

**THE PERFORMANCE OF WOMEN SCHOOL MANAGERS IN  
ZAMBIA: THE CASE OF MUMBWA AND KABWE DISTRICTS  
IN CENTRAL PROVINCE.**

**BY**

**HALYONDA MATHEWS.C.**



**THE PERFORMANCE OF WOMEN SCHOOL MANAGERS IN ZAMBIA:  
THE CASE OF MUMBWA AND KABWE DISTRICTS IN CENTRAL  
PROVINCE.**

**BY**

**HALYONDA MATHEWS.C.**

**A dissertation submitted to the University of Zambia in partial  
fulfillment for the requirements for the award of the degree of Master  
of Education in Educational Administration.**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2008**

0273275

THESIS  
M.ED  
HAL  
2008  
C.1

## TABLE OF CONTENTS

Content .....	i - ii
Declaration.....	iii
Approval .....	v
Acknowledgement .....	v
Dedication .....	vi
Abstract .....	vii - viii
Acronyms .....	ix

### CHAPTER ONE

1.0 Introduction .....	1
1.0 Overview.....	1
1.1 Background to the problem .....	1
1.2 What then is Management.....	8
1.3 Management functions of school managers.....	10
1.4 Statement of the problem .....	13
1.5 Aims of the study.....	14
1.6 Objectives of the study .....	14
1.7 Research Questions .....	15
1.8 Purpose of the study .....	16
1.9 Significance of the study .....	16
1.10 Delimitation.....	16
1.11 Limitation of the study .....	16
1.12 Operational definitions of the terms .....	17

### CHAPTER TWO

2.0 Literature review .....	18
2.1 Introduction .....	18
2.2 Management .....	18
2.3 Management styles .....	22
2.4 Management theories.....	26
2.4 Functions/duties of a manager.....	28

### CHAPTER THREE

3.0 Methodology .....	41
3.1 Overview .....	41
3.2 Research Design .....	41
3.3 Population .....	42
3.4 Sample size and Sampling Procedures .....	42
3.5 Research Instruments and Methods used to collect data.....	43
3.6 Data Collection Procedure .....	44
3.7 Validity and Reliability .....	45
3.8 Problems Encountered in the Field .....	47
3.9 Data Analysis .....	47
3.10 Data Interpretation .....	48

## **CHAPTER FOUR**

4.0 Findings of the study .....	50
4.1 General findings on Female Managers Performance .....	51
4.2 Facilitating Promotion and Confirmation of teachers.....	53
4.3 Provision of Teaching and Learning materials.....	54
4.4 Facilitating Continuing Professional Development.....	56
4.5 Delegation of Duties .....	57
4.6 Involvement of Teachers in use of School Finances.....	58
4.7 Monitoring and Evaluation of System used in Schools.....	59
4.8 Orientation Programs for New Members.....	60
4.9 Meetings held in School .....	61
4.10 Motivating Teachers.....	62
4.11 Appearance of Schools.....	63
4.12 Absenteeism and Late Coming of Pupils.....	63
4.13 Performance of Children in their Final Exams.....	65

## **CHAPTER FIVE**

5.0 Introduction .....	68
5.1 Confirmations and Promotions of teachers .....	68
5.2 Provision of Teaching and learning materials .....	69
5.3 Continuing Professional Development help given to teachers....	71
5.4 Delegation of duties .....	72
5.5 Involvement of teachers in the use of school finances .....	73
5.6 Conducting Meetings .....	75
5.7 Monitoring and Evaluation system used .....	76
5.8 Programmes for the new members of staff .....	77
5.9 The performance of children in examination .....	78

## **CHAPTER SIX**

6.0 Conclusions and Recommendations .....	81
6.1 Conclusion .....	81
6.2 Recommendations .....	84

## **BIBLIOGRAPHY**

Bibliography .....	86
--------------------	----

## **APPENDICES**

Appendix A: Profile of the teachers .....	92
Appendix B: Profile of the Managers .....	95
Appendix C: Semi- structured interview for teachers .....	100
Appendix D: Observation check list : the researcher .....	101
Appendix E: Semi- structured interview for managers .....	102

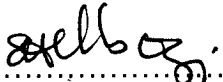
## DECLARATION

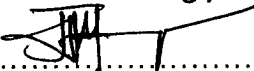
I, Halyonda C. Mathews, do solemnly declare that this dissertation refers to my own work and that it has not been previously submitted for a degree at this or any other university.


Signed:.....Date:.....

## APPROVAL

This dissertation of Halyonda Mathews Chibola is approved as fulfilling the award of the degree of Master of Education (in Educational Administration) of the University of Zambia

Signed.....  ..... Date..... 28/05/2008.....

Signed.....  ..... Date..... 28/05/2008.....

Signed.....  ..... Date..... 28/05/2008.....

Signed..... Date.....

## ACKNOWLEDGEMENTS

I pay special tribute and thanks to Dr. Emmy Mbozi for supervising my dissertation from inception to completion stage. Her guidance and willingness to help gave me courage and strength to go through difficult times when it seemed to be impossible for me to continue. I thank Mr. Henry Msango for his useful academic comments that gave me insight into my research.

I wish to thank the Ministry of Education for allowing me to collect data from schools in Central Province. I also thank the acting Provincial Educational Officer Miss Emmelia Mutinta of Central Province for allowing me to conduct my research in the province without difficulties. Special thanks also go to the following: The District Education Board Secretaries of Kabwe and Mumbwa Districts for allowing me go into their schools, the heads (managers) and teachers of the participant schools for their contributions in giving out the information, Mrs. Petronella C. Kondowe for typing and editing my work and teachers at Moono Basic School for their encouragement.

Finally special thanks go to the Director of Research and Graduate Studies for his support as a president for all post graduate students and my fellow graduate students for their support, encouragement and help, without which I may not have managed to go through my research. I should also not forget to thank my family members for their encouragement, support and help. May the good Lord bless you all.

## DEDICATION

This research is dedicated to my wife Saviour, sons and daughters: Chibola, Chimuka, Muunda, Choolwe and Busiku who endured a lot of hardships during my studies. Furthermore, I dedicate this piece of work to my late father Mr. Peter Halyonda, his encouragement during my studies.

## **ABSTRACT**

The study was aimed at finding out the views of teachers and female managers on the performance of female managers in top management positions in selected basic and high schools of Mumbwa and Kabwe Districts of the Central Province. The sample consisted of eight High Schools, six Basic schools of Kabwe urban district and six Basic Schools of Mumbwa rural district. All the schools sampled were co-educational and managed by females.

The sample had a total of twenty female managers who were purposively selected and one hundred and twenty male and female teachers who were selected using simple random sampling procedures. Two officers from the Ministry of Education Headquarters were also picked using the simple random method. Quantitative and qualitative techniques were used in collecting data.

Data from the questionnaires were computer analyzed using the Statistical Package for Social Sciences (SPSS) to generate tables of frequencies, percentages and graphs. Qualitative information from interviews were manually organised and coded in common themes. The themes were categorized and grouped together using the constant comparative analysis technique. Some of the following variables relevant to management performance were studied and examined:

Facilitating the confirmation and promotion of teachers, provision of teaching/learning materials, Continuing Professional Development help given to teachers, delegation of work to subordinates transparency in the use of finances and Frequency of staff meetings

The overall analysis showed that the performance of female managers in running schools was good. They facilitated the confirmation and promotion of teachers through recommendations to the Teaching Service Commission through the Hierarchy. All the teachers were confirmed in their positions and some were promoted to the position of deputy heads or senior teachers. In the monitoring and evaluation aspect, female managers checked teachers' preparation books occasionally. Three quarters of managers were transparent in the use of school finances and used financial committees chaired by Deputy Heads. The orientation programmes for new members were delegated to their subordinates. In relation to examinations, children performed well in final examinations in schools managed by female managers

The managers held staff meetings and briefings where they communicated the administrative programmes. The general view of the female school managers was that they performed well in their management duties.

## ACRONYMS

- FGD** Focus Group Discussions.
- GEMS** Gender, English, Mathematics and Science school based Workshops.
- HIM** Heads In Service Management Meetings.
- PTA** Parents, Teachers Association.
- SMASTE** Strengthening of Mathematics, Science and Technology Education.
- SIMON** School In service and monitoring.
- SMARC** Subject Meeting at Resource Centre.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This dissertation focuses on issues relating to the performance of women in top management positions. Chapter one is an overview of issues related to the background of the problem, statement of the problem, the aim of the study and operational definition of terms. Chapter two focuses on related literature on management, functions of a manager, leadership styles and the performance of pupils during examinations. Chapter three looks at the methodology of the research. Chapter four deals with the presentation of the findings in relation to the views of respondents on management functions of the manager such as promotions/confirmations of teachers, Continuing Professional Development help given to teachers, delegation of work, decision-making and transparent use of school finances. Chapter five discusses the findings of the study and finally chapter six concludes the study and provides the recommendations.

### 1.1 Background to the problem

Good quality education brings many personal, social, economical and educational benefits to any individual. Ministry of education (1996) states that every individual in Zambia has a right to education. Hence it is a matter of fairness and justice that access to, and participation and benefit in the education system be available to all. Horn (1994) points out that education at any level of development plays an important role, that is, supporting the vulnerable

especially women to get involved in decision-making and enabling them to hold influential positions in organisations such as schools.

However, Snelson (1974) states that generally in the 1950s, women and girls in most African countries including Zambia faced severe restrictions and had little access, if any, to institutions of learning. Women were thought to be fit for marriage and child bearing. Heward and Bunwaree (1999) spelt out the fact that women in the early 1970s were invisible in the education circles. They were regarded as wives and mothers as well as child bearers. When missionaries came to Zambia in the early 1880s, they promoted education to all citizens. Therefore, they opened schools for both boys and girls and encouraged parents to send their children to schools. Kelly (1999) states that by 1915 to 1925 girls' boarding schools were established in Zambia at Mabumbu, Mbereshi and Chipembi. However, Snelson (1974) points out that many parents did not send their daughters to school because they were not convinced of the values or relevance of education to their children. The girls also often saw little point in going to school. They preferred staying at home helping their mothers and preparing for marriage (Snelson 1974). The other problem was that parents and grandparents genuinely feared that education would spoil their daughters' chances in marriage. They feared that their daughters might no longer be willing to accept women's traditional place in society.

Horn (1994) points out that cultural beliefs based on patriarchy belief prevented many young women and girls from achieving higher levels of education and from accessing appropriate employment and assuming administrative positions in the Sub-Saharan region including Zambia.

Despite all those obstacles, the missionaries insisted on girls' education, and notwithstanding the effort, very few parents allowed their daughters and young women to go to school. More males went to school than the females (Snelson 1974). The few young women and girls who were educated eventually became class teachers/mistresses of Home Economics (home craft), while others trained as nurses and worked in clinics.

When parents saw that education could lead to useful and remunerative avenues for their daughters, they became interested in sending their daughters to schools (Heward and Burnwaree 1999). Kelly (1999) states that the number of young women and girls in schools increased and the completion rate among females increased as well. Meanwhile, men continued to administer the schools because women were still not regarded as people who could lead and assume higher responsibilities such as managing schools

In the 1980s, the Gender and Development (GAD) gained momentum and identified the differences between men and women in education, production work and access to resources. The number of men who were educated was more than

that of women in the sub-Saharan Africa including Zambia. Men had more resources than women. If women were seen to have surplus resources, they were suspected to be prostitutes (Horn 1994). Heward and Bunwaree (1999) point out that the problem made the United Nations Development Program (UNDP), one of the United Nations (UN) organs, commit itself to addressing the growing inequalities between the marginalized groups like women and the unmarginalised in all its member states including Zambia. Education was identified as one of the major instruments for empowering women and girls. Education was viewed as the only aspect that would ensure women's participation in decision making that affected their lives and enabled them build their strengths and assets (Heward and Bunwaree 1999). This thought to empower women and girls through the attainment of basic education in all African countries including Zambia made United Nations organs encourage girls' education.

This problem of inequality in securing leadership positions between females and males caused many people, particularly women across the globe to criticize the scenario as suppressive. The cry of women was heard, and that prompted the United Nations (UN) organisation to try hard in broadening the context of debate about gender in education and development in African countries (Horn 1994). The gap in education that existed between females and males had to be closed. Heward and Bunwaree (1999) point out that the international and regional gatherings of the 1990s were pre-occupied with closing the gender gaps in

schools' enrolment in regions where birth- rates were high, particularly in the Sub-Sahara African region including Zambia. The decade opened with an international Conference whose theme was "Education for All" in Jomtien in 1990. The Conference was organised by the United Nations Educational Scientific and Cultural Organisation (UNESCO). All member countries including Zambia attended. The outcome of the conference was that every person, child, youth and adult would be able to benefit from educational opportunities designed to meet their basic learning needs regardless of their sex. This had to be fulfilled by 2015 (Kelly, 1999). This was among the Millennium Development Goals. Heward and Bunwaree (1999) point out that the conference noted that two thirds of the children that were not in school in Africa (including Zambia) were girls. The issue was discussed at length and the importance of increasing access to education for girls was strongly supported.

Further, in 1994 another United Nations (UN) conference was held in Cairo. The meeting was on the reduction of the population explosion in Sub-Saharan region including Zambia. The issues raised were on birth control. The major resolution supported by many countries was that all countries should encourage girls' education. It was assumed that if girls were to spend more time in school, they would delay in marrying and starting families,(Heward and Bunwaree 1999).

As a follow up, another United Nations (U.N) Women's Conference was held in Beijing in 1995. The focus of that meeting was on the continuing disadvantage of

women's access to health and education. The mid decade review of "Education for All" was noted and again the resolution was that women should be accorded equal opportunity to education and health services. Kelly (1999) points out that the most urgent priority was to ensure access to improved quality of education for girls and women and to remove every obstacle that hampered their active participation. It could be assumed that when women are educated and rightly qualified they can be appointed as managers.

These international and regional conferences on gender created awareness in Zambia and other African countries on the need for girls and young women to have a sound education that would enable them to assume leadership positions. King (1993) observed that widening access of girls' education was a major issue in most developing countries in the previous three decades. This reflected a broad recognition that education was essential to economic and social development to any person and that education improved health and productivity so that the poorest and the vulnerable could gain the most. King (1993) contends that when schools open their doors wider to women and girls there could be development, but failure to invest adequately in the education of women reduces the potential benefits of development. For that reason, in the year 2000, the Zambian government initiated some reforms in its education system that aimed at achieving the millennium development goals of reducing dropout rates among the females in schools, increasing access to education and facilitating gender equity. In order to achieve these, the following policies were put in place:

- Free education from Grade 1 to Grade 7
- Re-entry policy – this was to allow pregnant girls go back to school after maternity leave.
- Lower cut-off points to higher grades and higher institutions of learning for females.
- Introduction of bursary schemes to enable the vulnerable women and girls continue their education.
- Upgrading all primary schools to run from Grade 1 to Grade 9. This was to enable all Zambian children including girls to complete nine years of schooling. The Ministry of Education (1996) states that the nine years of being in school would allow pupils to grow two years older before they would have to fend for themselves in the world of work, if they did not continue with full- time education and training. Pop news (2003) point out that education and determination are the stepping stones for women to be appointed in management positions and decision making levels.

From 2000 to 2007, most women and girls had the opportunity to attain any level of educational standard and some were appointed as managers (Pope News, journal 2003). In 2004, the issue of gender and management of educational organizations in Zambia took a centre stage because of the increase in promotions among the female employees. Horn (1993) points out that promotion increased with the level of education attained as well as years of experience in employment. Women progressively assumed managerial

positions in educational institutions and this stimulated researchers to try to find out whether their performance in these positions is satisfactory or not. This is because until 2000 most positions in the Ministry of Education (M.O.E) were held by men. Bennett (1997) states that the identification of Women's subordination as a problem led to a variety of efforts to correct the imbalance through research. The aim was to integrate women into the development process so that they would have increased benefits. Heward and Bunwaree (1999) point out that the resources benefits were usually enjoyed mostly by those who were best placed in high positions. The realization of this vision of development meant empowering the women by giving them managerial positions. That was the reason why the Zambian government realized that anyone could be a manager despite his/ her sex. To that effect, women were appointed to management positions. Since women were late entries into management positions, the questions were, were they performing their managerial functions perfectly and as per expectation? Were they getting things done? This study therefore was aimed at determining the female managers' performance in managerial positions. It is assumed that when women are educated and rightly qualified then they can be appointed as managers of different schools.

## **1.2 What then is 'management?'**

All female Education managers should be pre-occupied with the desire to manage their schools under their charge successfully in maintaining high

*achievement levels in such areas as student discipline, school examinations and other management functions (Mwanza 2004).*

Different authors have defined the term management in different ways: Muchelemba (2001) points out that management involve designing and carrying out plans, getting things done and working effectively with people. Ozga (1993) quoted by Muchelemba (2001) notes that a manager needs to plan, co-ordinate, organize and control things in order to achieve the organizational goals. While Adams (1984) points out that management is concerned with mission, inspiration and direction. Mwanza (2004) states that management involves the identification, acquisition, allocation, co-ordination and use of the social material and cultural resources necessary to establish the condition of the responsibility of teaching and learning. Preedy (1993: 32) observes that an administrator is effective if administrative objectives and goals are achieved. This was in line with what Missirian (1982: 23) pointed out that effective performance is the extent to which the manager achieves the outlined programmes in her position in the organization. In schools, effective performance by school managers is measured in terms of the input, output, and the general conduct of ancillary staff, teachers and pupils.

In school, female head-teachers (managers) who perform their duties to the expectations of the Ministry of Education and Society as a whole, strive to achieve educational goals. The development of the spiritual, moral and physical well being of pupils and their final examination results are the goals

and are a measure of the manager's performance (Ministry of Education 1996). Parents who are the key stakeholders of the education process look forward to the good performance of their children in schools.

Singleton (1993) points out that anyone who follows the management functions of planning; organizing, supervising and controlling could achieve the organizational goals. Good management is not a system imposed from without but is based on an understanding of the organizations' aims, objectives and goals. The government of the Republic of Zambia believes that anyone who is rightly qualified could head an organization because schools are there to mould people and turn them into useful productive citizens (Ministry of Education 1996). What the Zambian government has been doing is in line with Singleton's ideas and now women are given management positions in many organizations as well as schools.

Hereunder are management functions fully explained:

### **1.3 Management functions of School Managers**

The Ministry of Education standards Manual (2004) stipulates the following functions for school managers. Planning, organizing, monitoring and evaluation, facilitating teachers' confirmation and promotions, delegation of school responsibilities, transparent use of school finances, provision of teaching and learning aids. These functions/duties are listed in the checklist of Standards Officers.

The full interpretation of these functions is not provided in the checklist. However, the general interpretation by practitioners in education has been taken to mean the following:

**Planning:** Planning is generally interpreted to mean a purposeful preparation of work in advance to avoid repetitions, frustrations, disappointments and confusions.

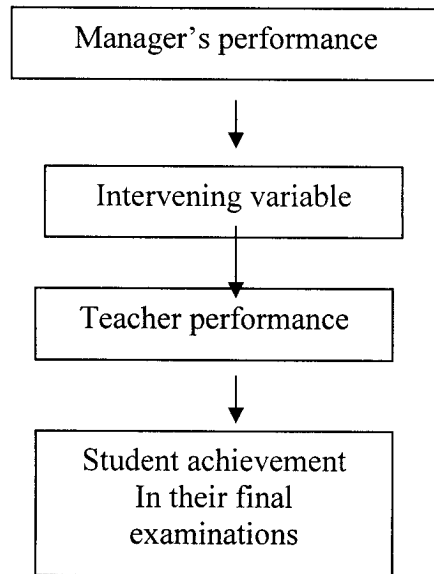
**Organising:** Organising is generally interpreted to mean that managers should be able to bring together human, material and financial resources that should assist in the running of the organizations such as schools in order to achieve the intended goals. Female managers should make sure that human resources are available to do certain functions. They should organize materials so that subordinates could work effectively and they should source financial resources to purchase certain materials and pay workers.

**Monitoring and evaluation:** Monitoring and evaluation is generally interpreted to mean that managers should monitor and evaluate teachers' work to find out if the goals of their organizations are being achieved. This would help in deciding what could be done for improvement.

**Facilitating confirmation and promotion of teachers:** This means that management should see to it that members of staff are confirmed in their appointments and recommend them for promotions. Workers who are recognized by their superiors are motivated and committed to their work. Staff development in terms of promotions was a requirement for effective performance and leads to goal achievement. The Ministry of Education (1996) points out that the officer can be confirmed in appointment as long as he/she has finished her/his probation period successfully. Promotions usually are considered when a vacant position has been created through death, retirement or resignation of an officer or when an officer has been transferred to another station in the same capacity or on promotion, (vertical or horizontal mobility).

**Delegating School Responsibilities:** This means that managers can not do everything on their own. It is necessary to delegate certain responsibilities to other teachers. Msango and Bauleni (2004) point out that one way of creating more time to yourself is to ask some of your staff members to perform some of your duties on your behalf. Delegation of duty improves performance and stimulates the morale of workers.

The figure below shows the outcome of good performance in management functions.



*Adopted from Pitner (1988) PP 105 – 108 in Muchelemba 2001 PP 14.*

#### **1.4 Statement of the problem**

Not long ago, women in Zambia and the world over never held positions of high authority as they were regarded as weak and incompetent. Most challenging tasks of leading organizations were carried out by men. This caused many people, particularly women, across the globe to criticize the scenario as suppressive.

As more people started putting up a spirited fight to ensure equal opportunities for both men and women, things began to change for the better. By 2004, women

were beginning to be recognized as indispensable to development and were being given top management positions in many organizations such as schools.

The question then was, were they performing effectively in their management positions? Were they getting things done in these positions to ensure quality performance of teachers and pupils in schools? This research was therefore trying to find out the performance of women in decision-making positions in two districts of the Central Province because there had been no study in Zambia so far that tried to single out the performance of women in top management positions in Basic and High schools. Most studies done had tried to compare women and men in their approaches to management effectiveness which affected the achievement of organizational goals. The problem that this study was concerned with was to try to understand the performance of women in top management positions in relation to the laid down standards of the Ministry of Education in the two districts of Central Province of Zambia.

### **1.5 The Aim of the Study**

The aim of this study was to investigate the performance of women in top management positions in Zambia's Basic and High schools of the Central Province in Mumbwa and Kabwe districts.

### **1.6 Objectives of the study**

The study had the following objectives:-

- (i) To assess the performance of women in administrative positions in achieving their administrative goals.
- (ii) To determine women's capability in the process of harnessing resources such as: human, financial and material to ensure that organizational goals and objectives were achieved.
- (iii) To find out the views of relevant stakeholders on the performance of women in top management positions in carrying out administrative functions.

### **1.7 Research questions**

The study addressed the following questions. Did women in top administrative positions effectively manage the administrative programs in schools in order to facilitate the delivery of quality education? To answer this question, the study addressed the following sub – questions:

- (i) Were women managers capable of harnessing human, materials and financial resources to ensure that the organizational goals were achieved?
- (ii) What were the views of relevant stakeholders such as teachers and the Ministry officials in relation to the performance of women in schools?
- (iii) Did female managers utilize administrative functions (duties) to achieve their intended goals?

### **1.8 Purpose of the study**

The purpose of the study was to find out the performance of women in top management positions in selected basic and high schools of the Central Province in Mumbwa and Kabwe Urban Districts.

### **1.9 Significance of the study**

The study might inform the Ministry of Education (MOE) on the performance of women in top management positions. This might assist the policy makers to make informed decisions as they appointed people to manage schools. The study was also important because it might make women realize their potential and contribute positively to any management position.

### **1.10 Delimitation of the Study**

The study would have been extended to all the female Head Teachers in Zambia but was only limited to the female managers in Central Province, Mumbwa and Kabwe Districts schools due to time and inadequate funds.

### **1.11 Limitation**

Since the study was conducted in Central Province on an urban and rural setting, the results cannot be generalized to other parts of the country. Another limitation was that the performance in administrative positions might differ depending on

the availability of resources and educational background of an individual head.

Sex difference does not affect an individual person's performance.

### **1.12 Operational Definitions of the Terms**

The terms used in the study had the following meanings:

**Community:** Parents, teachers and other people living in the school catchment area.

**Management:** The ability of a leader to plan coordinate, organize and control in order to achieve organizational goals.

**Manage:** To control, coordinate both human and material resources.

**Performance:** The manner in which someone carried out his/ her duties to achieve the desired goals.

**Effective:** How the manager used the administrative functions to achieve the goals.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

From 2000 to 2007, the issues of quality and standards in education started to be of concern to all those involved in the provision of education. The management of schools by female managers attracted the attention of policy makers, politicians, researchers and educationists. This has been partly due to the important role managers of schools play in education. This literature review is limited to management, management styles, theories of management and functions or duties of the female managers.

#### **2.1 Management**

Most studies carried out on educational management have tried to measure management by studying leadership styles of both female and male managers. The notion of gender as an important variable in early studies was not raised because it was assumed that all managers were men. Muchelemba (2001) argued that the belief at that time was that effective management was determined or shaped by the leadership styles of the manager. Preedy (1993) pointed out that assessing school management effectiveness in terms of pupil outcome is seen to be important for parents, pupils as well as teachers. The parents used their children's results as a measure of management effectiveness.

This was irrespective of whether the manager was female or male. The studies of Muchelemba (2001) and Preedy (1993) focused on school management effectiveness at junior and senior secondary school levels of both female and male managers in Zambia.

This study focused on the effective performance of female managers in Zambian Basic and High Schools. The difference was that Basic Schools covered Grades 1 to 9, which therefore included Primary and Junior Secondary while Senior Secondary School covered Grades 10-12, which was equivalent to the High School level.

Singleton (1989) conducted a study in London on gender in educational management. Her findings were that if management was to be effective, it required a balance of feminine and masculine skills. She focused on six female deputy heads and two male deputy heads. The deputy heads were studied in relation to power, role and leadership styles.

On leadership style, Singleton (1989) discovered that female deputy heads had softer techniques in personal relationships and had greater understanding and sympathy for the needs of others. Female deputy heads in Singleton's study stated that they had greater problems dealing with older members of staff who had a more traditional view of women. This traditional view of women was also found to be a factor in the perception of female head teachers in comparative

studies. Muchelemba (2001) quoting Singleton (1989) further observed that negative attitudes towards the role of females in management came from old women rather than old men. Old men who had a strong relationship with female Deputy Head teachers appeared to resent any attempt to focus on the fact that they were women. The young members of staff held less rigidly the gender factor.

However, a few young members expressed that given a choice; they would prefer a man to head a school because they felt that men had more power. According to Muchelemba (2001) staff members' age affected the relationship between the staff and female deputy head teachers. There was a general view that females could make effective school managers.

In relation to power, the study did not recognize or acknowledge that the female deputy head teachers had any real power and so they were bypassed. Most of the members of staff looked at female deputy head teachers as over paid administrators with no real management role or power (Muchelemba 2001). Muchelemba (2001) quoting Cooper (1989) pointed out that females were seen as better managers who were capable of performing the dual role of running a home and managing a school while the males were only managers of schools. The overall finding of Singleton's study was that there was no difference between the capacity of female and male deputy head teachers in exercising power. The difference was in the approach they adopted to exercise power. The female

deputy heads were more democratic in exercising power while the male were authoritarian.

Singleton's study is almost similar to this study except that Singleton compared the performance of female and male deputy head teachers while this study focuses on the performance of female head teachers as measured against the required education management standards. Furthermore, on methodological approach, Singleton (1989) used the semi-structured interviews and focus-group discussions while this study used questionnaires in addition to semi-structured interviews and focus group discussions.

Another difference was that Singleton's study was conducted in Britain where the context was different from the African vis - a - vis Zambian situation while this study was conducted in Zambia. Similar to Singleton, Muchelemba (2001) adopted a female-male comparative approach to measuring the performance of female and male head teachers. Further, Muchelemba's study was carried out in Lusaka a Cosmo politan city while this study was carried out in a small town of Kabwe and a rural district of Mumbwa. Hence the results may not be the same.

Delyon and Migniuolo (1989) carried out a research in the United State of America on Women's Management style: They found that schools with women in senior positions produced higher grades in Science and Mathematics subjects. They further argued that it was women's approach to management of being

democratic that made them succeed. This study differed from the Delyon and Migniuolo study in two areas: First, the Delyon and Migniuolo Study were similar to Singletons study because it was carried out in an industrialized nation. Second, the Delyon and Migniuolo Study focused only on the different approach women used in educational management. By different approach here was meant the ability by female heads to involve others in leadership. According to these researchers, people became motivated to work if they were involved in the running of an organization. This study assessed female managers' performance in some of the administrative functions. It was trying to contribute to the understanding of the performance of female managers from two perspectives; first, the understanding of female managers' performance as measured against the required standards as opposed to measuring female head teachers against their male colleagues. Second, the understanding of the performance of female managers in non-industrialized rural context and small towns.

## **2.2 Management styles**

The management style the manager uses in any organisation affects the performance of individual workers. Ozga (1993) found out that most women practiced the democratic management style. He stressed that women were concerned with the opportunity to be responsible for carrying out leadership tasks so that they too could develop. This motivated the subordinates. Although this was a small study, the female respondents in the Ozga's study consistently described a management style that built on what they considered feminine

democratic that made them succeed. This study differed from the Delyon and Migniuolo study in two areas: First, the Delyon and Migniuolo Study were similar to Singleton's study because it was carried out in an industrialized nation. Second, the Delyon and Migniuolo Study focused only on the different approach women used in educational management. By different approach here was meant the ability by female heads to involve others in leadership. According to these researchers, people became motivated to work if they were involved in the running of an organization. This study assessed female managers' performance in some of the administrative functions. It was trying to contribute to the understanding of the performance of female managers from two perspectives; first, the understanding of female managers' performance as measured against the required standards as opposed to measuring female head teachers against their male colleagues. Second, the understanding of the performance of female managers in non-industrialized rural context and small towns.

## **2.2 Management styles**

The management style the manager uses in any organisation affects the performance of individual workers. Ozga (1993) found out that most women practiced the democratic management style. He stressed that women were concerned with the opportunity to be responsible for carrying out leadership tasks so that they too could develop. This motivated the subordinates. Although this was a small study, the female respondents in the Ozga's study consistently described a management style that built on what they considered feminine

qualities. Two main themes that underpinned this management style were: firstly, the belief that woman had access to more varied and softer techniques in personal relationships.

Secondly, women had greater understanding and sympathy for the need of others. Ozga's study is similar to Singleton(1989) and Muchelemba's studies in that he compared the performance of males and females in management. His findings are similar to the findings of Singleton's in that he also found that women worked well in a comparative, participative and people centered environment. Therefore women tended to adopt a democratic management style and encouraged such an environment. Women had a tendency to strive for perfection and they had the ability to delegate in order to encourage ownership, responsibility and professional development.

Eagly and Johnson's (1995) conducted a research on management styles for men and women in leadership positions. A total of 370 managers were studied. These were divided into 289 managers in natural organizational settings, 56 managers in assessment situation and 25 managers in laboratory situation (a place where managers were given tests to determine their performance in their managerial functions).

Eagly and Johnson's (1995) overall findings were that female managers had a tendency of adopting a democratic and participative style of management while

men adopted a more autocratic role of management. The results from the laboratory and assessment situations revealed that female managers were not task oriented, but were found to be good at building relationships.

Studies conducted in their natural organizational settings showed that there were no differences in the management styles of males and females. Women and men spent less time on deskwork. The study by Eagly and Johnson focused on female and male management in organizations in general. This study differs from the Eagly and Johnson's study in the sense that the Eagly and Johnson's study focused on managers in organizations generally while this study focused on managers in both Basic and High schools. Further the Eagly and Johnson's study adopted the female-male comparative approach while this study adopted the female versus educational standards approach.

Bennett (1997) reviewed a similar phenomenon to that of Eagly and Johnson. The findings were that females were more democratic in the way they managed their subordinates and participated in decision making. Cole (1996) revealed a similar finding, which involved others in running organizations.

The findings of Bennet (1997) and Eagly and Johnson (1995) are similar to the findings of Gray (1987), which concluded that very few women practised the authoritarian type of management. Women in Gray's study argued that power as perceived power was essential for a person to have credibility in a management

role. However, all scholars do not share the view that women used democratic and participative management style. Mwanza (2004) quoting Chandarasekaran (1994) argued that some female managers used the authoritarian management style to the extreme. Female managers dictated every thing to their subordinates and did not listen to advice and complaints from their workers. Further, female managers were found to report for work any time they felt like and left without informing anyone.

Another study was conducted in Kenya by Appleton (1993) and was quoted in Kelly (1994) and also in Muchelemba (2001) on gender in educational management. The findings in the sampled schools were that the gender of the head was significantly related to school performance. Performance in nine schools headed by females was better than the forty-one schools headed by male head teachers.

Chandarasekaran (1994) states that some female managers exhibit the laissez-faire management style. In this type, the subordinates are usually set free to do things the way they feel like. There is no control and workers only realize their personal objectives rather than organizational objectives. In Zambia, Mfuno and Mwansa (1993) conducted a research on women in supervision positions. The results showed that women were less capable in most supervisory positions in industries than men. On the whole, studies reviewed in this study indicated that

women were effective managers and that they used democratic, participative and consultative management styles.

In terms of methodology, most of the studies on gender in management reviewed in this study used the quantitative approach. All studies compared the management styles of men with those of women. This study used both the quantitative and qualitative research methodology in order to come up with full understanding of the performance of women in management.

### **2.3 Management theories.**

There are four main management theories that managers follow, namely, the style theory, the contingency theory, the path goal theory and the total quality management theory. Mwanza (2004) said that the style theory is the situation where the manager combines a task orientation approach and a relationship approach and applies them both or one of the two depending on the situation. Chandarasekaran (1994) points out that the manager who practices this style is likely to combine all the three management styles of democratic, autocratic and laissez-faire.

The contingency theory is based on the assumption that the management style of any manager is dependent on the situation and circumstances. Cole (1982) argues that the contingency theory holds that there is no single management style whether favourable or unfavourable that could influence the leader to exhibit

or exercise either the democratic, autocratic or laissez-faire type of management. Marshall (1993) points out that women who are successful in school management embrace a wide range of cultures and practices. These range from relatively autocratic style to relatively democratic and laissez-faire management styles. In addition, what characterizes successful management is not one particular style or method, but a consistent commitment to a few very important principles of planning, organizing, directing, supervising and controlling. Managers need to assess the situation that prevails at work places and choose the appropriate management theory.

The third management theory is that of the path-goal theory. According to this theory, the performance of subordinates is affected by the extent to which one leader satisfies their expectations. Kreither (1998) agreed to the idea of this theory when he held that subordinates saw the management behaviour of a manager as a motivating factor and they worked hard in order to achieve the organizational goals. Managers gave necessary direction, guidance, training and support to their subordinates. When the workers were provided with these ingredients they became motivated and committed themselves to work (Greenberg and Baron 1997). As part of the assessment of the effective performance of female managers in Zambia, this study explored the use of management theories advocated by other researchers.

The fourth management theory is called the Total Quality Management. In Total Quality Management the customer or client is in the centre of the activity of the

organization. Muchelemba (2001) conducted a research on management effectiveness of female and male head teachers. She found that modern theories of management especially the total quality management favor the leadership style attributed to women. This, according to Muchelemba, involves the application of the democratic principle of leadership, which puts the customer at the centre. The customer at the centre in the school is the learner. The theory the manager uses that puts the learner at the centre becomes useful in running educational institutions. The managers should have sympathy, empathy and ready to listen from others in order to motivate the workers.

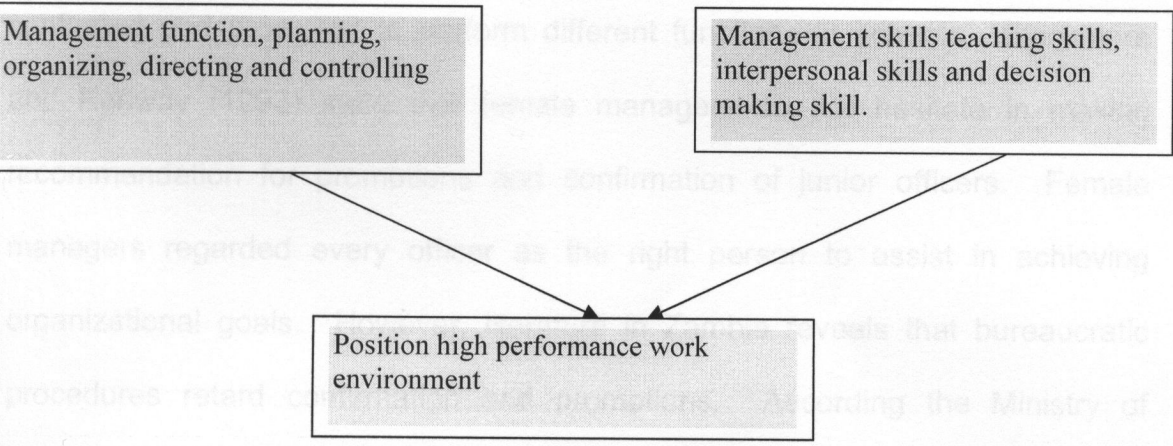
#### **2.4.0 Women's Performance of Managerial functions/ duties:**

Everyone can be nurtured, encouraged and be made to develop his/her management skills. Msango and Bauleni (2004) argued that knowing management functions alone is not good enough for managers. There is need to possess skills in oral communication, decision- making and conflict resolution in order to be effective in management. Both men and women should be given an opportunity to manage organizations. Everyone should feel secure to hold any position in any organization as long as he/she performs according to the expected standards by fulfilling the management functions.

The management functions/ duties to be fulfilled by any manager in any organization are as follows; facilitating confirmation/promotion of workers, provision of school resources, motivation of workers. Others are: delegation,

promoting Continuing Professional Development, transparent use of school funds, monitoring and evaluation of work and holding staff meetings.

Msango and Bauleni (2004) used a diagram to illustrate the types of functions and skills that are necessary for effective management. The diagram is presented in the figure below:



*Adopted from Msango and Bauleni (2004) Management training module 4.*

In the same vein Preedy (1993) argued that without experimentation and innovation in the use of management functions and skills by women, they will not advance. Similarly, Adams (1984) also states that without a safe environment for trial and error, women will revert to their well known ways of being led all the time by men, fulfilling the belief that men are heads and women are followers. Only when women feel comfortable and safe in trying to work hard in any given responsibility will they be able to demonstrate their capacity in administration.

#### **2.4.1 Confirmation and Promotions:**

Confirmation and promotion of subordinates in their appointments is a measure for effective performance of a manager. Literature has revealed that good performance in school management was realized only when teachers were confirmed in their appointments and promoted. Preedy (1993) found that in terms of development it becomes useful only when teachers are being appointed, confirmed and promoted to perform different functions in schools. Blackmore and Kenway (1993) state that female managers do not hesitate in making recommendation for promotions and confirmation of junior officers. Female managers regarded every officer as the right person to assist in achieving organizational goals. However, literature in Zambia reveals that bureaucratic procedures retard confirmation and promotions. According the Ministry of Education (1996:125) the appointment, confirmation, promotions, retirements and disciplining of teachers is characterized by bureaucratized procedures that discourage the exercise of initiative and contribute to low morale among teachers. The Teaching Service Commission which performs these functions is centrally located and has the mammoth task of serving the needs of a large number of teachers and other educational staff.

This study therefore was conducted to find out whether female managers recommended their workers for both confirmation/promotion in spite of the bureaucratic procedures the government followed to confirm and promote its workers. The study was premised on Blackmore and Kenway's (1993) views that

women did not hesitate in making recommendations for both promotion and confirmation of workers.

#### **2.4.2 Provision of School Resources and Motivation of Teachers**

*The managers of any learning institution should ensure that the required learning and teaching materials for use in schools are available. This would create an environment where pupils' learning in classroom will take place (Muchelemba 2001).* Literature reveals that female managers perform the function of providing and motivating their subordinates by providing the necessary materials to them. The study carried out by Preedy (1993) pointed out that in some departments money had been spent by female head teachers to make sure that a large amount of good quality equipment was available, so that pupils and teachers would never be short of the materials to undertake the experiments. In addition, Kochar (2003) pointed out that effective performance of female managers can be measured by how much they are providing the required resources to enable the workers achieve the required goals in organizations.

On motivation, the literature available indicated that in schools, where the working environment motivated the teachers and materials were provided, high morale for teaching was exhibited among workers. Silver (1985) contends that motivation is the process of guiding the human effort in achieving the desired results. The manager must constantly check on her team and her own performance to see that it is corresponding with laid down procedures. Good

and effective performance in administration should always be linked to achievement of organizational goals, this can only be done when teachers are motivated and adequate materials are provided.

Since the government of the Republic of Zambia had been providing the sub – sector grants to schools through the Ministry of Education, the interest in the study was to establish the extent to which female managers utilized the sub-sector grants with regards to the buying of teaching and learning materials for their teachers and pupils in schools in order to motivate them.

### **2.4.3 Continuing Professional Development:**

Literature on Continuing Professional Development revealed that in order to encourage workers, Continuing Professional Development should be supported. For the Ministry of Education in Zambia, Continuing Professional Development is a vital element of Teacher Education. The Ministry of Education (1996) states that:

*Teacher Education is a continuing process that must be extended through out the individuals' years of actual teaching. The foundation laid in the pre-service programme may be sound and adequate as a start, but is not sufficient for life. As with other professionals, teachers have a responsibility to themselves and to their profession, to deepen their knowledge, extend their professional skills and keep themselves up-to-date on major departments affecting their profession. A vital education is not static, but dynamic, promoting change, in response to the needs and expectations of society in such areas as subject content, pedagogical approaches, pastoral care of pupils, assessment procedures school organization and management and relationship with parents and the community.*

In order for teachers to develop in the above mentioned techniques, there was

need to equip them with adequate knowledge and to support their Continuing Professional Development (C P D ). Mbamba (1994) argued that efficient and effective teachers can be developed and sustained through in- service and pre-Service training that is aimed at equipping them with relevant knowledge, skills and techniques.

#### **2.4.4 Delegation and decision-making:**

Literature reveals that effective management involves delegation of duties, decision making and fostering collaboration. Pitner (1981) in Muchelemba (2001) reports that in Thailand the Principals, both males and females, who headed schools that were improving all the time promoted shared decision making, delegated duties within the school and fostered collaboration among teachers. The research conducted by Reynold (1997) on school effectiveness and improvement in the United Kingdom, suggested that sharing of leadership positions and involvement of subordinates in decision-making, management and planning led to achievements of intended goals of the organization. Women in management were seen to share some of their responsibilities with their subordinates. The Muchelemba (2001) study confirmed Reynold's findings that schools were clearly more effective when the staff built consensus on the goals and values and teachers put into practice through constant and collaborative ways of working. This research was aimed at testing Reynods' findings that women in management shared responsibilities with their subordinates and involved them in decision-making. This would show that women managers were effective managers.

#### **2.4.5 Transparent use of Public Funds:**

Transparent use of public funds is another measure of the performance of a manager. Managers who do not use public funds in a transparent manner are seen as failing in their duties. Muchelemba (2001) found that many managers did not delegate responsibilities concerning the use of public funds to other teachers. She noted that the principle of delegation is that the delegator remains responsible for the outcome of delegated duties to subordinates. If the school finances are not properly used problems of accountability become inevitable. This, according, to Muchelemba (2001), explains the reasons why the head teachers did not delegate duties concerning schools finances.

Further, Muchelemba (2001) argued that female head teachers involved others in the use of all school funds in schools. The school managers formed financial committees which guided them on procedures of spending public funds. Kreitter (1998) conducted a research on women and management. Kreitter concluded that in schools where principals were transparent in the use of school finances, female managers followed standard procedures and government financial regulations. Female managers held frequent meetings with the staff whenever the school money was to be spent and financial reports with no irregularities were given to stakeholders. Similarly the Ministry of Education (1996) encourages the setting up school committees including the financial committee to look at the generation and expenditure of school finances. The study aimed at

assessing the extent to which female managers were transparent in the use of public funds through following standard procedures and financial regulations.

#### **2.4.6 Monitoring and Evaluation**

Monitoring and Evaluation is another function a manager can be assessed on. Literature reveals that managers should be watching periodically the progress of any activity in the school in order to identify the strengths as well as the weaknesses if any so that timely corrective measures are taken. Evaluation and monitoring are important tools for effective management. Mwanza (2004) argued that while the task of the administration varied from site to site, it was the School Manager who was responsible for the success or failure or lack of operation at a school. Mbulwe and Tembo (2004) pointed out that monitoring and evaluation was also used to discover why certain things happened and what should be done. This enabled managers to account for their actions to their subordinates and stakeholders. The government through the Ministry of Education need to know through constant evaluation whether the goals were being achieved or not. Mbulwe and Tembo (2004) contend that the question of monitoring and evaluating school effectiveness, quality and efficiency is the responsibility of all those who are concerned with education and not just standard officers or inspectors of schools then. The truth is that three standard officers in each district cannot effectively evaluate activities of all schools scattered all over the district. Given the increase in the number of schools, there is need for the school manager to play an active role in evaluating schools and the performance of their

subordinates. The researcher did not find any research/study that had been conducted specifically on the monitoring and evaluation system used by female managers in Zambia. The researcher, however, included the variable on the monitoring and evaluation of duties as an important indicator of a manager's effectiveness.

#### **2.4.7 Staff Meetings.**

Literature that revealed the importance of staff meetings as an indicator of a manager's effectiveness was sought. Mwanza (2004) conducted a research on effective head teachers' management practices and their influence on teachers' performance in selected High Schools of Lusaka. She found out that effective Head teachers communicated with their teachers on various school activities through meetings. Mwanza (2004) quoting Longwe (1997) states that information on how various activities will be carried out and coordinated is of vital importance, what's and whereas of every activity are very crucial for the proper running of the school. Unless everybody in the school knows where to go, what to do, why do it, how to do and what is expected of him/her, there will be total confusion in the school.

This simply implies that meetings are inevitable in schools. Workers in every organization should be kept aware of what is going on and why they should become responsible and act responsibly. In addition, this study tried to prove Mwanza's assertion that effective head teachers communicated school

programmes through meetings. Galton and William (1994) conducted a research to find out about the behaviors of high performing educational managers in Florida, United States of America. They found that high performing principals applied inter-personal, interactive and face to face communication skills to all subordinates through meetings. This study was based on an important factor in enhancing and improving teachers' performance in schools as the researcher aimed at assessing the extent to which female managers organised meetings.

#### **2.4.8 Orientation Programmes for new Members of Staff**

Orientation is another important variable to measure the effective performance of female managers in administrative duties. Pitner (1981) conducted a study in London on the effective leadership of women superintendents in schools. According to this study, the female school superintendents organised induction courses for new members of staff to orient them on what happened in their schools. The orientation programmes were carried out by the female managers themselves. After the orientation programme, the new members would feel secure, confident and welcome in the school. Muchelemba (2001) argued that democratic leadership entails carrying along both old and new people in running an organization. Pitner (1981) argued that if all members in an organization knew what to do at the right time then organizational goals would be achieved.

Bennett (1997) conducted a research and made similar findings about women in school management in the United States of America. The findings were

recorded in Lashway (2003) and they discovered that women managers on average were judged more effective and satisfying to work as well as more likely to generate extra effort for their people because they were practical and flexible in orienting their new staff. This study tried to determine whether Zambian female managers conducted orientation programmes for their new members of staff in schools.

#### **2.4.9 Pupils' Performance during final examinations:**

Management becomes very important in goal achievement. Pupils' results during final examinations are another measure of effective performance of any manager in a school. Muchelemba's (2001) findings were that in a school the main measures of management effectiveness was the outstanding pupil performance that teachers, pupils and indeed parents looked forward to. But there was no indication in her study that schools that had female head teachers produced better results than those with male head teachers. The study indicated that it was possible to have schools either performing well or performing badly irrespective of the sex of the head teacher. The task of the head was not linked to the performance of pupils as a measure of effective performance of female managers. The study at hand tried to determine whether pupils performed well in female headed schools.

Literature has revealed that good performance in management positions is only realized when the managers apply all the management styles of being

democratic, autocratic and laissez-faire in order to achieve organizational goals. The female School Managers should apply the necessary management theories in order to be effective in performing their management functions. In schools, decisions that are collectively made are likely to achieve goals. Delegating work to teachers makes them feel part of their schools. Communication fosters team work. If pupils' performance was to improve in school, there is need to have enough teaching and learning materials. The head teacher should be skilful enough to marshal all the above to perform well in schools. In order to effectively measure all that, this study used the qualitative and quantitative approach that allowed the in-depth understanding of the problem. The study gathered information from the perspective of the managers, directors and teachers to learn directly from them. The researcher used questionnaires, interview schedules, observations and document analysis to gather information.

Good performance in management should always be related to achievement of organizational goals. All stake-holders should have knowledge of the standards laid by the government and monitored by the standards officers. The female managers should ensure that they perform all their functions in order to create an environment where pupils' learning in the class room takes place. Muchelemba (2001) quoting Savendra and Hawthth (1994) points out that a school head teacher becomes effective in management if he/she could achieve the purpose of the school.

There were many other studies conducted on school management effectiveness but little or nothing has been researched on the performance of women in the top management positions in Zambian schools in relation to some of the demands of the Ministry of Education such as: facilitating confirmation and promotion of their teachers, provision of teaching/learning materials, orientation programmes to new members of staff, involving others in the use of public funds, communication through staff meetings, decision-making and delegation of functions to subordinates and other functions related to government expectations and monitored by standards officers.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter discusses the methods used in the study. The following are described: the research design, the population, sample size and sampling procedures, research instruments, validity of the instruments, data collection techniques, data analysis and data interpretation. Furthermore, problems encountered during data collection are also discussed.

#### **3.1 Research Design**

There is a usual assumption that gender studies are set up to be comparative studies that investigate the prevalence of a phenomenon between men and women. This study was not set out to compare women's performance against men's performance; rather it was aimed at determining women's performance in relation to the Ministry of Education set standards. The male versus female studies are good for establishing the gap between men and women but fall short of addressing the ideal. That means that men could be better than women but still fail to meet the set standards.

The study adopted the quantitative approach where figures, tables and graphs were used and the qualitative approach which is a descriptive word, which gives an accurate account of characteristics of phenomena, situations, community or persons. In addition, the design was not to compare men and women in top

management positions, but to measure women against the Ministry of Education administrative standards.

### **3.2 Population**

The population of this research consisted of school managers, teachers and directors from the Ministry Headquarters. These were adults whose age ranges were between 21- 55 years. They were all Ministry of Education employees in the Central Province and the Ministry Headquarters in Lusaka.

### **3.3 Sample size and sampling procedures**

The data of this study were collected from twenty (20) government schools, both Basic and High schools in Mumbwa and Kabwe districts of the Central Province. Six (6) Basic schools were randomly selected from Mumbwa district and six (6) from Kabwe urban district respectively. Eight (8) High schools were selected using the convenience sampling technique. All the twenty (20) schools selected were co-education day schools.

The subjects involved were twenty (20) managers, one (1) from each sampled school. One hundred and twenty (120) teachers from both High and Basic schools were selected using the same simple random sampling method. Six (6), that is three (3) male and three (3) female respondents were selected from each of the twenty schools. Two Directors from the Ministry of Education Headquarters in charge of Standards and Administration were also selected. The simple

random sampling method was preferred because it gives chance to all the respondents to take part in the study.

The Non probability sampling procedure was used to select school managers and directors. At the time of study the teachers and heads had served at the same school for the period of not less than five years. The teachers who had served for such a long period at the same school may understand both the internal and external environment better and may have experienced the leadership of their managers and know it very well. The managers and directors were also men and women of vast experience.

### **3.4 Instruments and Methods used to collect data**

The following instruments and methods were used to collect data.

- Analysis of documents, records and previous examinations results for Grades 9 and 12
- Semi structured interviews with Managers and Directors from the Ministry Headquarters.
- Focus group discussion with six teachers from each of the sampled schools
- Structured questionnaires for Managers and six teachers from each of the schools
- Observation checklists

### **3.5 Procedures for Data Collection**

Before the data collection exercise began, permission was sought from the Ministry of Education to visit schools. This was done through the Provincial Education Officer of the Central Province. The researcher visited the school managers to make arrangements to distribute the questionnaires and to conduct interviews.

The structured questionnaire for school managers comprised sixteen (16) questions. The questions were based on personal profile, grade of the school, administrative duties performed, management styles used, teachers' promotions, confirmation, commitment to work, morale and the motivation of teachers.

Turning to the structured questionnaires for teachers, nineteen (19) questions were contained therein. The questions were based on; personal profiles, Managers' Performance, Management Practices and Styles used by school managers, monitoring and evaluation used, provision of teaching and learning materials and the transparent use of school finances.

Each manager and each sampled teacher was given the questionnaires to answer secretly. The Semi- Structured Interview Schedules for school managers and directors consisted of a list of nine guiding questions while those for teachers had ten (10) guiding questions. For each school manager and director, the interviews were conducted in their offices whereas the Focus Group Discussions

(FGD) for teachers were held in staff rooms; for these were more convenient in the school. The researcher wrote down responses to the questions as the interviewee spoke. An observation checklist comprised a yardstick of the appearance of the school infrastructure and school surrounding, punctuality and general behavior of children, in schools.

The Document analysis involved reviewing of important documents such as ; attendance registers for pupils, Examinations Council of Zambia (ECZ), grade 9 and 12 mark schedules, Annual Examination analysis chart, teachers' preparation books, and pupils marked books.

### **3.6 Validity and Reliability of Instruments**

Gall et al (1996) argue that validity is the extent to which an instrument measures what it is supposed to measure. Reliability is the extent to which the instruments produced the same results on different people. The instruments used in the research were valid and reliable in that they measured what they were supposed to measure and they produced the same results from different respondents. Both qualitative and quantitative data were collected.

### **3.7 The Administration of Questionnaires to Managers and Teachers**

One set of questionnaires was administered systematically to one hundred and twenty (120) randomly selected teachers; the other set of questionnaires was administered to twenty (20) Head teachers. In this connection, instructions were

given to respondents on how to complete the questionnaires. For example, the respondents were asked to fill in the questionnaires and the next day the researcher went to collect the filled in questionnaires. Respondents were requested not to reveal their identities on the questionnaires in order to ensure anonymity and confidentiality.

### **3.8 Interviews with Teachers, Managers and Directors**

At each school, the managers were interviewed using the in-depth semi-structured interviews in their offices while focus group discussions were conducted on teachers who had answered the questionnaires in rooms that were deemed suitable and all the responses were recorded. The Directors from the Ministry Headquarters were interviewed in their offices.

### **3.9 Observation Checklist**

The researcher did physical observations of the school infrastructure, school cleanliness, and school activities. The researcher observed the appearance of the school surroundings, management practices done by managers, teachers' commitments and dedication to work. The observations were done each day the researcher visited the school. To avoid forgetting, field notes were taken.

### **3.10 Documentary Analysis**

The researcher did documentary analysis in order to collect more information about female managers in schools. This involved reviewing relevant documents

such as; registers, examination marking schedules from the Examination Council of Zambia, teachers' preparation books and pupils' marked exercise books. Parent Teachers' Association and staff minute books.

### **3.11 Problems Encountered During Data Collection**

The researcher encountered numerous problems while collecting data. Some teachers refused to fill in questionnaires and others who had been sampled refused to be interviewed. Some managers claimed to have been too busy to complete the questionnaires in time. At schools where teachers were understaffed, staff was extremely busy and took long to answer the questionnaires. Meetings in some schools were also some of the hindering factors for teachers and managers from answering questionnaires in good time and to be interviewed.

### **3.12 Data Analysis**

The data collected through questionnaires were quantitatively analyzed using the computer software Statistical Package for Social Sciences (SPSS) to generate tables of frequencies and percentages. Graphs to represent statistical information were also used. Interview data were analyzed qualitatively by coding, and emerging themes were grouped into categories using the constant comparative analysis technique. The themes and categories of the initial data were examined side by side with those of subsequent interviews. After this, the categories were grouped to generate the most significant categories and themes.

Black and Achola (1988) define a theme as a, “statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy emotional or factual impact.” Data from focused group interviews (discussions) were also categorized according to themes.

The researcher organized the observed data according to the questions on the checklist and only used them as they applied to the study. In this study, the triangulation technique was also used to analyze the data. This allowed the researcher to test one source of data against another. This improved on the quality of data and accuracy of the findings. The data collected through documentary analysis were compared with data from observations, questionnaires and interviews. This made the researcher test each datum and generate the accuracy of the findings.

### **3.13 Data interpretation**

Drawing a conclusion from statements, views and noted answers from respondents made data interpretation. Mwanza (2004) points out that interpretation refers to the analysis of generalizations and results. Interpretation makes the study become clear to the readers. The conclusions in this study were used to interpret data according to what teachers, managers, directors and the researcher through observation viewed the performance of female administrators. Interpretation of quantitative data included the use of tables, percentages and graphs. The general views from respondents that were derived

from semi-structured interviews were interpreted by considering the most significant categories and themes. Those were responses that represented the most recurring theme which were most wanted.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

#### 4.0 Introduction

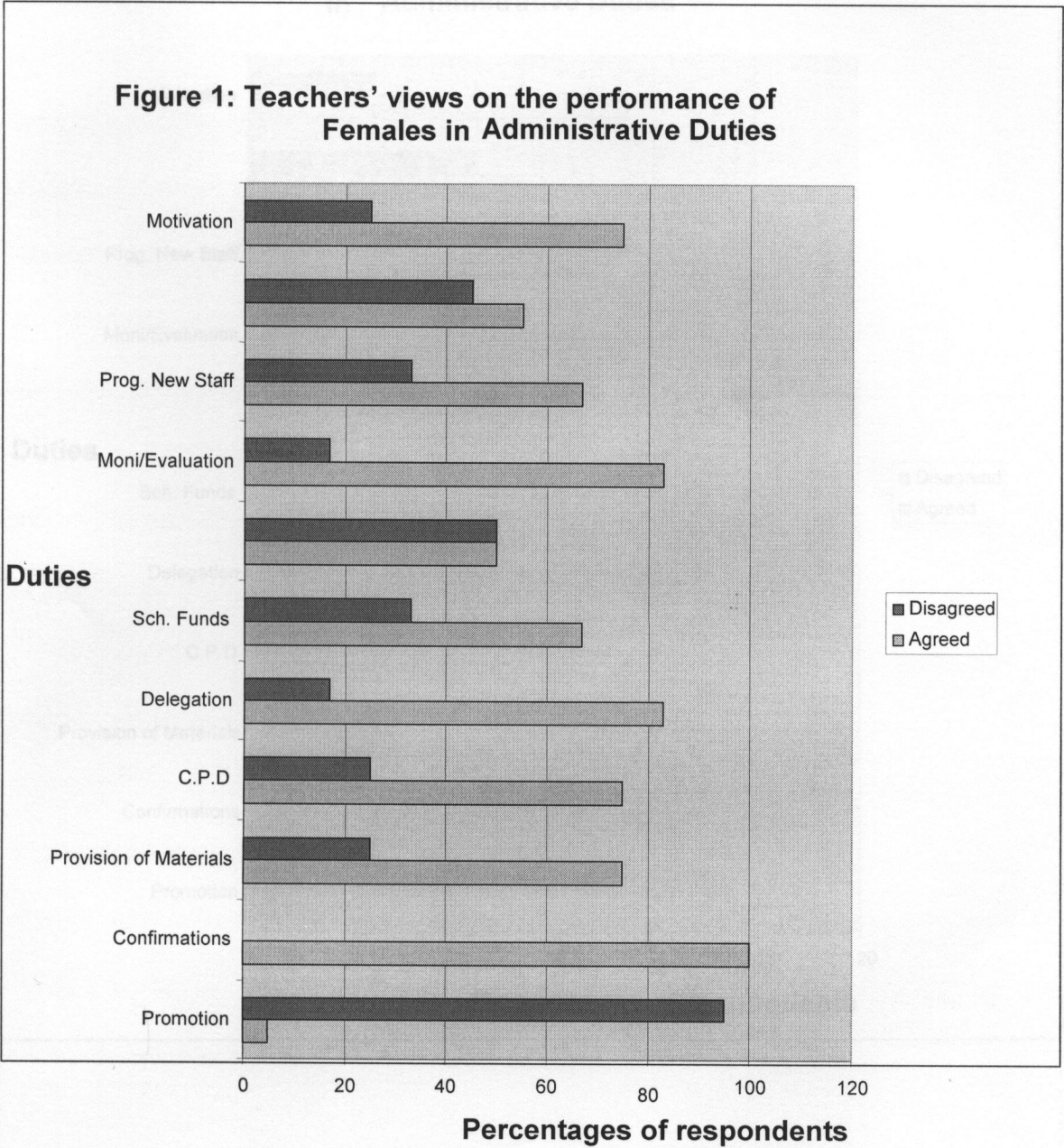
This chapter presents the results of the study. The results are presented the way they were collected from questionnaires, interviews, document analysis and observations. The general objective of the study was to find out the performance of women in top management positions. The specific objectives were to: assess the performance of women in administrative goals, determine women's capability in the process of harnessing resources such as human, financial and materials to ensure that organizational goals and objectives were achieved and to find out the views of relevant stake holders on the performance of women in top management positions in carrying out administrative functions. In this study, the teachers were asked to evaluate the performance of their female manages in various functions/duties.

The general findings showed that the managers seemed to have excelled highly in a number of areas. The areas they had excelled in were confirmation of teachers, delegation of work, monitoring and evaluation of work through their subordinates, provision of both teaching and learning resources, Continuing Professional Development help given to teachers which were done locally and motivation of subordinates. Other duties were: orientation programmes for new members of staff and involving others in the use of public funds, frequency of staff meetings held in schools, motivating teachers, appearance of schools, absenteeism of pupils and performance of children in their final examinations.

### 4.1 General Findings on Female Managers' Performance

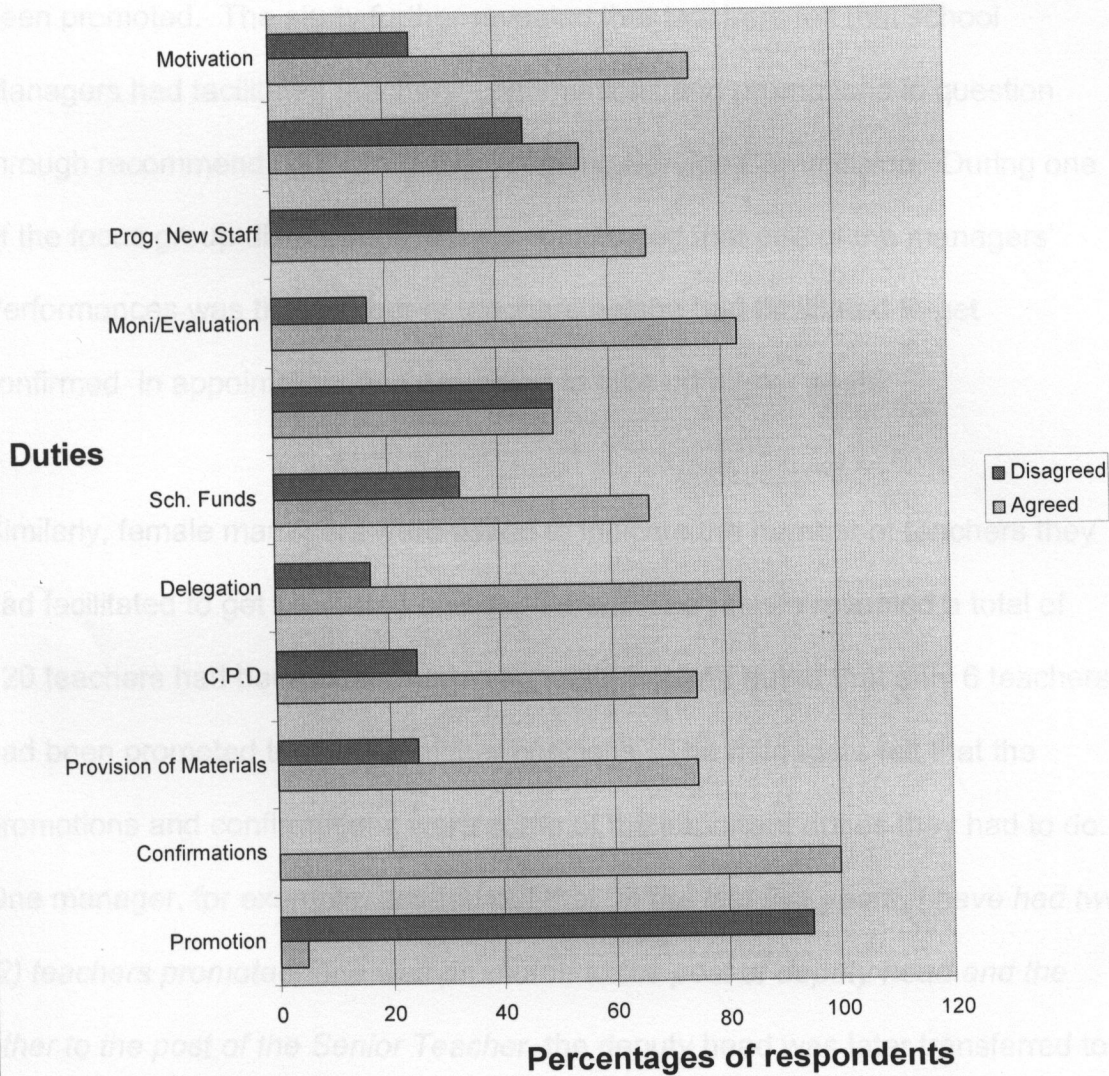
Teachers were asked to agree or disagree on whether female managers performed their managerial duties effectively. The responses to this question are provided in figure 1.

Figure 1: Female managers' own views regarding their performance



The female managers were also asked to evaluate themselves on their Performance in managerial duties/functions. Their responses are provided in figure 2.

**Figure 2: Female managers' own views regarding their performance in Administrative Duties**



## 4.2 Promotion and Confirmation of Teachers

The teachers were asked whether they had been confirmed in appointments and whether there were some who had been promoted.

The study revealed that all the 120 teachers had been confirmed in appointment by the Teaching Service Commission of Zambia and only 6 or 5% of them had been promoted. The study further revealed that teachers felt that school Managers had facilitated teachers' confirmations and promotions in question through recommending them to the Teaching Service Commission. During one of the focus group discussions, teachers indicated that one of the managers' Performances was the number of teachers he/she had facilitated to get confirmed in appointment and promoted to take up higher posts.

Similarly, female managers were asked to indicate the number of teachers they had facilitated to get promoted and confirmed. The results revealed a total of 120 teachers had been confirmed in appointment and out of that only 6 teachers had been promoted to take up higher positions. The managers felt that the promotions and confirmations were some of the important duties they had to do. One manager, for example, pointed out that *"in the last five years, I have had two (2) teachers promoted, one was promoted to the post of deputy head and the other to the post of the Senior Teacher, the deputy head was later transferred to another school and the senior teacher remained at the same school."*

### 4.3 Provision of Teaching and Learning materials

Resource materials are very important for both teachers and learners. Teaching and learning is made easier when textbooks are available.

The teachers were asked whether female managers provided the necessary teaching and learning materials. The managers were commended highly for the provision of teaching and learning materials. A total of 90 teachers out of 120 indicated that their managers provided them with the teaching and learning materials at the right time. One teacher from a Basic School stated that the availability of teaching and learning materials in his school was a result of the efforts made by the School Manager. Further enquiry revealed that managers used the sub-sector grants to purchase the required teaching and learning aids in schools.

However, a quarter of the teachers argued that their schools did not have the necessary teaching and learning materials and even expressed ignorance over the use of the sub-sector grants. During one of the Focus Group Discussions, the teachers said the following: *“We don’t have enough teaching and learning materials at our schools. We do not know how the sub-sector grants are used at our school. In subjects like Civics and History, teachers struggle to teach because they have no books”.*

However, all the 20 or 100% of the managers in the study indicated that the

provision of teaching and learning materials was one of their major functions.

The managers pointed out that they used the sub-sector grants to purchase the required teaching and learning materials. Further enquiry revealed that managers in high schools used the user fees to purchase teaching and learning materials for their schools.

#### **4.4 Facilitating Continuing Professional Development:**

The primary purpose of Continuing Professional Development is to enhance efficiency in teaching. The teachers were asked about what their managers did in order to help them in Continuing Professional Development. Three quarters of the teachers indicated that their managers supported them in attending the following Professional Development programmes:

**GEMS MEETINGS:** GEMS referred to Gender, English, Mathematics and Science school based workshop. These meetings were held every Wednesday to help serving teachers who were teaching Mathematics and Science.

**SPRINT MEETING:** SPRINT referred to School Programmes for In-service for the Term. In these meetings teachers discussed issues pertaining to their profession and how to handle difficult subjects.

**HIM MEETINGS:** HIM stands for Heads In-service Management meetings. In these meetings the Head and teachers plan insert programmes for the school

**SMASTE MEETINGS:** SMASTE refers to Strengthening of Mathematics, Science and Technology Education. In these meetings the teachers who teach

Science, Mathematics and Technology are re oriented on the information and methodology on how to approach these subjects.

**SMARC MEETINGS:** SMARC refers to Subject Meetings At Resource Centre.

These meetings are held at the resource centres where teachers who teach different subjects are called to discuss problems in their subject areas and find ways to solve them. They also prepare teaching and learning materials.

However, 30 out of 120 teachers indicated that their managers did not assist them with finances and materials to facilitate their Continuing Professional Development programmes and workshops. Further, all the 120 or 100% teachers indicated that their managers did not give them financial and material help to attend further studies at higher institutions of learning.

Following inquiry, it was revealed that all the 20 or 100% of the managers supported their teachers in their Continuing Professional Development programmes. When asked why they supported the Continuing Professional Development Programmes, the answer was that the programmes were for the development of teachers to enhance their knowledge and understanding so that they could discharge their duties well.

#### **4.5 Delegation of duties**

The importance of delegation of duties is that; it trains others and gives the manager breathing space. The teachers were asked whether the female

managers delegated duties to their subordinates. 100 out of 120 respondents or 83% of the respondents in most schools said that their managers delegated duties to their subordinates especially the Deputy Heads, Heads of Department (H O Ds) and other senior teachers. However, 20 out of 120 teachers or 17% of the teachers felt that their managers did not delegate responsibilities to anyone.

When managers were asked whether they delegated duties to their subordinates, 18 or 90% out of 20 managers stated that they delegated their responsibilities to their subordinates. Asked what sort of tasks they delegated to other teachers, they indicated that all duties were delegated except the sensitive duties such as that of handling finances which could not be delegated. However, 2 out of 20 managers or 10% of the managers indicated that they found it difficult to delegate responsibilities for fear of being questioned and charged by their superiors if there was mismanagement of any duty by the subordinates.

#### **4.6 Involvement of Teachers in the use of School Finances**

The use of finances in any organization is a critical task. Quite a number of organisations have collapsed by misuse of organisational finances. The views of teachers were sought to find out if female managers handled finances in a transparent way.

The study revealed that 80 out of 120 teachers or 67% of the teachers indicated that female managers involved their subordinates in handling school finances

especially when they had school functions such as workshops and seminars. Similarly, all the managers revealed that they involved their subordinates in handling school finances through financial committees that were set up in schools.

However, 40 out of 120 teachers or 33% of the teachers expressed ignorance of the use of school finances. They further said that the members in the finance committees did not furnish them with information on the use of school finances. The study further revealed that the teachers in the school finance committees were the only ones involved in making budgets and knew how the school finances were used. They further explained that at the school level, the people who were signatories to school accounts were the heads, deputy heads and two members of the accounts committee. Further enquiry at the Ministry Headquarters, revealed that the directors had no problems with school finances in schools headed by female managers.

#### **4.7 Monitoring and Evaluation System used in schools**

The importance of monitoring is to supervise teachers in order to know how they were doing things to remedy the situation where there were problems. Teachers and managers were asked to describe the monitoring and evaluation system used in schools. The study revealed that 100 out of 120 or 83% of the teachers were not happy with the evaluation systems used in schools. The system was

such that only deputy heads and heads of departments checked the teachers' work.

For example, some teachers in the Focus Group Discussion said,

*We have never seen the managers coming to check on what we are doing in classes. We always see either Deputy Heads or Heads of Departments checking the work.*

This indicated that most of the female managers had no time to monitor their teachers' work directly. However, about 20 out of 120 respondents or 17% of the respondents indicated that their managers directly monitored their teachers' work fortnightly.

When managers were asked about the monitoring and evaluation system used, three quarters revealed that they delegated the duty to their subordinates. But a quarter indicated that they monitored all the school activities on their own to make sure that the work was going on.

#### **4.8 Orientation programmes for new members**

New members in any organisation cannot know what is going on in places of work unless they were told and oriented into the system. Teachers were asked the type of programmes managers had for new members. The study found out that the majority of the respondents 80 out of 120 or 67% teachers indicated that the managers had articulated programmes for new members of staff. Similarly,

18 or 90% out of 20 managers revealed that they had programmes laid down for new members of staff posted to their schools.

However, 40 out of 120 or 33% of the teachers indicated that their managers had no orientation programmes for the new members in their schools. The teachers in some schools said that, *“Our manager has no time to orient new members of staff posted to our school. New teachers wonder what to do and what goes on in schools.”*

Similarly, 2 out of 20 or 10% of the managers revealed that they themselves had no time of orienting the new members. That duty was delegated to the Deputy Head and the Heads of Departments. One manager said, *“I have no time of making programmes of orientating new members when I have junior officers. The junior officers are the ones who carry out the orientation programs for new members of staff.”*

#### **4.9 Meetings Held in School**

Communication through meetings in schools is very important because it helps stakeholders to share messages and ideas. This is one of the expected standards of the Ministry of Education. In view of that, teachers and managers were asked how often female managers conducted meetings in their schools:

The study revealed that all the teachers stated that female managers held termly meetings. Further, 80 out of 120 or 67% of these teachers indicated that apart from the termly meetings their managers held weekly briefings. In addition all the 20 or 100% managers said that they held weekly and termly meetings. The termly meetings were conducted during the opening and closing weeks.

#### **4.10 Motivating Teachers**

Motivation is the idea of getting the workers to pull together for the common good of the organisation. The teachers were asked if their managers motivated them.

The study found out that the majority of the respondents 90 out of 120 or 75% out of 120 teachers were motivated by their managers and 18 or 90% of the managers revealed that they motivated their teachers.

However, 30 out 120 or 25% out 120 of the teachers indicated that their managers did not motivate them in any way. The teachers said, *“Our managers are harsh, selfish, show favoritism and not good.”* This showed that some female school managers were not helpful and did not motivate their subordinates.

However, 2 out of 20 or 10% of the female school managers revealed that they did not motivate their teachers always. They indicated that teachers were employed by the Government and it was the duty of the Government to motivate its workers through good conditions of service.

#### **4. 11 Appearance of Schools**

It was observed that all of the high schools had been renovated with clean painted walls. The floors were smooth and all the schools had windows with glass panes. Similarly, all the 6 or 100% Basic schools in urban areas had been renovated, painted and the floors in classes were smooth. Windows had glass panes. But all the 6 or 100% of the rural Basic schools had not been renovated. They were dilapidated with no doors, no glass panes in windows and a lot of cracked floors in classes.

#### **4.12 Absenteeism and Late Coming of Pupils**

Pupils' absenteeism and late coming were experienced as some of the major problems by a large proportion of schools. The table 5.1 presents the researcher's observations with regard to the pupils' late coming and absenteeism.

**Table 5.1 Researchers Observation with regards to Pupils late coming and Absenteeism**

	Percentage of pupils	
<b>Pupils Late- Coming</b>	<b>Among Boys</b>	<b>Among Girls</b>
Observed in basic schools	5	10
Observed in high schools	10	15
<b>Pupil Absenteeism</b>	<b>Among Boys</b>	<b>Among Girls</b>
Observed in basic schools	5	15
Observed in high schools	5	4

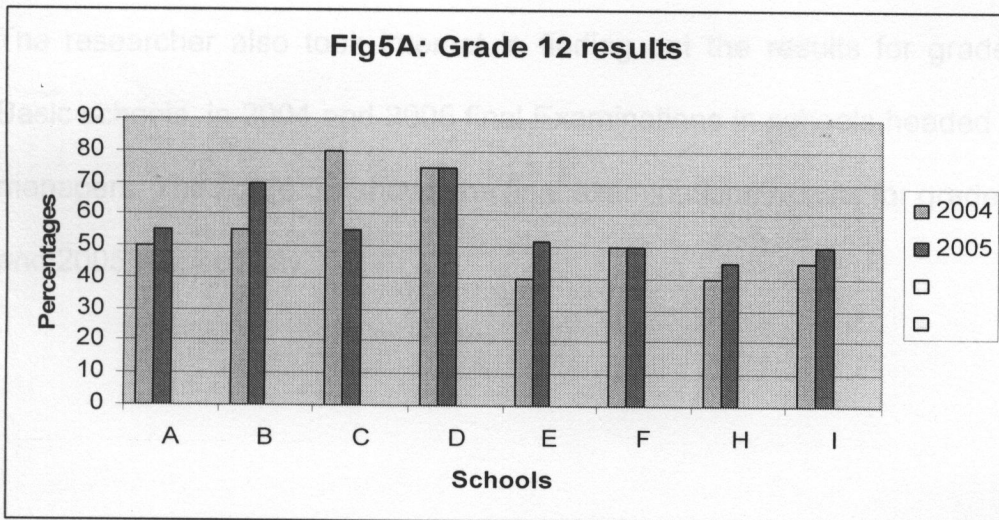
It was found that 10% of the girls and 5% of the boys were coming late in Basic Schools. It was further found that 10% of the boys and 15% of the girls were coming late in High Schools. In general terms it was found that most late coming was in urban schools where pupils use public transport to come to school. So it could be assumed that late coming was attributed to transport problems.

Absenteeism in Basic Schools was at a higher rate for girls than that of for boys. It was observed that 15% of the girls were not coming to school and only 5% boys were not coming to school. However in High Schools absenteeism was lower than that of for Basic Schools. It was found that 5% boys were not coming

and 4% girls were not coming to school respectively. This study did not ask the reasons as to what the absenteeism was attributed to.

#### 4.13 Performance of children in their final examinations

The whole essence of education is to get children get the right standards of education. Female managers are expected to enhance the good performance in children's result because the parents and the government have keen interest in the education standards of our country. It should be noted that the research was not comparing their results against male administrators but against the laid down government standards. The figure 5A shows Grade 12 final examination results.



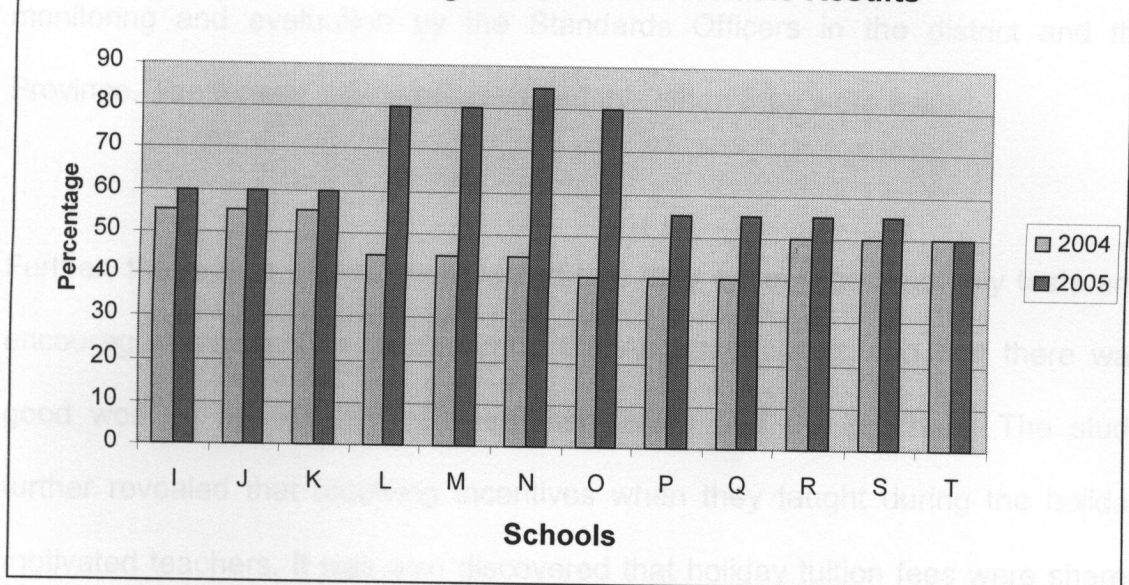
The figure shows that the highest performing school had the pass rate of 80% in 2004 where as in the same year, the lowest performing schools had the pass rate of 40%. The average performance of all schools in the study was 60%. This

was compared against the performance of 50% of the whole Province. Generally it could be assumed that the performance of schools headed by female managers was better in 2004. All the high schools in the study were in town.

The year that followed (2005), the highest performing school had a pass rate of 75% and the lowest performing school had the pass rate of 45%. In 2005, the general performance of schools was 60% against the overall 55% of the Province. During the time of the study there was a stable pass rate in high schools headed by female managers. When managers and teachers were asked why their pupils performed well, they all said that it was because of teamwork, coaching and commitment to work.

The researcher also took interest in finding out the results for grade nines in Basic schools, in 2004 and 2005 final Examinations in schools headed by female managers. The figure 5B shows the final examinations results for grade 9 in 2004 and 2005 respectively.

**Figure 5B: Basic Schools Results**



The graph shows that highest performing schools had the pass rate of 55% in 2004. The lowest performing schools had pass rate of 40% in the same year. The schools that performed well were those found in the rural district. The general performance of basic schools was 47% compared to 57% of the provincial performance. On average the basic schools in the study did not perform well, for example the average pass rate for schools in Mumbwa a rural district was 50% as compared to the average pass rate of 40% for schools in Kabwe an urban district.

In addition the same schools in 2005 had the following results: The highest performing, schools had the pass rate of 80% and 85% respectively and the lowest performing schools had the pass rate of 50% and 55% respectively. Generally, the average performance of Grade 9 results in 2005 was 60% as compared to the 50% of the Province. The schools improved tremendously in

2005 as compared to 2004. The improvement was as a result of constant monitoring and evaluation by the Standards Officers in the district and the Province. The female managers revealed this when they were asked.

Further, the female managers revealed that they encouraged monthly tests and encouraged teachers to teach during the August holidays and that there was good working relationship between themselves and the teachers. The study further revealed that receiving incentives when they taught during the holiday motivated teachers. It was also discovered that holiday tuition fees were shared among the teachers without the interference of the administration.

## **CHAPTER FIVE**

### **DISCUSSIONS OF THE FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings of the study. The discussions follow the perception of teachers, Managers and Directors on the performance of female managers in top management positions. All the administrative functions are discussed below:

#### **5.1 Confirmation and Promotion of Teachers**

The literature available on the performance of women in administrative duties or functions in relation to confirmations and promotions of subordinates indicated that they performed well in that area. All the teachers in the schools visited were confirmed in their appointments by the Teaching Service Commission through the hierarch. This was against the back drop of many teachers in the Province and the country as a whole who had not been confirmed for a long time in their appointments. The issue of promotions was beyond the female managers' control. At the time of study, only six teachers were promoted. This was due to the limited vacant posts that existed in schools. The new conditions on promotions suggested that unless there was a vacant position that had been created through retirement or death or resignation or dismissal of an individual officer, no officer could be promoted (Ministry of Education 1996). The findings were in line with Powell's (1993) discovery that the performance of any manager was attached more to individual exercising the power and authority invested in

him /her to recommend hard working officers for promotions and confirmations at the right time. Preedy (1993) points out that effective leadership and a climate that is conducive for growth in professionalism in schools is where teachers are promoted and confirmed. It is in this regard that the researcher could rightly state that the female managers facilitated the confirmation and promotions of their subordinates. Though the issue of promotions was not theirs to determine.

## **5.2 Provision of Teaching and Learning Materials**

From the responses to questions about the provision of educational teaching and learning materials, there was a clear indication that female managers provided these at the right time. Good performance in educational management included the need to allocate resources to enable the workers perform their duties well and meet individual needs (Mwanza, 2004). This was in line with other studies carried out both in Zambia and other parts of the world by Muchelemba (2001), in Zambia and Delyon and Magniuolo (1989) in Britain, that a hard working manager in any organisation for instance schools, supported workers like teachers by providing them with adequate materials. In this regard, teachers were motivated, committed and dedicated to their work. It was further assumed that children's performance in schools was good because teachers had the necessary materials needed for teaching. Muchelemba (2001:80) states *"this correlates well with the requirement of the Ministry Of Education for managers to be resourceful in acquiring materials to motivate teachers to work hard and improve the performance of pupils."*

Generally, the female managers performed well in the provision and mobilization of teaching and learning materials to supplement government efforts to be used in their operations of their Schools as expected of them. The sub- sector grants given to Schools were rightly used. The findings were in line with the goals the government had put in place to provide resources to schools to enable them acquire teaching and learning materials and other school equipment to enhance proper teaching and learning.

However, teachers in schools that lacked teaching and learning materials complained to their managers about the same and wished to be transferred. Mbamba (1992) pointed out that lack of teaching resources was contrary to the requirements of school management effectiveness. The administrators in those schools argued that they lacked the teaching and learning materials because the Zambian Government did not provide them with enough financial resources to enable them purchase the required materials. It may be inferred that managers and teachers lacked innovations and improvising skills that could help supplement government's effort to address the problem. A further study would be required to determine whether the government does not provide equal grants to enable school managers perform effectively in acquiring school materials.

### **5.3 Continuing Professional Development (CPD) Help Given to Teachers**

The study revealed that managers gave help to teachers in Continuing Professional Development programmes as a way of enhancing teaching and to increase their efficiency and effectiveness in teaching.

The following were the programmes, in which managers facilitated their workers to participate.

School Programmes for in-service for the term (SPRINT), Heads' In-service management meetings (HIM), Strengthening of Mathematics, Science and Technology Education (SMASTE), School In-Service meetings at Resource Centre (SMARC). In those in-service meetings school managers supported their teachers by giving them incentives during the days of meetings. A lunch allowance was given to any teacher who was invited to attend a school workshop out of his/her School.

The findings agrees with Fullan (1996) who pointed out that in order to arrive a journey, professional development had to bring improvements in the way an individual attended to every day work both in and out of school. This was in line with the goals required to help the government.

However, the study revealed that a quarter of the teachers denied the claim made by some managers that they supported their teachers in their quest to develop themselves professionally. The teachers from some schools claimed that

their managers had never helped them in any way when they went for further studies in higher institutions of learning. The Managers felt that it was the duty of the Government to sponsor its workers to institutions of higher learning through the Ministry Head Quarters because schools received less funding and had little resources. This finding is contrary to the fact that Professional Development Programmes were designed to equip employees with knowledge, skills, attitudes and competence required to perform competently in their jobs so as to increase their efficiency. It was generally observed that it was female managers' responsibility to help teachers and that of their organisation (Msango and Bauleni (2004) both financially and materially in Continuing Professional Development programmes and the majority of the female managers performed well in that function/ duty. But it could be observed that teachers were only helped in programmes done locally not for further studies.

#### **5.4 Delegation of Duties**

The study found out that the managers performed well in delegating responsibilities to their subordinates. This encouraged teachers to work hard in order to achieve the desired goals. This was in line with the findings of Kanter (1997) that delegation is one of the specialised management tasks that may be assigned to specific persons, committees, or departments by the manager or leader in any organisation for effective performance. This implied that good performance in school management was not only doing everything alone as a manager but also to let others do certain functions while you supervise. This was

a practical implication of good management for it acted as a training ground for junior officers. White and Cooper (1992) maintained that without delegating responsibilities, it might be impossible for any manager to carry on the entire tasks of the organisation and achieve the required goals. The finding was in line with the aims of management that delegation was good but not all duties were delegated to subordinates.

However, it was discovered that some managers in some schools did not delegate responsibilities to their subordinates. This finding was in line with what Msango and Bauleni (2004) observed that some managers did not delegate the responsibilities to others for fear of the unknown, to be overtaken, their weakness to be known and they thought that others might do better than themselves. Generally it was discovered that female managers delegated other duties to teachers except for the running of School finances for fear of accountability.

### **5.5 Involvement of Teachers in the Use of School Finances**

The research findings showed that female managers involved teachers in the use of school finances through committees. The committees made budget plans for any function held within or out of the school. The school managers approved and monitored the expenditure. This finding was in line with Eggins (1997) who pointed out that the proper use of organisational finances is to bring together and to develop into an effective organization men and women who make up our enterprise and regard for the well being of the individual and working groups to

enable them make their best contributions to its success. Competent school managers emphasized proper management of school finances and monitored its use on the intended programmes and projects. They used school finances in workshops, seminars and for purchasing school materials. It was evident from the findings that teachers were motivated. The teachers showed it by working hard and putting more effort to their work. The findings were in line with Msango and Bauleni (2004) who believed that motivating employees increased the performance of workers and goals were achieved easily. The transparent use of School funds encouraged the external stakeholders and the Parent Teachers Association (P.T.A) who willingly gave financial help to schools whenever need arose. The officials from the Ministry of Education Headquarters also revealed that female managers followed laid down procedures in the proper use of grants.

The study further revealed that some teachers in a few schools expressed ignorance on the use of school funds. They argued that their managers did not reveal to them when the grants came and the amounts involved. They claimed that managers, deputy head teachers and accounting officers, were informed only. That showed that in some schools, female managers did not involve teachers in the utilization of school finances. Such practices demotivated teachers.

The findings regarding non-involvement of other teachers in the use of school finances were in line with Msango and Bauleni (2004) who stressed that workers

were demotivated in organisations where there was no transparency in the use of funds. It seemed there were no financial meetings held and during termly meetings it seemed financial reports were not given to others.

## **5.6 Conducting Meetings**

The findings regarding communication in schools through meetings showed that managers held meetings regularly. They held the weekly and termly meetings. The termly meetings were usually conducted during the opening and closing weeks. The weekly briefings were held on the first day of the week. The study further noted that a good number of items that were discussed during meetings affected the operations of the schools, these were: pupils' performance in their continuous assessment, teachers' challenges during the term, successes of each department, materials required in each subject or department, disciplinary cases involving pupils and fundraising ventures. Others were; annual work plans and budgets, preparations of work, teachers' expectations and class allocations.

The findings were in line with Msango and Bauleni (2004) who held that in meetings individual members were easily communicated to. Musaazi (1998) also adds that people always cooperate more effectively if they communicate with one another. During meetings each member was encouraged to participate freely without fear. The majority of the teachers indicated that the management and staff implemented the resolutions from the meetings. The teachers indicated that the performance of managers in that area was very good. The findings were in

line with the goals for Ministry of Education for managers to interpret government policies and other information to others through meetings.

### **5.7 Monitoring and Evaluation Systems Used**

The findings regarding the monitoring and evaluation system used showed that the managers delegated the monitoring and evaluation process to their subordinates, the Deputy Heads or Senior teachers or Heads of Departments. The findings were in agreement with what Mbulwe and Tembo (2004) argued that monitoring and evaluation may also be used to discover why certain things happened and what should be done by the manager through someone who was assigned to do that work. The managers indicated that they delegated that duty in order to improve accountability and easy monitoring of individual performance in schools.

However, the study showed also that some managers did the monitoring and evaluation of the school programmes on their own. They entered offices of their subordinates and classes to check what was going on in the school. The managers also checked the preparation books of their teachers and the attendance registers of every class in the school fortnightly. This was in line with what Mbulwe and Tembo (2004) pointed out that school management could account for the action of their employees through constant monitoring and evaluation of school programmes. The managers knew through constant evaluation whether the goals of the Ministry were being achieved or not.

Managers in those few schools used Management By Walking Around (MBWA) system in checking whether teachers were working or not. Given the fact that managers were monitoring the performance of individual teachers showed that they were performing the duties according to the expectations of the ministry.

### **5.8 Programmes for the New Members of Staff**

With regard to orientation programmes, the study revealed that managers had programmes laid down for new members of staff posted to their schools. To that effect, teachers and managers stated that when new members of staff arrived in the school, orientation programmes were done. Firstly, the new members were introduced to all members of staff and then to the pupils. Later, they were handed over to the deputy heads for class allocation and to be taken round the whole school. This was in line with Coetzer (2002) who stated that leaders who were focused had administrative programmes for any new member of staff in an organisation. The managers should orient the workers in all organisational activities and had a duty to provide inspiration, direct the subordinates and encourage human potentials in any worker. Managers led with a clear purpose in mind and coordinated effectively all administrative functions in order to facilitate the smooth running of the school where all the members would be aware of every programme.

However, the study revealed that some managers had no orientation programmes or other programmes lined up for their teachers and other new

members of staff. This was in line with Mwanza (2004) who pointed out that non-effective heads had no programmes laid down for anyone. They did things without planning and hence demotivated their workers. The teachers in those schools discovered things on their own through enquiring from friends.

### **5.9 The Performance of children in examinations**

The results of pupils serve several important pedagogical functions. The study revealed how the teachers in schools worked in terms of teaching and covering the syllabus and how pupils actually spent time in learning. During examinations pupils were provided with opportunities to display the extent to which they had grasped the concepts. It provided teachers with an insight into the understanding gained by their pupils. The study revealed that pupils' results were above average. This was an indication that teachers' performance in those schools was good in terms of teaching. Their managers performed well in terms of supervision, provision of teaching and learning materials and other school resources. Teachers stated that they tried by all means to avoid leakages during examinations, and the results were said to be reflecting the actual performance of school children. The managers motivated their teachers through giving them incentives such as lunch and transport allowances due to good pupil performance in examinations and extra curricular activities. Managers knew that the results of school children were usually a concern to the general public and the government and so it was their duty to make sure that they did not disappoint the stakeholders.

But certain specific pressures could be identified as having an effect on their performance. These included feelings of isolation and strain of coping with sex stereotyping. They felt that being a woman to some people was a decided disadvantage in the world. They said that some people still had stereotyped views of women. They complained that somehow people assumed that men possessed the necessary qualities to do the job and this only changed when they demonstrated otherwise, but with women, they had to prove over and over again that they could do the job before their abilities were recognized. In addition, women expressed the feelings that the discrimination from colleagues and the whole experience of pressure from an Institutional culture was not good. They felt that they should as well be respected and appreciated for the good work they were doing.

In this study, there was no comparison done between female and male managers in terms of pupil performance, though some literature indicated that children performed better in schools headed by women. But the good results noticed by the researcher was as result of teachers teaching during the holidays encouraged by female managers to prepare their children for examinations, close supervision by the managers and the good relationship exhibited by the managers, teachers and pupils.

As regards infrastructure, it was observed that most of the urban schools had been renovated. The floors were smooth and most schools had windowpanes and doors. The school surroundings were clean and classes had enough desks though the sitting situation was pathetic due to over enrolment.

Most rural schools had not been renovated. The classroom blocks had no door shatters and windowpanes and there were a lot of cracks and potholes in classes. The situation of rural schools was painting a negative picture about the education providers through their administration and the government. The rural managers expressed concern about the way the government was not responding to their plea in renovating their schools. They were worried about failing and to being laughed at by the general public.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Conclusion

The major conclusions of the study on the performance of women in top management positions in Zambian Basic / High Schools can be discerned as follows:

Through the assessment of the views of the teachers and the managers themselves on their performance in top management positions in Mumbwa and Kabwe urban district schools of the Central Province, the study revealed that Female managers facilitated the confirmation and promotions of their teachers by recommending them to the Teaching Service Commission through the hierarchy.

Female managers mobilised and provided the teachers with the teaching and learning materials at the right time. They used the school finances to purchase the required materials. If school finances were not available, managers through the efforts of other teachers improvised these. The teachers in schools were motivated in so many ways; the teachers were given incentives and rewards such as lunch and transport allowances when their pupils performed well in the final examinations. The female managers also supported their teachers in Continuing Professional Development programmes that took place within the school or out side. But they had a negative response in assisting their teachers

who wanted to improve themselves through going to higher institutions of learning to pursue further studies.

Managers encouraged participatory leadership where they shared their powers through delegation of duties to their subordinates. The teachers were involved in the decision-making process which gave them morale and encouraged them to work hard. Teachers were also involved in the use of school finances through financial committees chaired by deputy heads. It was discovered that besides being flexible and transparent in the use of school finances, the female managers were also very strict and did not like deviating funds to programmes that had not been budgeted for.

The study further showed that regular staff meetings were held for the well being of schools. Briefing meetings were held every first day of the week to discuss the operations of the week and members were informed of the latest development. Other staff meetings were held at the beginning and end of the term and/ or before any special occasion. The agenda of every meeting was specified in writing and all members of staff were informed in time.

The managers exercised all the three management styles (democratic, autocratic and *lessez-faire*) depending on the situation and the personality of an individual they were dealing with. However, it was discovered that the management style used greatly affected the performance of the teachers in schools.

Their immediate subordinates; the deputy heads or the senior teachers or heads of departments easily did monitoring and evaluation. The subordinates also carried out the orientation programmes for the new members of staff.

It was further discovered that the records of work for teachers were regularly checked and teachers in some schools were regularly observed to ensure good quality work. The school surroundings were clean and the infrastructure of the renovated urban schools was good whereas most of the rural schools were dilapidated because they were not renovated.

Children appeared clean and there was mutual respect between teachers and pupils in nearly all the schools. However, absenteeism and late coming was a major problem in both high and basic Schools. Performance in final examinations was average. The performance of children in extra – curricular activities was also average. All in all, it can be said that the performance of females in top management positions in schools was good and needed to be supported.

## **6.1 Recommendations:**

The recommendations of this study were based on the findings and conclusions discussed. The recommendations were being made to the Government and the School Managers.

Given that female managers were good at recommending teachers for both promotions and confirmations, providing teaching/learning materials, motivating their teachers and supporting Continuing Professional Development programmes done in schools. I recommend that:

- The government through the Ministry of Education continues appointing women in top management positions because of their spirited effort in achieving the management functions of the Ministry of Education.
- The government should continue and increase funding to Schools in good time to enable female managers purchase teaching/learning materials.
- School in-service workshops should include management topics to equip two managers who might be lacking certain management skills because they were Primary School Diploma holders acquired through Distance Learning from Chalimbana College.

The management of any school was affected when enrolment was not controlled and when the infrastructure was dilapidated. Therefore, I recommend that:

- The government should expand or build more schools and fund rural schools so that they renovate and rehabilitate their existing infrastructure.
- The government should employ more teachers. Especially female teachers.
- The government should enforce the existing training policy that every School Board and District Education Board should at least be sponsoring three teachers every year to high institution of learning.
- The training of education managers should include all areas of management which include Planning, Monitoring and Evaluation to enable them perform well.
- A deliberate policy of appointing managers with University degree qualification should be enforced.

Given the good performance of pupils in Grades 9 and 12 through intensive monitoring and supervision, I recommend that:

- School managers should enhance the observation of lessons in school because there are few Standards Officers in the country.

## BIBLIOGRAPHY

- Adams M.J. (1984) **When working mothers become pregnant.** English Business review – New York.
- Aovid Son M. J. 1990) **Exploiting The Opportunities of the 1990s for women in the work place.** Martin Robertson – London.
- Adavies.J. (1985) **Why are women not where the power is? An Examination of the Maintenance of power elites, management education and development,** Vol.16 No 13
- Bennett.J.S. (1997) **The school. An Organisational Analysis,** Blackie and Sons Ltd, Glasgow.
- Bernard.J. (1981) **The Female World** Free Press New York.
- Blackmore. I and Kenmale J. (1993) **Gender Matters in Educational Administration and Policy.** The Falmer Press. Washington.D.C
- Black C. and Achola.P. (1988) **Fundamentals of Social Research, an Africa participative,** Government printers-London.
- Blum (1990) **Women and Management.** Longman, London.
- Brech E.F 1957) **Principles and Practice of Management.** Longman London.
- Carey J (1984) An Investigation of Parent' Perceptions of Jouour – Academy participative role in **Later Union Conference of Seven Day Adventists,** UN published paper.
- Chandarasekeran Ican.P. (1997) **Educational Planning and Management.** J.Tarling Publisher Private Ltd New Delhi..
- Cole G.A (1996) **Management Theory and Practice.** Colour Press. London, Ashford.
- Delyon.H. and Migniuole.W.F (ed) (1989) **Women Teachers: 135 Men and Experiences.** Milton Keynes: Opn University Press.
- Eagly A. and Johnson B (1991) **Gender and Leadership Style.** A meta – analysis in psychological bulletin. Vol. 108, No. 2 (1995)
- Eggs H. (1997). **Women as leaders and Managers in Higher Education** Open University Press.Lodon

- Eyre.E.C. (1993) **Basic Management. Macmillan Master Series.** London.
- Fayol (1940) **General and Industrial Management.** Pitman-London
- Eggs H. (1997). **Women as Leaders and Managers in Higher Education.** Open University Press. London.
- Eyre E. C. (1993) **Basic Management.** Macmillan Master Series. London.
- Fayol H. (1949) **General and Industrial Management.** Pitman - London
- French, C Bell M and Zawacki V (1989). **Organizational Development, Theory, Practice and Research.** John Wiley and Sons - New York.
- Fullan M. G (1996) **The New Meaning of Educational Change.** Biddies Ltd. London.
- Gall M. D, Borg W.R and Gall J.P (1996) **Educational Research. An Introduction.** Longman Publishers - New York.
- Galton M. and William J. (1994) **Group Work in Classroom.** Routledge - New York.
- Gibson J. I, Ivancerich J. M and Donnelly J. H (eds) (1982) **Readings in Organizations.** Business Publications. Inc.-Texas
- Glatter R, Preedy M, Riches C. and Masterton M. (1989). **Understanding School Management.** Open University Press - Philadelphia.
- Gray H. I, (1987) Gender Considerations in School Management: Masculine and Feminine Leadership Styles. **School Organization.** Vol 7, No. 3 pp 246 -303.
- Greenberg J. and Baron R. A. (1997) **Leadership: its Nature and Impact in Organisations.** Prentice Hall – London.
- Greenfield I and Rabbins P. (1993) **Educational Administration. Towards a Human Science.** Toutledge – London.
- Hargreaves D. H and Hopkins D. (1994) **Development Planning for School Improvements.** London Cassell.
- Haire M. (1967) **Modern Organization Theory,** John Wiley and Sons – Inc. - New York
- Heward C, and Bunwaree S (1999) **Gender Education and Development. Beyond Access to Empowerment and Development.** Harwad press Washington D.C.

- Horn L. (1994) **Women in Zambian Management positions.** UNZA Press. Lusaka.
- Hoy W. K and Miskel C. G (1987) **Educational Administration Theory, Research and Practice.** 3<sup>rd</sup> Edition. Random House - New York.
- Kabwe T and Kasoma C (1998) **Women in Management Positions in the Ministry of Education.**\_A Survey. Unpublished - MoE.
- Kamwengo M. and Ndhlovu B.M. (2004) **Training Module on Professional Development** UNZA – Lusaka.
- Kane. E (1995) **Seeing for Yourself Research Handbook for Girls Education in Africa.** The World Bank - Washington D. C.
- Kanter R. K. (1997) **Men and Women of the Corporation** Basic Books – New York.
- Kelly M. J (1994) **Below the Poverty Line in Education.**\_UNICEF - Lusaka.
- Kelly M. J. (1999) **The Origins and Development of Education in Zambia: From pre - Colonial Times to 1996.** Image Publishers Limited - Lusaka.
- King C.[1993] **Through the Glass Ceiling.Effective Senior Management for Women.** Tudor Business Publishing LTD.
- Kochar .S. K. (2004) **Secondary school administration,** Sterling Publishers Ltd.
- Kozberg G. (1982) **Harvard Educational Review Journal.** Vol. 52, No. 1. pp 100- 111. President and fellows of Harvard College - Cambridge.
- Kreithier R. (1998) **Management.**\_Houghton Mifflin Company - Boston.
- Koontz H. and O' Doneel C. (1984) **Management.**\_ (8th Edition) Mcgraw Hill - New York
- Lashway I (2003) **Role of School Leader.** <http://eric.uoregon.edu/trends/issue/rolelead/index.html>.
- Larwood I. And Blackmore J. (1978) Sex Discrimination in Manager Selection, Testing Predictions of Dyad. Linkage Model. **Sex Roles.** Vol 4 pp 206 - 347
- Lauglo. J (1976) **Comparative Education Review Journal.**\_ Vol. 20 No. 1 pp 58 - 82. **Comparative and International Education society** - California.
- Longwe W. (1976)\_**School Management** Neczam. Publications — Lusaka.

- Lungwagwa G. and Mwikisa C. N. (1998) **Education, Indicators, Costs and Determination of Primary School Effectiveness in Zambia.**\_Ministry of Education - Lusaka.
- Luthans F. (1989) **Organizational Behaviour.**\_McGraw Hill — New York.
- Marshall J.[1993]**Women Managers, Travellers in a Male World.**John Wiley and Cos. London.
- Mbamba A.M (1992) **Book of Reading in education management UNESCO,** Sub Saharan Region Office of Southern Africa Harare.
- Mbiti M.D. (1984) **Foundation of School Administration.** Oxford University Press Nairobi Kenya.
- Mbulwe FC and Tembo V.M (2004) **Training Modules on Monitoring and Evaluation School Effectiveness\_(Module 6)** M.o.E. Lusaka.
- Msango H.J and Bauleni A.L (2004) **Training Module on Management of Human Resource\_(Module 4)** M.o.E. - Lusaka.
- Muchelemba.V.(2001) **Management Effectiveness of Female and Male. Public Secondary Schools in Lusaka District** UNZA Press - Lusaka.
- Mwanza.P (2004) **Teachers' Performance Selected High Schools of Lusaka District.**UNZA Press - Lusaka.
- Ministry Of Education (1996) **Educating our Future** Ministry of Education-Lusaka.
- Missirian A.K. (1982) **The Corporate Connection Why Women Need Mentors to Reach the Top.**\_Eagle Wood Cliffs, N. D Prentice Hall.
- Mitchell.C.(1996) **Oh no We Won't Go Further Than That.** UNICEF.-New York
- Morris. L. and Lyon E.S (1996) **Gender Relation in Public and Private New Researcher Perspectives.** St Martins Press - New York.
- Mufune P.O. and Mwansa L.K (1993) **Supervising Women and Men In Zambia Work Organization.** Printing And Publishing. Co Ltd - Gaborone.
- Musaazj J .C.S (1988) **Theory and Practice of Educational Administration.** Mcmillan - London

- O' Donnell .H. (1996) **Equality Port Found, Gender Rights and Development** London, World View Publishing kid One World Action.
- Owens R.G (1995). **Organization Behavior In Education 6th Edition**, Allyn And Bacon - Boston
- Ozga 1W (1993) **Women In Educational Management**. J.W. Arrow with Ltd Bristol. London.
- Paricy A. (1981) **Organization and Management in Schools**, Longman, London.
- Pitner N.J (1981) **Leadership Styles of Male and Female School Superintendents** Open University Press - London.
- Powell.G. (1993) **Women and Men in Management**, Sage Publishing - London.
- Preedy .M. (1993) **Managing the Effective School**. Paul Chapman Publishing Ltd London.
- Preedy .M. Glatter R. And Levaicic R (ed) (1997) **Education Management Quality And Resource**, Open University Press - Buckingham.
- Putnam B.And Heimen J.S (1983) **Women in Managemnent. The Fallacy of the Trait Approach in B. A. S Lead (Ed) Women Management**. Engle Wood Cliffs Prentic Hall
- Reddin W. (1970) **Effectiveness Managerial**. Mc Graw Hill book company New York.
- Reynolds.C (1997) **School Effectiveness and Improvements:** Saga Publishing London.
- Rutter M. (1981) **School Effect on Public Progress Research Finding and Policy Importance Page** Prepared for National Institute of Education, US Department of Education . February 26-28.
- Sallis .E. (1996) **Total Quality in Management Kogan Page**. – London
- Savendra M and Howthan .J (1994) **Supervision:** Macmillan Publisher - London.
- Silver P. (1985) **Educational Administration Theoretical Perspective on Practice**\_Research, Harper and Row Publisher - New York.

Snelson [1974] **Educational Development in Northern Rhodesia 1883-1945**, Ndola.Falcon Press.

Singleton C. (1989) **Women Deputy Head Teachers in Educational Management** in Preedy M. (ed) (1993) **Managing Effective School**. Paul Chapman Publishing Ltd - London.

Spiner B. and Nive C. (1982) **Communication is in Council Niva, The News Partnership. Women and Men in Organization**,PoloDito:May Field Publishing Company.

Stergaard L. (1994) **Gender and Development a Practical Guide**,Rantledge, London.

Vinnicombe S. and Nim I C. 91996) **The Essence of Women in Management**: Prentice Hall, London.

Wallace T, March .C. 91991) **Changing Perceptions. Writing on Gender Development** Oxford: Oxfam.

White B, Cox C and Cooper C. (1992) **Women's Carrer Development. A study of High Flyers**. Oxford: Blacks well publishers

**INSTRUCTION TO ANSWER THE QUESTIONNAIRE:**

- Put a tick in the [ ] against yours answer
- Write in space provided

1. Your sex

- (a) Male [ ]
- (b) Female [ ]

2. Your age in years

- (a) 50 and above [ ]
- (b) 41-50 [ ]
- (c) 31-50 [ ]
- (d) 21-29 [ ]
- (e) 20-29 [ ]

3. Your marital status

- (a) Married [ ]
- (b) Single [ ]
- (c) Widow [ ]
- (d) Widower [ ]

4. Your length of pre-service training in years. Tick all applicable. Tick all applicable

- (a) 4 [ ]
- (b) 3 [ ]
- (c) 2 [ ]

## QUALIFICATIONS

### 5. Pre-professional qualifications

- (a) Grade 9/10 or Form 2/3 [     ]  
(b) Grade 12/Form 5

### 6. Your professional qualifications

- (a) Primary teachers' certificate [     ]  
(b) Secondary Diploma [     ]  
(c) Advanced Diploma [     ]  
(d) Primary Diploma [     ]  
(e) Diploma in Adult Education [     ]  
(f) BA degree [     ]  
(g) MA Ed [     ]  
(h) PhD [     ]

### 7. How often does your manager hold meetings? Tick all applicable.

- (a) Weekly [     ]  
(b) Monthly [     ]  
(c) Termly [     ]  
(d) Not at all [     ]

### 8. How would you rate your manager on motivating teachers?

- (a) Very High [     ]  
(b) High [     ]  
(c) Low [     ]  
(d) Very Low [     ]

### 9. How would you assess your manager in the planning of work?

- (a) Very good [    ]
- (b) Good [    ]
- (c) Average [    ]
- (d) Poor [    ]

16. Do you feel like staying at home rather than going for work because of the way the Manager administers the school?

- (a) Yes [    ]
- (b) Sometimes [    ]
- (c) No [    ]

**Thank you for your co-operation;**

**APPENDIX B**  
**PROFILE MANAGER**

Dear Respondent,

I am Halyonda Mathews Chiboola, a Post Graduate student at the University of Zambia, pursuing a Masters Degree in Education Administration

As part of Gender equality, I am interested in finding out the Performance of Women Managers in top management in schools. The information required is purely academic and will be treated with strict confidence. In order for me to generate this information you have been selected to participate in providing the required information through the questionnaires and interview discussions.

## INSTRUCTION FOR COMPLETING THE QUESTIONNAIRE

Tick in the box appropriate for you or write in the spaces below

1. Your age in years

- (a) 41-55 [     ]  
(b) 31-40 [     ]  
(c) 21-30 [     ]  
(d) 20-30 [     ]

2. Your marital status

- (a) Married [     ]  
(b) Single [     ]  
(c) Widowed [     ]

3. Your length in managerial position

- (a) 20 and above [     ]  
(b) 10-19 [     ]  
(c) 1-19 [     ]

4. Pre-professional qualification

- (a) Grade 9/Form 2 [     ]  
(b) Grade 12/Form 5 [     ]

5. Your Professional qualification. Tick all applicable.

- (a) Secondary Diploma [     ]  
(b) Primary Diploma [     ]  
(c) Advanced Diploma [     ]  
(d) Diploma in Adult Education [     ]  
(e) Bachelors Degree [     ]  
(f) M.A ed./Msc Ed [     ]

(g) PhD [ ]

6. Grade of the school

(a) 1 [ ]

(b) 2 [ ]

(c) 3 [ ]

**ADMINISTRATIVE DUTIES**

7. Schedule of staff meeting: tick appropriate or enter number

(a) Weekly [ ]

(b) Quarterly [ ]

(c) Fortnightly [ ]

(d) Daily [ ]

(e) Monthly [ ]

8. What could be the likely agenda for each of the above?

.....  
.....

9. Number of teachers promoted/over 10 years since in office

(a) 0-5 [ ]

(b) 6-10 [ ]

(c) 1-15 [ ]

10. Confirmed for the period of two years since in office.

(a) 0-5 [ ]

(b) 6-10 [ ]

(c) 11-15 [ ]

11. Have you ever gone for in service training to orient yourself in administration? If yes how long? Please indicate.....

12. How often do you motivate your teachers?

- (a) Always [       ]
- (b) Seldom [       ]
- (c) Not at all [       ]

13. I tell teachers exactly what they have to do and how I want it done.

- (a) Always [       ]
- (b) Rarely [       ]
- (c) Sometimes [       ]
- (d) Not at all [       ]

14. Changes made in school are communicated to teachers and other workers.

- (a) Always [       ]
- (b) Rarely [       ]
- (c) Not at all [       ]

15. Teachers commitment to their work in the school is:

- (a) Very Good [       ]
- (b) Good [       ]
- (c) Average [       ]
- (d) Very Poor [       ]

15. The morale of teachers in your school is:

- (a) High [       ]
- (b) Moderate [       ]
- (c) Low [       ]

**Thank you for your co-operation**

**APPENDIX C**

**SEMI- STRUCTURED GROUP INTERVIEW GUIDE FOR TEACHERS.**

I am Halyonda Mathews.Chiboola a Post Graduate student at the University of Zambia pursuing MA Education Administration. I am your fellow teacher at one of the Basic Schools in Mumbwa – Moono.

The questions that will be asked are very simple and straight forward.

Respondents Names.....

Classes taught .....

Location of the school .....

Where respondents live .....

Date of interview .....

Time started .....Time stopped .....

**RAPPOR T QUESTIONS**

How long have you worked in this school?

When did you start teaching?

Were you working somewhere before you came to this school or before you became a teacher?

**INTERVIEW QUESTIONS**

1. Do you feel that you have adequate teaching and learning materials? If not, do you get some of the learning/teaching aids from your Manager?
2. How often does your Manager come to your classes? Could you describe the purpose of the visits?

## **APPENDIX D**

### **OBSERVATION CHECK LIST: THE RESEARCHER.**

- Appearance of the School infrastructure.
- General cleanliness of the school surroundings and classes
- Punctuality of both pupils and teachers.
- Sanitation- hygiene- number of Joilerts
- Language use by pupils
- Pupil book ratio
- Pupil teacher ratio
- Storage of books and school equipment
- Availability of teaching aids in classes
- State of furniture and equipment in the school
- General behaviour of pupils – fighting, quarrelling and dogging .

**APPENDIX E**

**SEMI-STRUCTURED INTERVIEW GUIDE FOR MANAGERS.**

I am Halyonda.Mathews Chibola a post Graduate student at the University of Zambia pursuing MA in Education Administration

**INTERVIEW QUESTIONS:**

1. Describe the circumstances or give an example of times when you had made urgent decisions contrary to the policies of education when problems arose.  
.....
2. Could you please describe the general conduct of your teachers in terms of punctuality and preparations of work:.....
3. Describe the measures you take on teachers who fail to perform as per expected.....
4. Describe the process of motivating teachers at your school.  
.....
5. Describe the preferred management style you use at your school?  
.....
6. Do you think that there are special circumstances or difficulties which women face in executing their duties? If so, could you describe these experiences or challenges?

.....

7. Do you experience any difficulties from the PEO's and DEBS officer that affects your management performance? If so describe them.

.....

8. Describe your preferred system of monitoring and delegation of work to teachers.

.....

9. Is the system open even for other members?

.....

**Thank you for your co-operation.**