and a lot of teachers are doing the same. So it is the largest. So I ensure that I work hand in hand with the HODS so that I help her in handling these teachers who are so many because it is not an easy task (Deputy Head Teacher form secondary school D, 2021).

The above responses suggest that management has a responsibility to help HODs in managing teachers especially those with a tendency of not following departmental regulations.

4.4 Strategies aimed at enhancing management practices of female social sciences heads of department in selected secondary schools in Lusaka urban district

This section presents the results on the fourth research question which focused on finding out strategies that can be put in place to enhance management practices of the female HODS.

4.4.1 Workshops and in housing meetings for capacity building

Twenty five (25) participants were interviewed and various oral submission were made. 20 participants commented that organising workshops to train HODS on how to manage departments can enhance management practices of female HODS in schools. It was reported that some HODs lacked managerial skills hence, workshops could help them to have a technical know-how on how to run the department more effectively. Participants also added that having departmental meetings can also help to run the department effectively. Some of the views to support this theme are given below;

A female Deputy Head Teacher (P16) from secondary school C commented that:

I think the first thing, we need to provide workshops for the female HOD. We do workshops so that we look at how they can manage the department. Secondly, they must have meetings within the department so that they can iron out these other issues that they have. I think generally that should be the way to go. Workshops, meetings and meetings with administration, the HOD and the department with the people she is looking at after so that certain things can be looked at and ironed out (Deputy Head Teacher from school C, 2021).

A male teacher of Civic Education (P6) from secondary school D stated that:

Frequently having in house meetings so that changes in Civic Education and other subjects can be handled effectively because there changes nearly every day so when having these workshops there people who are probably coming up with new ideas on how we can teach the methodologies, so these can manage effectively the system, can improve the system (Teacher from secondary school D, 2021).

In amplifying the need for effective management under social sciences department, (P4) from secondary school A suggested that:

I think they can also engage them once in a while they can be taken for refresher courses they go and learn some management skills as well as new

technology that is coming in. So they have to learn new skills of dealing with people. So there is a challenge there. There are teachers who have old way of doing things but we have teachers who knows new ways of doing things that if am not around I can send my work through internet. So all those the head need to be acquainted with new technology. What is happening so send them for refresher courses or training (Teacher from school A, 2021).

From the responses given, it can be deduced that workshops are a good platform for acquiring new knowledge and skills by those that are in management.

4.4.2 Infrastructure development for effective operation

Infrastructure development for effective operation was another theme that emerged on strategies meant to enhance management practices of the female social sciences HODS. 8 participants mentioned that since the department has a lot of human resource, it was important that the school through the Ministry of Education should lobby from the government the building of enough infrastructure for easy operations. Participants stated that social sciences was the largest department in school but had no enough space where to operate from. Some of the views to support this strategies are given below;

HOD (P11) from secondary school B commented that:

Going forward maybe we can a bigger office were we able to hold meetings within the department, this office is too small, so it possess a big challenge when you want to meet all the teachers you only meet maybe five from here so you have to look for a different office. So if we had a big office I think it can help a lot where we can be having meetings every morning maybe just for five minutes to see who is there and not there and also plan how you are going to proceed on that particular day (HOD from school B, 2021).

A female teacher of Civic Education (P12) from secondary school C mentioned that:

First of all, I think it is infrastructure. So if room can be provided where each department has got its own office were all the social sciences teacher seats in

that office to interact like other secondary schools are doing. That way it easy to see each other's weakness and strength (Teacher from school C, 2021).

From the above responses given, it is clear that most of the schools targeted in this study demanded that there should be infrastructure development especially where offices for operations are concerned. At a time when this study was conducted, the available offices for some HODs of social sciences were not desirable.

4.4.3 Appointment based on merit and qualification advancement

Appointment based on merit and qualification advancement was another theme that emerged under strategies to enhance management practices of female social sciences HODS. 10 Participants stated that there was need to appoint competent teachers as HODs. It was also stated that HODS needed to further their qualifications so that they can be more competent in their managerial work. It was revealed that some of the subordinates under social sciences department had higher qualifications than the HOD a situation that could make her feel intimidated leading staffs with higher qualifications than herself. Some of the oral submissions are given below;

A female teacher (P6) from secondary school A stated that:

I think the criteria in the first place to choosing HODs should be based on merit not necessary because you are connected to someone because that really affects the management skills. So HODs should be qualified to be in those positions so that they can influence their teachers positively and work accordingly and at times you find that, it is just an example not necessary that yah,, where an HOD is a diploma holder but you are in charge of teachers who are master holders so you find a situation where some HODs feel intimated in their daily works, they don't really exert positive influence but frustrations on the teachers (Teacher from school A, 2021).

In the similar manner, most of the responded especially teachers under the social sciences department expressed their unsatisfactory in the criteria and methods used in the appointment of some of the heads of department in that they feel the process is

non-merit based and also underhand in nature. A female teacher of Civic Education (P13) from secondary school C commented that:

I think like the way it was here, people were just picked from a primary section even running of their department they are not really experienced so maybe they also need those, can I say trainings or even how they handle certain things, it is not good mwandi (it is not good seriously) I think we have problems so even channel of communication it is supposed to start from the HOD, when you have a problem you start with the HOD then the HOD reports to the Deputy then it goes to the Head but for us it is not like that you communicate with the HOD she just keeps quiet just like that then the next thing the deputy will call you, you didn't get permission, you didn't do this but meanwhile you had already communicated with HOD (Teacher from school C, 2021).

A male Head Teacher (P10) from secondary school B added that:

We run schools from our own intuitions. We have not developed professional approach in whatever we do in all our education system. So you find one is the head of the department who has not been taken through on how to manage the department. So they only learn job on training that's is the problem we have. We have this approach of Job on training because I believe we supposed to have a mechanism attached to one professionalism, meaning one who is there is a true professional person with registered, who is member of an association who has even added value to the growth of the profession. Were the teacher follows the ethics of the profession it must start with the HOD (Head Teacher from B school, 2021).

The above responses clearly shows that academic advancement have a comparative advantages for those that are assigned leadership roles as this is likely to enhance their philosophical understanding of management issues.

4.4.4 Boosting of teaching aids

Boosting of teaching aids was another theme that emerged under the strategies to enhance management practices of female social sciences HODS. 9 participants mentioned that there was need to buy more teaching materials for the department as this could help to run the department more effectively. Participants further stated that, in as such as the school and the Ministry of Education made an effort to stalk the department with various teaching and learning materials, the department did not have enough teaching and learning aids that could be used to meet the overwhelming numbers of learners in government schools. Without enough teaching and learning aids, participants felt that the call business of the school was going to be defeated. Some of the views to support this theme are given below;

A female teacher of Civic Education (P13) from secondary school C commented that:

We need enough materials for the children because we don't have. We really need those materials. So if we can be given enough materials that can also help (Teacher from school C, 2021).

Another female teacher of Civic Education (P18) from secondary school D suggested that:

We need to have enough material for the learners, apart from having enough learning materials, we need to have summarised notes for the learners so that they can go ahead and understand. Materials I mean we need to have enough books, apart from having enough books, we are supposed to have even the charts to use so that is easier for the learners to understand (Teacher from school D, 2021).

A male teacher of Civic Education (P6) from secondary school D started that:

There are lot of things that management can put across. I think if the HODS have to run the department effectively, one of this is provision of materials (Teacher from school D, 2021).

The above responses shows that most of the departments from the targeted schools do not have enough teaching and learning materials. Thus, it is imperative that HODs are provided with necessary teaching aids as these are important in meeting learners' learning difficulties.

4.4.5 Teacher motivation

Teacher motivation in the department was another theme that emerged under the strategies to enhance management practices of female social sciences HODS. 10 participants stated that it was important to acknowledge hard working teachers under the department by way of recommending them for promotion or giving them some form of incentives so that other teachers who are not hard working can emulate and start working hard. It was reported that if teachers are not motivated in the department, it may be difficult for them to put extra efforts in the teaching and learning process hence producing poor results a situation that may not reflect well where management of the department is concerned. Some of the views to support this theme are given below;

A female teacher of Civic Education (P4) from secondary school A commented that:

Maybe if there could be some incentives for hard working teachers in the department. Incentives like if a teacher is going to produce good results maybe that teacher can be given some incentives in that way it will encourage others to work hard when they see that others get incentives at the end of the year at the end of the term (Teacher from school A, 2021).

Another female teacher of civic education (P18) from secondary school D suggested that:

Teachers in the department need to be motivated at all cost when they are working hard. They need to be motivated and be recognised. We have teachers who are using their own initiative to go ahead and being creative, all those teachers need to be motivated for being creative and spending more time with learners. We had times where other teachers go out of their way of meeting the learners even after classroom time to ask them to remain behind and spend and interact more time with the learners. So those who are doing such things they

need to be motivated and be recognised by the administration (Teacher from school D, 2021).

Teacher motivation came out strongly from most of the participants especially those from teachers. Majority of the participants indicated that teachers are not motivated by their heads of departments because of the struggle they have in managing their departments. A female teacher of Civic Education (P5) from secondary school A added that:

I think some of the mechanisms that can be put in place, I think the motivation of teaching staff, I think that has to be done through the administrators the HODS (Teacher from school A, 2021).

From the responses given, it is clear that teacher motivation is essential in the department as this is likely to minimise negative efforts by the teachers meant to frustrate the work of the HODS.

4.5 Chapter summary

In chapter four, the researcher has presented the results on management experiences of female social sciences heads of department in selected secondary schools of Lusaka urban district. Results have been presented following the responses from participants on each of the emerged them under specific objective. The study has shown that decentralisation of the department into sections, monitoring of teacher and learner performance and holding of in-house and continues development meetings are some of the major strategies employed by female heads of departments in schools. The study has also shown that challenges faced by female social sciences heads of department includes subject management, management of over populated human resource, teacher absenteeism, and frequent permission, material constraints and limited space for operations. Further, the study has also shown that skill development, provision of teaching and learning aids and moral support in teacher management are some of the support that heads of department receive from school management. Equally, it was found that enhancing in-house meetings and workshops, infrastructure development for effective operation, appointment of Head of Departments based on merit and continued academic advancement, boosting of teaching and learning aids and teacher motivation are some of the key strategies that can be put in place to enhance the performance of female social sciences heads of department. The following chapter contains the discussion of the findings.

CHAPTER FIVE: DISCUSSIONS OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study on management challenges faced by female social sciences heads of department in selected secondary schools in Lusaka urban district as presented in chapter five. The discussion is based on the four objectives with the emerging themes under each objective.

5.1 Management strategies employed by female social sciences heads of department in selected secondary schools

This section discusses the results of the study on the first objective which focused on determining management strategies employed by female social sciences HODS. Under this objective, various themes emerged and are discussed below with the literature in support and at variance.

5.1.1 Decentralisation of the department

The study revealed that social sciences department has more than 30 teachers having majored in different subjects and among these includes Civic Education, Geography, Religious Education, History and the integrated social studies which is offered at junior level. It was stated that in order for the HODS manage the subjects and the human resource, the department was divided into section. Each section was headed by head of section representing each subject. Findings also revealed that the head of sections were allowed to plan on how they would want to manage their subjects in a given quarter. However, all the heads of sections were required to give feedback to the HOD on how they are running the department. There is a clear indication that if decentralisation is well followed, it has an ability to produce quality results in an organisation especially if necessary resources are given to each of divided sections.

The above finding can be likened to the situation in Namibia established by Shaningwa (2012). His study showed numerous benefits of decentralization in the Education system. It was found that in some cases it is a question of increasing efficiency in management and governance. Where the state bureaucracy appears heavy and slow, where it has proven unable to tackle issues of teacher deployment, teacher payment, purchase and distribution of equipment and material or

maintenance of buildings, decentralization appears to be the solution. It is believed that decentralisation can allow faster identification of problems and the search for more appropriate responses.

In the same vein, Govinda (1997; p.30) also refers to the basic philosophy and rationale that guided decentralisation of educational management in SriLanka as evident from the Bandarawela Conference which took place in 1961 as: “decentralisation is one of the important means of securing efficiency and speed in handling the day-to-day work of administration. Great man theory by Carlyle (1841) also gives an impression that leaders should be able to share responsibilities with their subordinates as this may help to complete tasks within reasonable time frame.

Contrary to the above, UNESCO (2005) argues that some studies conducted on identifying the impact of education decentralisation on the quality of education revealed that decentralisation does not need or always have a positive influence on quality of education. It further points out that to some extent, decentralisation reduces the power of central education sectors and that centrally-run information systems that feed education policy decision may collapse.

5.1.2 Monitoring of teacher and learner performance

The study also revealed that another strategy employed by female HOD for the effective management of the department was Monitoring of teacher and learner performance. There was an indication that the HOD could randomly sample the books for learners to see how they are performing. Teachers’ files were also checked by the HOD for quality assurance in the teaching and learning process. By doing so, teachers were forced to put an extra effort in their teaching. It was reported that those who refused to cooperate could face some punitive measures. This strategy employed by HODS is a recommendable one in the sense that some teachers if they are not checked, they become reluctant hence producing poor results.

This finding can be likened to an observation by Marzano (2005) who stated that managing a school encompasses a lot of things. It goes beyond managing the actual school buildings. Principals and heads of departments are to be accountable for the oversight of teacher management, evaluating and implementing discipline plans and planning for the needed

resources. Purkey and Smith (1983) adds that the extensive responsibilities of today's school leaders require a depth of understanding in finance, curriculum, child development, human resource management, time management, community and public relations, and effective communication skills. This goes to show that HODS are at the centre of the teaching and learning process hence they should up their games for positive school outcomes.

5.1.3 Holding of departmental and continuous professional Development (CPD) meetings.

Holding of departmental and continuous professional Development (CPD) meetings was another strategy that the female HODS employed to effectively run their department. These platforms were important in the running of the department in sense that they provided an avenue for the teachers to share their ideas on how best social sciences department could be managed. Further, it was reported that CPDS helped both the HOD and the teachers to continue revive their pedagogical skills. Findings suggest that each and every day there are new changes on how organisations should be managed hence the need for HODS and teacher to be acquainted to the new changes.

This finding is line with Amedem (2018) who recommended that heads' of senior high schools should continuously undertake educational leadership courses and that teachers should undertake in-service course in educational leadership. Further, it was suggested that the heads should involve teachers and students in decision making in all matters relating to school administration in order to foster positive school climate.

5.1.4 Timetabling and Corroborative learning

Timetabling and Corroborative learning was another strategy that was employed by the female HODS to run their departments effectively. Timetabling helped to ensure that teachers are following a certain path in the department. By doing so, the confusion of which teacher should handle the particular class at a particular time was minimised because everyone was given a guide on what to follow. However, it was reported that challenges only arose when a teacher was absent. It was not easy for the HOD to find a replacement. Results also suggest that he HOD for social sciences encouraged teachers to stand in for their fellow teachers in an event one was not available to teach. The HODS also encouraged corroborative learning within and outside the

department. With 21st century approach to teaching and learning, corroborate teaching and learning helps to learn new ideas from others. In this case, Education providers are encouraged not to rock themselves with what they already know. It is believed that Learning is an endless process hence, everyone should be willing to learn from others.

This finding is in line with Green (2010) who observed that the heads of departs in organisations needs to strengthen the ties / relationship within and outside the organisation environment. This is an important aspect of leadership in that it promotes effectiveness of schools. The tie with other stakeholders in the running of the social sciences department if well harnessed can bring about positive change to the school as the aim of this corroboration is to bring new ideals to the teaching and learning process.

5.2 Management challenges faced by female social sciences heads of department in selected secondary schools.

This section discusses the results of the study on the third objective which focused on establishing management challenges faced by female social sciences HODS. Under this objective, various themes emerged and are discussed below with the literature in support and at variance.

5.2.1 Subject management

Despite putting some strategies and support received in the running of the department, HODS were faced with some challenge on a daily basis. Subject management was one of the reported challenges HODS faced in the running of the department. It was revealed that the department had more than three subjects of which the HOD was not a specialist in all. In as much as the department was decentralised into section as discussed earlier, managing more than three subjects did not settle well with the HODS. This shows that there is need for the technical know-how on how the HODS can handle the department. That is why some participants suggested that once in a while, HODS should be taken for refresher courses meant to enhance their performance.

The above finding concerning subject management can be likened to the situation reported by Mandukwini (2016) by revealing that managing the curriculum implementation in schools has become a challenging task due to lack of resources, heavy workloads in schools and inadequate training for curriculum implementers. Further, Dada (2008) explained that teachers who were not trained in a particular subject may find it difficult to handle it in the sense that their pedagogical orientation may be different.

5.2.2 Management of over populated human resource

Management of over populated human resource was another challenge faced by female social sciences HODS in the running of the department. Despite the support from management in the management of the teachers, management of over populated human resource had become a challenge for the female HODS. It was revealed that the department had more than 30 teachers with different personalities, work culture and characteristics which made it difficult for the HODS to manage them well. Other participants wondered why the Ministry of Education kept on sending teachers to already over populated schools and departments instead of taking them to schools where their services are needed. There was an outcry that some teachers in the department only had 4 periods in a week as compared to their colleagues in the natural science department with 32 periods in a week. This was called stealing government funds.

The above finding is line with the observation made by Lina and Ali (2016) who observed that the whole world is very dynamic and challenging in all aspects. The challenges of the HRM also evolving with the change in competitive business market environments. The lifestyles, mentality and requirements of masses are changing rapidly. Now the employees want a balance between work and family life. They want to be valued and accepted by the society and top management. Results suggest that the presence of huge human resource comes with different demands which requires HODs to have a clear knowledge on how to handle them holistically.

5.2.3 Teacher absenteeism and frequent permission

Teacher absenteeism and frequent permission was another challenge that the HOD faced in the running of the department. It was revealed that some teachers could not report for work without getting permission a situation which compromised the teaching process as the HOD was to

hassle for someone to stand in for that teacher at the last minute. Results further shows that some teachers especially the female could get unnecessary permission a situation that compromised the running of the department. When this happens, HODS were put in a dilemma to start looking for someone to stand in for the teacher who is not available.

The above finding is not consistent with the situation in Kenya, where problems faced by female head teachers in administration of secondary schools included sex role stereotyping, insecurity in schools, role conflicts between traditional and administrative roles as well as personal barriers (Kamau (2004). Results suggest that stereotyping was not a big challenge for the female HODS in selected secondary schools.

5.2.4 Material constraint

Material constraint to run the department effectively was another serious change that the HODS faced. It was revealed that in as much as the department received material support from the school and the Ministry of Education, teaching aids were not enough to cater for the numbers of pupils in class. The sad situation is that some of the urban schools have become a hot cake whereby every parent would want to enrol their children in those schools. It was reported that some schools had more than 70 learners in one class hence the available books could not cater for huge numbers. In some instances it was found that some departments had only about 3 to 4 text books of Civic Education to cater for the huge numbers of pupils. The shortage of teaching and learning materials prevented teachers to use some methods of teaching such as book methods and group discussions. This finding is in line with Makura (2009) who indicated that the many challenges that female heads of departments faced in Zimbabwe was shortage of financial and material resources to run the department effectively.

The above finding does not resonate well with Muleya (2015) who advocated for the use of correct pedagogical practices and approaches when teaching Civic Education. He attested that, in order for social change and transformation of society be realised, teachers should use correct pedagogies. It is important to note that these pedagogies relies heavily on the availability of teaching and learning aids.

5.2.5 Limited space for operations

Another challenge that female HODS faced in the running of the department was limited space for operation. It was revealed that since the department had a lot of teachers, it was difficult to be in one place where the HODS and their subordinates could share ideas on how effectively teaching can be done. Limited space also made it difficult for HODS to hold departmental meetings which are necessary for discussing how teachers are doing, challenges they are facing and solutions for improvement. School facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement (Buckley, et al, .2004). Findings therefore suggest that the sad fact is that most offices and classroom spaces in the selected schools are far from ideal. Perhaps they were originally designed and built with little or no consultation with the teachers who would be working in them. The other assumption could be maybe they were designed for another purpose, or with tight budgetary restrictions.

5.3 Kind of support female social sciences heads of department receive from school management in selected secondary schools

This section discusses the results of the study on the second objective which focused on establishing the kind of support rendered to female social sciences HODS. Under this objective, various themes emerged and are discussed below with the literature in support and at variance.

5.3.1 Skill development support in the management process

The study revealed a number of support that the HOD received from management in the running of the department. Skill development in the management process was one of the support that the HODS received from management. It was revealed that HODS as part of management attended management meetings as one way of enhancing their managerial skills. Apart from attending management meetings, results suggest that management sponsored their HODS to attend meetings arranged by social sciences association outside the school environment.

This finding is in response to Mathibe (2007) who contends that one reason that has always been advanced for failing schools is that heads of departments are not appropriately skilled and trained in school management and leadership. It is argued that there is rarely any formal leadership training and principals are appointed on the basis of their teaching record rather than their leadership ability. The support given by the school management in skill development becomes a relief to the HODs in helping them to run the department effectively. It was attested that some of these HODS are appointed before they are ready to be in leadership.

5.3.2 Provision of teaching and learning aids

The study revealed that provision of teaching and learning aids is one of the support that the HODS received from management for them to run the department effectively. It was reported that HODS received texts books, teacher guide, files and chalk from the management when the request is made. The other stakeholders who have been rendering assistance in this area apart from management is the Ministry of Education. There was evidence of new books in some schools donated by Ministry of Education. This support is important not only to the running of the department but to the entire running of the school because the call purpose of schools is to transmit knowledge and skills with the availability of right teaching and learning materials.

The above finding on provision of teaching and learning aids is supported by the teacher Manual developed by the Namibian Ministry of Education (2014) which contends that Learning Support involves planned methods and materials that enable learners with learning difficulties and other special needs, e.g. counselling, to reach essential basic competencies in the different subjects and skills. It is further articulated that learning support is a way to ensure that all learners are able to make progress and achieve according to their potential. This suggest that learning and teaching aids are important resources in the teaching and learning process because they help the learners to reach their potentials in life.

5.3.3 Moral support in teacher management

Moral support in teacher management is another kind of support that HODS received from management. It was revealed the school management worked hand in hand with female HODS in managing teachers especially those who had challenges in cooperating with the laid down

school rules and decorum of the department advanced by the HOD. It was reported that the school management was always on the ground to ensure that teachers are operating appropriately by ensuring that due respect is given to the HODS. To those who decided to be deviant, warning was given and in an instance change was not seen, stiff measures were levelled against such teachers as one way of putting them back on the right direction. This finding is supported by Bush (2007) and Glove (2002) who suggested that leaders in schools should focus on teaching and learning and on the behaviour of teachers in working with students. This view shows that teachers are role models to the learners hence, they are expected to show exemplary behaviour so that they can motivate the learners to follow suit as learners are expected to be future teachers and leaders.

Rita and Barnnet, (2016) observed that due to the fact that school plays an instrumental role in a student's self-identity, the school can be either a risk factor or a resource for the development of a student's health behaviours and general health. This suggest that teachers at all cost should exhibit good morals.

5.4 Strategies aimed at enhancing management practices of female social sciences heads of department that should be put in place in selected secondary schools.

This section discusses the results of the study on the fourth objective which focused on proposing strategies aimed at enhancing management practices of female social sciences HODS. Under this objective, various themes emerged and are discussed below with the literature in support and at variance.

5.4.1 Workshops and in-house meetings for capacity building

Workshops and in-house meetings emerged as a key strategies that can help to enhance management practices of the female social sciences HODS. It was revealed that some HODs lacked managerial skills hence, such workshops could help them to have a know-how on how to run the department more effective. Capacity building in staffs in any organisation is an important direction to take because of numerous benefits attached. Through workshops, leaders can learn better ways of how to handle people and bring about transformation to an organisation.

Similarly, HODS through these workshops may have paradigm shift on how to do things and eventually bring about positive change in the department and at school level.

The above finding is line with Branson (1998) who suggested that if citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities responsibly, they not only need to acquire a body of knowledge, they also need to acquire relevant intellectual and participatory skills. HODS already have the body of knowledge through the training they went as teachers but it is important that they develop leadership skills that may help them to run the department effectively.

5.4.2 Infrastructure development

Another strategy that could help to enhance the practices of the female social sciences HODS in school was infrastructure development. It was reported that some schools lacked enough space for effective operation. The results shows that since the department has a lot of human resource, it was important that the school through the Ministry of Education should lobby from the government the building of enough infrastructure for easy operations. From the results given, it was clear that social science department is like a school within a school due to the high number of teachers ranging from 30 to 40. To make matters worse, in some schools, the HOD shared the office with other HODS a situation that compromised holding of departmental meetings, monitoring of teachers and confidentiality.

Barrett et al, (2015a) contends that infrastructure development is not only linked to the school management but also to the learner performance. It is argued that students' performance is enhanced in schools with better physical learning environments. In their study, it was reported that the impact of School infrastructure on Learning improved learning outcomes even after controlling for students' socioeconomic background and other relevant covariates. As a result, new approaches to building learning environments must be developed that both create better spaces for children and increase the efficiency of investments in educational infrastructure. The planning of good learning spaces is a discipline that combines different sciences and that requires the involvement of all users of these spaces teachers, parents, and children.

5.4.3 Appointment based on merit and Qualification advancement

Appointment based on merit and qualification advancement was another key strategy that could be used to enhance the practice of the HODs in schools. Results suggest that there was need for HODS to be appointed based on merit as participant wondered why teachers who are more competent with higher qualifications were not appointed as HODS. There was also a suggestion that HODS should further their qualifications so that they can become more competent in their duties. This shows that, through high qualifications, leadership skills for the HODS can be reshaped. There was a narration that some of the subordinates under social science department had higher qualifications than the HOD herself. This sometimes could make her feel intimidated leading teachers with higher qualifications. It should be understood that learning as a continuous process comes with huge benefits especially for the leaders and those who aspire to become leaders. Organisational changes need leaders who are acquitted with new ways of doing things and it is through continuous learning process that the leaders can familiarise themselves with these new changes. Masaiti et al (2018) support this finding by stating that the core purpose of education is to empower people with important information and skills so they can be successful in the future, hopefully contributing to bettering of society.

The above finding is not in line with theory of a great man by Carlyle (1841). The assumption of the great man theory is that, the capacity of leadership is inherent- that is, great leaders are born not made. Leaders are assumed as born with innate qualities and traits that make them better suited to leadership. The traits most researched are: drive (determination), emotional stability, admitting errors, good interpersonal skills and intellectual breadth.

5.4.4 Boosting of teaching and learning aids

Boosting of teaching and learning aids was another key strategy that could make female HODs perform better in their managerial duties. It was revealed that some schools did not have necessary teaching and learning aids such as text books and ICT facilities. In this case, it was reported that there was need to buy more teaching materials for the department as this could help to run the department more effectively. However, there was a recognition of the efforts made by the school and the Ministry of Education in providing the necessary tools for teaching and learning. Despite the efforts made, the department did not have enough teaching and learning

aids that could be used to meet the overwhelming numbers of learners in government schools. Without enough teaching and learning aids, participants felt that the call business of the school was going to be defeated. The functioning of the HOD can be determined through learner performance which may be influenced by the availability of teaching and learning aids.

This is well aligned with Huskisson (2014) who argued that strategic management is primarily concerned with the actions organizations take to achieve competitive advantage and create value for the organization and its stakeholders. Boosting of teaching and learning aids is expected to bring value to the running of the schools because learners are expected to perform well through unitisation of these resources.

5.4.5 Teacher motivation

Teacher motivation in the department was another strategy that could be used by the HOD to enhance their performance in school. Results suggest that it was important to acknowledge hard working teachers under the department by way of recommending them for a promotion or giving them some form of incentives so that other teachers who are not hard working can be inspired to change their mind set and begin to work hard. It was reported that if teachers are not motivated in the department, it may be difficult for them to put extra efforts in ensuing quality performance in the school. Teachers in the school can be likened to those that are at the centre of production in an industry. Meaning that they are expected to produce good results but if they are frustrated, it will be difficult for them to perform better. Michaelowa (2002:5) defined Teacher motivation as the “willingness, drive or desire to engage in good teaching,” Jarret (2011) indicates that higher teacher motivation is significantly linked to improved student learning outcomes. Maslow’s (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. Thus, for teachers to reach this level, they need to be recognised by their supervisors especially those who are hard working.

The above finding is also in line with the theory guiding this study. The “great man” theory by Carlyle (1841) states that characteristics that these leaders have to hold among others includes motivating the people and taking a risk, intelligence, self-confidence, determination, integrity, sociability and commitment towards the task,. These traits are very important in that smooth running of organisations depends on them. When leaders lack such traits, achieving organisation objectives becomes a challenge.

5.5 Chapter summary

In this chapter, it has been discussed that female social sciences heads of departments faces various challenges in the management of the departments such as overpopulated human resource, limited office space and supervisory among others. Based on these challenges, it has been discussed that female social sciences heads of departments should remain focused to achieving school vision and goals by learning from other heads of departments, capacity building programs and soliciting support from school management and members of the staff. The next chapter presents the conclusion and recommendations.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter contains conclusion and recommendation based on the findings of the study on management experiences of female social sciences heads of department. The suggestion for further study is also highlighted. The conclusion and recommendations are based on the results obtained on each objective.

6.1 Conclusion

This study explored management experiences of female social sciences heads of department in selected secondary schools of Lusaka urban district, Zambia. This was done qualitatively with an application of descriptive research design. Interviews were used to collect data from 25 participants. The study concluded that female social sciences head of departments and their supporters have put in place some strategies such as decentralisation of the department into sections for easy management as the department is comprised of more than three subjects. Female social sciences head of departments are also making sure that teachers and learner performance is monitored so as to achieve the call business of school. There is also a reflection that female social sciences head of departments are holding in-house and continues development meetings so as to learn from others and improve their managerial skills.

On management challenges faced by female social sciences heads of department, it was concluded that managing more than four subjects within the same department was not easy task for the female social sciences head of department. It was also observed that over populated human resource, teacher absenteeism, and frequent permission, material constraints and limited space for operations made the work of a female social sciences head of department a hard responsibility. However, the study also concluded that some of these challenges in schools were not only faced by female social sciences head of department but also by their male Head of department counterparts.

On the kind of support female social sciences heads of department receive from school management, it can be concluded that female social sciences head of departments have been receiving support not only from management but also from the teachers within the department,

Association for social sciences and Ministry of Education. The support being rendered includes skill development, provision of teaching and learning aids and moral support in teacher management.

On strategies aimed at enhancing management practices of female social sciences heads of department, it was concluded that despite the challenges faced by female Social sciences heads of departments, there is still window for improvement and this can be done by enhancing in-house meetings and workshops, infrastructure development for effective operation, appointment of heads of departments based on merit and continued academic advancement, boosting of teaching and learning aids and motivating hard working teachers so that other teachers can emulate them.

6.2 Recommendations

In light of the findings, the following recommendations have been made:

1. Heads of the departments through the social sciences association should have some periodic engagement in order to compare how Heads of the departments from other schools are managing to run their departments.
2. The Ministry of Education should appoint Heads of the departments based on merit to avoid job on training.
3. The Ministry of Education should consider downsizing the human resource in the social sciences department for easy management by considering taking Teachers of social sciences to where their services are needed most than taking them to already over populated schools and departments.
4. The Ministry of Education should offer periodic training to the Heads of the departments through CPDs so that they are always acquitted with new changes in the management system.

6.3 Suggestions for further research

Since this study focused on female heads of department, in future a comparative study should be done in order to understand and appreciate the experiences of both male and female social sciences heads of department and the strategies they employ in management of their departments.

REFERENCES

- Barrett, P., Y. Zhang, F. Davies, and L. Barrett. (2015a). *Clever Classrooms: Summary Report of the HEAD Project*, University of Salford: Salford.
- Bowles, H. R. (2012). *How Women Explain their Ascent to Top Business Leadership Positions*, Cambridge: Harvard Kennedy School.
- Bryman, A. (2012). *Social Research Methods*. London: Oxford University Press.
- Bush, T and Glover, D. (2003). *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership,
- Bush, T. (2008) *Leadership and Management Development in Education*. London:
- Bush, T. (2007). *School Leadership: Concepts and Evidence*. Nottingham: National College for School Leadership,
- Creswell, J.W. (2009), *Research Design: qualitative, quantitative and mixed methods approaches (3rd ed)*. London: SAGE Publications.
- Dada A,B. (2008). *Comparative Study of Students' Performance in Economics Concept and Other Concepts in Social Studies Curriculum in Selected Secondary Schools in Ekiti State, Nigeria*. MEd Dissertation, Unpublished. Ibadan: University of Ibadan.
- Govinda, R. (1997). *Decentralization of educational management: experiences from South Asia*. Research Report No. 107. Paris: UNESCO
- Green, R. L. (2010). *The four dimensions of principal leadership: A framework for leading 21st century schools*. Boston, MA: Allyn & Bacon.Czech-Moravian Psychological Society – Board of Ethics. (2017). Code of Ethics for the psychological profession.
- Gunawan, J. (1015). *Ensuring trustworthiness in qualitative research*. *Belitung Nursing Journal*, Volume 1, Issue 1, November- December 2015.

- Halpin, A.W. (1966). *Theory and Research in Administration*. Real growth. *Phi Delta Kappan*, 97 (7), 48-52.
- Jarret, G. (2011). *Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies*. Kampala: Save the Children office.
- Kasonde-Ng'andu, S. (2013). *Writing a Research Proposal in Educational Research*. Lusaka: University of Zambia Press.
- Kombo, D. K. & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publication Africa.
- Lina, M.A and Ali A.H.(2016). *Contemporary Challenges of Human Resource Management*. International Journal of Ethics in Social Sciences Vol.4, No. 1, June 2016. ISSN: 2308-5096(P) ISSN 2311-620.
- Lincoln, Y. S. et al (2011). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. In N.K. Denzin & Y.S. Lincoln (eds), *The Sage Handbook of Qualitative Research* (4th edn; pp. 97–128). Thousand Oaks, CA: Sage.
- Mandukwini, N. (2016). *Challenges towards curriculum implementation in high schools in mount fletcher district, Eastern Cape*. MA dissertation. University of South Africa.
- Maree C. (ed). (2007). *First steps in Research*. Pretoria: Van Schaik
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to practice*. Alexandria, VA: Association for Supervision and Curriculum and Development.
- Maslow, AH. (1943). "A Theory of Human Motivation." *Psychological review* 50, no. 4 (1943): 370-396.

- Michaelowa, K (2002). *Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa*. Discussion Paper 188, Hamburg Institute of International Economics.
- Mulenga, I. M. (2015). *English Language Teacher Education Curriculum Designing: A Mixed Methods Analysis of the Programme at the University of Zambia*. PhD Thesis. The University of Zambia.
- Muleya, G (2015). *The teaching of Civic Education in Zambia: An Examination of trends in the teaching of Civic Education in Schools*. . PhD Thesis. UNISA.
- Namibia Ministry of Education (2014). *Learning support Teachers' Manual*. Okahandja: The National Institute for Educational Development
- Patton, M.Q (2002). *Qualitative research and evaluation methods*. 3rd Edition. Thousand Oaks: CA. Sage Publications
- Purkey, S.C., & Smith, M.S. (1983). *Effective schools: A review*. Elementary School Journal, 83(4), 427- 52
- Ritter, G. W and Barnett, J. H. (2016). Learning on the job: Teacher evaluation can foster
- Ross, J. and Gray. P (2006). *School Leadership and Student Achievement: The Mediating Effects of Teacher Beliefs*. Canadian Journal of Education, 29(3), 798-822.
- Rutter, M. et al (1979). *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. Cambridge, MA: Harvard University Press.
- Sedem N. A.(2018). *The influence of leadership on school climate: a case of senior high schools in hohoe municipality of Ghana*. MA dissertation. Ho Technical University
- Shaningwa, L.M. (2012). *The effectiveness of decentralisation policy on service delivery in the education sector: A case study of the Okavango region*. MA dissertation. University of Namibia.

Thapa, A. (2013). School climate research. In Dary, T. & Pickeral, T. (ed.) (2013). *School Climate Practices for Implementation and Sustainability*. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

UNESCO. (2005). Decentralization in education: National policies and practices. Paris

UNESCO (2015). Report on Education in Sub-Saharan countries. National policies and practices.

UNESCO, (2012). *Global Education Monitory Report*. National policies and practices.

Whittington R. (2000). *Strategy, structure and social science*. Oxford: Published by Oxford University press.

Hoff, Dianne L.; Mitchell, Sidney N. (2008). *Cyberbullying: Causes, Effects, and Remedies* *Journal of Educational Administration*, v47 n5 p652-665

APPENDICES

Appendix A: Consent Form

Research topic: Exploring Management Experiences of Female Heads of Department: The Case of Social Sciences Heads of Department in Selected Secondary Schools in Lusaka Urban District

Dear participant,

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to follow when undertaking it. Implications for your participation are explained. Make sure you read the information carefully, or that it has been explained to your satisfaction.

1. Description

This study is purely an education research. The researcher is a student at the University of Zambia pursuing a Master of Education degree in Civic Education. This research is a major requirement for the researcher to complete this programme.

2. Purpose

The researcher wishes to explore Management Experiences of Female Heads of Department: The Case of Social Sciences Heads of Department in Selected Secondary Schools in Lusaka Urban District

3. Consent

Participation in this activity is voluntary, i.e. you are free to object to participation.

4. Confidentiality

All the data collected from this research will be treated with utmost confidentiality.

Participants are assured of anonymity in this research.

5. Rights of participants

The rights of the participants will be protected and respected. Participants are assured that they shall not suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore, agree to participate in this exercise.

Signature.....

Date.....

Appendix B: Permission Letter

The District Education Board Secretary,
Ministry of General Education,
P.O Box 50297
Lusaka

June, 2021.

Ireen Moomba
University of Zambia,
Department of Language and Social Sciences Education
P.O Box 32379,
Lusaka.

Dear Sir/ Madam,

RE: PERMISSION TO COLLECT DATA FROM SELECTED SCHOOLS IN LUSAKA DISTRICTS.

Reference is made to the above subject matter.

I am a student at the University of Zambia pursuing a Masters’ degree in Civic Education. My research topic is exploring Management Experiences of Female Heads of Department: The Case of Social Sciences Heads of Department in Selected Secondary Schools in Lusaka Urban District. The target population for my proposed study are all social sciences Heads of department, school administrators and all teachers of civic education in selected Secondary Schools in Lusaka District. I, therefore, seek permission through your office to enable me collect Data from the selected schools in your Ministry.

Thanking you in advance

Yours sincere

Ireen Moomba

Appendix C: Interview Guide for Social Sciences heads of department

Guiding Questions

1. As a Social Sciences head of department, what mechanism have you put in place to ensure that the department is well managed?
- 2 Has the school management been rendering support to you in the running of your department?
- 3 If your answer to question 2 above is Yes, what kind of support have you been receiving?
- 4 What kind of support do you receive from teachers in your department?
- 5 Apart from the school administration and teachers in your department, where else do you receive support from?
- 6 What management challenges do you face on a day-to-day basis as head of Social Sciences department?
- 7 What do you think should be done to enhance management practices of female Social Sciences heads of department?
- 8 Is there anything else you would like to share with me concerning the topic under discussion?

Appendix D: Interview Guide for head teachers

Guiding Questions

1. What mechanisms have you put in place to ensure that female heads of department in your school effectively manage or run their departments?
2. What kind of support has your administration rendered in support of female heads of department in your school?
3. What management challenges do female heads of department at your school face on a day-to-day basis?
4. What do you think should be done to enhance management practices of female heads of department at your school?
5. Is there anything else you would like to share with me concerning the topic under discussion?

Appendix E: Interview Guide for Deputy Head Teachers

Guiding Questions

1. What mechanisms have you put in place to ensure that female heads of department in your school effectively manage or run their departments?
2. What kind of support has your administration rendered in support of female heads of department in your school?
3. What management challenges do female heads of department at your school face on a day-to-day basis?
4. What do you think should be done to enhance management practices of female heads of department at your school?
5. Is there anything else you would like to share with me concerning the topic under discussion?

Appendix F: Interview Guide for Teachers of Civic Education

Guiding Questions

1. What mechanisms do you think can be put in place by the school administration to ensure that your head of department effectively manage or run the department?
- 2 What kind of support has your administration rendered in support of your heads of department?
- 3 What management challenges does your head of department face on a day-to-day basis?
- 4 What do you think should be done to enhance management practices of your head of department?
- 5 Is there anything else you would like to share with me concerning the topic under discussion?

Appendix G: Research Time Schedule

S/N	ACTIVITY DETAILS	DATES	DURATION
1	Preparation of research proposal	February – May, 2021	Ten weeks
2	Development recasting of data collection instruments	May, 2021	Two weeks
3	Data collection processing and analysis	June -July 2021.	Eight weeks
4	Report writing-typing and editing	July – August 2021	Five weeks
5	Proof reading, production & submission of first draft	September 2021	Three weeks
6	Corrections and Submission of the second draft	October	3 weeks
7	Corrections and Submission of final draft for examination	November	4 weeks

Appendix H: Research Budget

SN.	Description	Quantity	Unity price	Total in Kwacha
2.	Transport within Lusaka	30	K50	K 1,500.00
4.	Payment of Research Assistant	One (1)	K1,500.00	K1,500.00
5.	Printing & Binding proposal	Five (5) copies	K80.00	K400.00
6.	Printing & Binding Final Dissertation	Five (5) copies	K350.00	K1750.00
6	Reams of paper	Two (2)	K80.00	K160.00
7	Stapler & Staples	1 & 1 Packets	K70.00	K70.00
8	Ball pens	five (5)	K3.00	K15.00
12	Voice Recorder	One (01)	K350.00	K350.00
13	Flash Disc	Two (02)	K100.00	K200.00
	TOTAL			K 10, 845.00

Appendix I: Approval Letter



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

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

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

8th December, 2021,

REF NO. HSSREC:-2021 DEC- 014

Ms. Irene Moomba,
School of Education.
P.O.BOX, 32379,
LUSAKA.

Dear, Ms .Irene Moomba,

RE: "MANAGEMENT CHALLENGES FACED BY EMALE SOCIAL SCIENCES HEADS OF DEPARTMENT: A CASE OF SOCIAL SCIENCES HEADS OF DEPARTMENT IN SELECTED SECONDARY SCHOOLS IN LUSAKA URBAN DISTRICT"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2021- SEPT- 014
Approval and Expiry Date	Approval Date: 8 th December, 2021	Expiry Date: 7 th December, 2022
Protocol Version and Date	Version - Nil.	7 th December 2022
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered 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 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,



Dr. J. I. Ziwa
DR. J. I. Ziwa

**ACTING 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
Assistant Registrar (Research), Directorate of Research and Graduate Studies