

**MANAGEMENT PRACTICES/STYLES OF FEMALE HEADTEACHERS
AND THEIR INFLUENCES ON SCHOOL EFFECTIVENESS: THE
CASE OF SELECTED BASIC SCHOOLS OF SOLWEZI DISTRICT**

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BY

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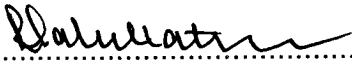
TITLE

Management Practices of Female Head Teachers and their Influence on School Effectiveness: The Case of Selected Basic Schools of Solwezi District.

DECLARATION

I, Rose Mulemba Salukatula, do declare that this dissertation is my own work and that it has neither in part nor in whole been submitted for award of any degree at the University of Zambia or at any other University.

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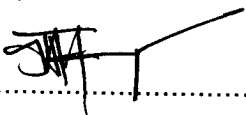
DEDICATION

This dissertation is dedicated to my children Chilombo, Muka, Lungowe and Nawa for the encouragement and support during the course of my study.

APPROVAL

This dissertation of Rose Mulemba Salukatula is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education (Educational Administration) of the University of Zambia.


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ACRONYMS

CPD	:	Continuing Professional Development
MOE	:	The Ministry of Education
PEO	:	Provincial Education Officer
PR	:	Proportional Representation
PTA	:	Parents Teachers' Association
SMASTE	:	Science, Mathematics and Technology Education
SPSS	:	Statistical Package for Social Sciences
ZARD	:	Zambia Association for Research and Development

ABSTRACT

The subject of female head teachers' management practices appears to be a very topical issue with different views among stakeholders (educationists, teachers, parents, pupils). Consequently, the management practices of female head teachers and their influence on school effectiveness is not only just a source of much speculation, and a topic on which different views are expressed, but it is also a subject on which what is usually said or done may be based on mere assumption, and is often the result of emotion and prejudice.

The intention of this study was to examine female head teachers' management practices and their effectiveness. There was a perception that female head teachers were ineffective and that the schools they headed experienced administrative problems leading to ineffectiveness in the management of those schools. This perception seemed to cut across different stakeholders: parents, teachers, pupils and Ministry of Education officials. It was not clear, however, whether this perception was right or wrong.

The study's findings were expected to contribute to the existing record of knowledge on the relationship between gender management practices and school effectiveness. Further, the findings would also help policy makers in making rational decisions in appointing women to managerial positions.

The objectives of the study were: (i) to identify management practices/styles used by female head teachers in administering their schools; (ii) to find out how teachers, pupils, parents and female head teachers themselves perceived the management practices/styles of female head teachers; and (iii) to establish the effects of these practices on the effectiveness of their schools.

The target area of the study was Solwezi District of the North Western Province. This Province was selected because of the low numbers of women in decision making positions while the District was selected because it represented urban, peri-urban and rural scenarios making it representative of the Province.

The findings of the study revealed that the female head teachers' management practices were effective. The study also revealed that the head teachers practiced the democratic and consultative management style.

However, despite female head teachers being good administrators, they were found to be harsh with their female subordinates.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Background to the Problem

The management practices of female head teachers and their influences on school effectiveness provoked much speculation. Perhaps this was because of a situation where in many parts of the country, women in positions of school management continued to be stereotyped and effectively alienated from what was apparently a male dominated management culture (Dsouza 2006). As such, debates on female head teachers' management practices and their effectiveness in schools have in the recent past gained currency.

In order to remain focused, chapter 1 of this dissertation gives the background information on the management practices of female head teachers and their influences on school effectiveness, statement of the problem, purpose of the study and specific objectives, and research questions, significance of the study, the limitations of the study and the definitions of key terms. Chapter 2 reviews related literature on the topic. Chapter 3 discusses the research methods that the study employed, the sampling techniques, research instruments and data collection procedures that the researcher used during the study. Chapter 4 presents the data collected and chapter 5 discusses and analyses the data collected. Finally chapter 6 is about a conclusion and recommendations of the dissertation.

Among stakeholders such as educationists, teachers, parents and pupils, the subject of the management practices of female head teachers appeared to be a grey area, subject to different views. Consequently, female head teachers' influence on school effectiveness is not only just a source of much speculation, a topic on which different views are expressed, it is also a subject on which what is said or done may be based on mere assumption, often the result of emotion and prejudice. The debate on one hand merits female head teachers with many positive qualities. They have management practices which provide influences that tend to impact positively

on school effectiveness. Female head teachers are hardworking, honest, trustworthy and meticulous.

They are more responsible and aware of the challenges involved in their work. They respect authority and often do follow instructions almost to the letter. Schools headed by female head teachers attain high levels of efficiency and effectiveness as can be seen, for example, in pleasant surroundings, healthy interpersonal relationships and remarkable professional work. Even academic results from these schools are generally high.

However, in many instances, the debate attributes negative qualities to female head teachers. Female head teachers are the most ineffective. Often, they are considered to be timid, lacking in self-confidence, and doubtful of their own potential. Generally, they do not like to take risks. They prefer to carry out instructions (that is, work under a man) than give instructions. For these reasons, women face difficulties in being accepted as authority figures. Even custom and tradition do not allow that a woman, except in cases of a royal position, should have men under her, and so female head teachers are disrespected. Female head teachers suffer stress of dual domestic and professional roles. This is because they do so much for their homes and also want to do so much at work. Therefore, they end up so much stressed that efficiency and effectiveness are compromised.

What then is the correct position? The actions and attitudes of both the general public and the appointing authorities do not seem to laud female head teachers' management capabilities. The general public make it clear in their comments whenever things go wrong in a school headed by a female that the cause is 'poor management' by the head teacher, who is a female. They say, "What do you expect from a woman!" Statistics show that more male teachers are appointed to managerial positions than female teachers. The 2000 National Gender Policy of Zambia states that out of 3,863 basic school teachers only 8.1% were women. Also, the 2008 Ministry of Education (MoE) Planning and Information Data Base staffing statistics revealed that there were more male head teachers than female head

teachers. For example, there were 5,561 male head teachers while female head teachers were only 1,377 countrywide. In North Western Province, out of a total number of 563 head teachers, only 68 were female. This translated to a mere 12%. Further, in Solwezi District of the North Western Province, out of 148 head teachers only 17 were female which translated to 11.4%.

1.1 Statement of the Problem

There was a belief that female head teachers were ineffective and so the schools they headed experienced administrative problems leading to school ineffectiveness. This belief seemed to cut across different stakeholders: parents, teachers, pupils and Ministry of Education officials. However, it was not conclusive as to what extent female school head teachers' management practices were ineffective.

1.2 Purpose of the Study

This research was aimed at obtaining information on the management practices of female school head teachers and their influence on school effectiveness in selected schools.

1.3 Objectives

The study sought to achieve the following objectives:

- i. To identify management practices/style used by female head teachers in administering their schools.
- ii. To find out how teachers, pupils, parents and female head teachers themselves perceived the management practices/styles of female head teachers.
- iii. To establish the effects of these practices on the effectiveness of their schools.

1.4 Research Questions

- i. What management practices do female head teachers use in administering their schools?
- ii. How do teachers, pupils, parents and female head teachers themselves perceive the management practices of the female administrators in schools?
- iii. What effects do the management practices of female administrators have on the effectiveness of schools?

1.5 Significance of the Study

The study will contribute to the existing body of knowledge on the relationship between gender, management practices and school effectiveness. Further, the findings will help policy makers in making rational decisions when appointing women to managerial positions.

1.6 Limitations of the Study

The study had three major limitations. The first was that it was restricted to North-Western Province in general and Solwezi District in particular. In addition, due to financial constraints, the study was limited to four schools. Furthermore, the targeted number of teachers was 60, but this number was reduced to 41 because in three out of the four schools visited, only 12 or less teachers were interviewed as the schools were understaffed.

1.7 Operational Definitions of Terms

Management Practices: Refers to actions or tasks undertaken by the head teacher in a school and the manner in which they are executed and applied to allow effective education and teaching to take place.

Leadership: Refers to a process in which an individual takes initiative to assist in a group to move forward to attain levels that are acceptable, to maintain the group.

Stereotyping: Refers to over generalised beliefs that males and females by virtue of their sex possess distinct traits and characteristics.

Gender: Refers to an analytical concept which focuses on women's roles and responsibilities in relation to those of men.

Affirmative Action: Special measures aimed at creating a state of equality between females and males through implementation of deliberate strategies aimed at elevating the status of the disadvantaged.

Successful Leadership: refers to the ability of the manager to get others to behave as he intended without necessarily satisfying their needs.

Effective Leadership: is when the manager's intentions are being realised as well as the needs of the employees being satisfied.

Theory: is a statement established by a reasoned argument based on known facts intended to explain a fact or event.

Approach: is a way of doing or solving a problem.

School: may be referred to as a place of tuition and learning, an open system

established to meet the educational and training needs of the community at large.

Performance: Refers to the way in which somebody/institution does a job, judged by its effectiveness.

Effectiveness: a match between stated goals and their achievement.

Efficiency: achievement of the set goals with minimum resources.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review on the management practices of female head teachers and their influences on school effectiveness is presented in four sub-headings as follows: General Overview on Women and Management; Management Practices/Styles that female head teachers use in administering their schools; Perceptions on the Management Practices/Styles of female head teachers and the effects of Management Practices/Styles of female head teachers on the effectiveness of their schools.

2.1 General Overview on Management and Women

The story of women's participation in management and leadership positions in government and private organisations is still controversial. Women have been involved as protestors in political conflicts, movements and revolutions. Nevertheless, they remain marginalised, in abject poverty, diseased and hungry.

The disparity in women occupying positions of leadership as compared to men is in fact a worldwide phenomenon. By 1993, even developed nations still showed serious disparities in management or leadership positions among women. Genevose (1993: 10) observed that male dominance was legitimised by law and custom. He says "even in relatively more developed countries and open parliamentary systems, women remain dramatically under represented". For example, women made up only 5% of the US House of Representatives and 2% of the Senate; 7% of the British Parliament, and 10% of German parliamentarians, though Norway was higher at 36%.

Women deprivation in terms of governing public offices is the same in Africa. The continent equally faces a problem of low numbers of women in power and decision making positions. According to Sweetman (2005: 21):

a review of 53 legislatures in 1999 found that National Assemblies in Proportional Representation (PR) systems had nearly 24 percent of women, compared with 15 percent in majoritarian systems. In almost every case where women exceed 15 percent of elected representative bodies, this has been the result of special measures that accord positive advantage to female candidates: Mozambique has 30 percent female parliamentarians, while South Africa has 29 percent.

Further, the Ethiopia Annual Report of (2004) indicates that women still remain discriminated against in decision-making positions. The report reveals that out of the 547 seats reserved for parliamentarians in 1995, only 15 (2.7%) were occupied by women. Also, in the area of employment, while the number of women in the Ethiopian Civil Service has been relatively small, the senior positions are overwhelmingly held by men. According to the Federal Civil Service Commission, recent statistics revealed that the overwhelming majority of female civil servants are concentrated in positions such as secretary, cleaner and others.

The Zambia Association for Research and Development (ZARD) (1998) observed that "largely for the benefit of others, women are not involved in major decisions that affect these resources and environment". In the use of natural resources, women make use of nature to keep the family, that is, looking for food for the family to eat and taking care of the children. However, when it comes to the human and institutional resource management, women are neglected. They are denied higher management positions in government and private institutions, yet there are more women than men in Zambia.

ZARD (1998: 1) further observes that "in politics and decision making, women turn up in the largest numbers every election year as they constitute more than half of the population of the different countries. Yet women are visibly absent in decision-making positions, they remain concentrated in the so-called 'female profession' and at the very best are in the middle management positions". This discrimination against women goes further in many industries and sectors including education (see tables below from Gender in Development Division (2007: 5).

Enrolment at Copperbelt University by Gender

Gender	2003	2004	2005
Male	2,039 80.5%	2,465 80%	2,815 80%
Female	494 19.5%	625 20%	709 20%
Total	2,534 100%	3,090 100%	3,524 100

Enrolment at University of Zambia by Gender

Gender	2003	2004	2005
Male	4,993 59%	5,488 65%	7,780 62%
Female	2,565 41%	2,983 35%	3,470 38%
Total	7,558 100%	8,471 100%	9,250 100%

From the statistics in the above tables, the discrimination against women continues to disadvantage women in aspiring for positions of higher office. Possibly, further research may be necessary to establish if this could be the cause of women not finding themselves in management positions.

However, even with the few that have gone through university education as seen in the above statistics, very few women are managing organisations and heading government institutions such as colleges, schools and other higher government offices.

Even in lower management positions in government, females have been discriminated against. For example, the 2000 National Gender Policy states that out of 3,863 Basic School Head teachers, only 8.1% were women. In this research, in Solwezi District of the North Western Province, out of seven high schools, only one high school was headed by a female and out of 118 basic schools, six of them were headed by females. (Source: Solwezi District Resource Centre).

The few women that had been at the top running private organizations were either running movements for women rights or fighting against discrimination.

2.2 Management Practices/Styles of Female Head teachers

There have been scholarly arguments on the management practices/styles used by men and women in running organisations or institutions. Some scholars say men exploit different styles from women, while others say there is no distinct difference in the styles employed by either men or women.

Eagly and Johnson (1990) conducted a review of leadership studies and in these field studies, they found that women were more democratic and encouraged participation, while men were more autocratic and directed performance. This was further supported by their 2003 meta-analysis that showed that women were slightly more likely than men to have the transformational leadership style, in which the

manager acts more like a good teacher who encouraged creative solutions to problems. They further stated that women also appeared to reward good performance more than men, a very positive part of transactional leadership. The present study was not similar to the studies cited above because it focused on the women managing schools, while Eagly and Johnson focused on management of women in general.

Genevose (1993) reviewed research conducted by Astin and Leland (1991) which viewed men and women as exercising very different styles, with males using a hard style of leadership that stressed hierarchy, dominance and order. Women, on the other hand, were found to exercise leadership characterised by a soft style, cooperation, influence and empowerment. Adler et al (1993), Ozga (1993) and Shakeshaft (1987) argue that female heads adopt a more caring, less hierarchical style of leadership than their male counterparts. However, we may be talking about a matter of degree. Here, a woman by being slightly less directive than a male counterpart does not constitute democratic power sharing ways of working.

A study by Coleman (2000) of female head teachers in England and Wales, where more women occupied positions of head teacher, also endorsed the view that women managed their schools in a way that could clearly be identified as consultative and people oriented. The majority of the head teachers, particularly those under 50 years of age, were described as collaborative and caring. On the other hand, the study showed that a small proportion of about 15 percent adopted a style of management and leadership that may have elements of masculine style, involving a more directive way of operating.

Halyonda (2008) quoted the Johnson (1995) findings on the leadership styles used by female head teachers. He observed that female managers had a tendency of adopting a democratic and participative style of management while men adopted a more autocratic style of management. The results from laboratory and assessment situations revealed that female managers were not task oriented, but were found to be good at building relationships.

Halyonda (2008) found that female head teachers managed their schools through committees, holding weekly and termly staff meetings. He reported that during meetings, teachers experienced democratic approaches by management as they were allowed to participate freely. He further indicated that the female managers delegated the monitoring and evaluation processes to their subordinates.

On the other hand, Grace (1995) observed that patriarchal and male power has shaped a construct of leadership, its culture, discourse imaging and practice. Female managers, as pointed out by Grace (1995), are operating in a context of male hegemony. This has resulted in the conflation of traditional male qualities with those of leadership. As a result, management has been conceptualised as 'masculine' with male qualities (Blackmore, et al 1993). This may suggest that women, as well as men promoted to senior management positions, will aspire to ways of managing which draw on styles widely perceived to be masculine rather than feminine.

Marshall (1984:19) asserts that "leadership characteristics and the masculine sex role correspond so closely that they are simply different labels for the same concept". The conflation of leadership with masculinity has significant implications for women head teachers and the ways in which they can manage their institutions as evidenced by some empirical studies.

Morrison (1987) found that the psychological profiles of the women who succeed in positions of executive leadership may be more like those of their male counterparts than they are like those of women in general. On the other hand, Schein (1975) found that female senior managers were often 'more like men than men themselves.'

Kruger (1996), in her study, pairing 98 male and female head teachers in Holland, found that women were not different from their male counterparts in the areas of 'internal communication' and 'personnel management'. She further researched into whether women were more involved with others and less task oriented than men

and found that they were not, hence concluded that female head teachers hardly differed from the male head teachers. Although Kruger's study is different from the present one in the sense that it is comparative, it however brings out an element of the way women manage their institutions, which is also the subject of this study.

Thompson (2000) states that in both studies conducted on the effects of gender on leadership orientation, the evidence indicates that there were no significant differences on any of the variables between men and women, and that in comparable leadership positions, men and women were more alike than different. The present study is not similar to the study cited above in that while Thompson's study focuses on gender differences in leadership and managerial orientation and effectiveness, this study has singled out the management practices of female head teachers and their influences on school effectiveness.

Gibson (1995) conducted a study on gender differences in leadership. The study revealed that many of the leadership behaviours and styles did not vary across gender. Although men placed greater emphasis on goal setting, while women placed greater emphasis on interaction facilitation, neither differentiated significantly on any other dimensional aspect of leadership. Both men and women performed a variety of leadership functions that overlapped stereotypic gender usage, forming a balance of traits used to achieve organisational goals.

2.3 Perceptions on the management practices/styles of female head teachers

When the focus is on a female's biological make-up, it is argued that biologically she is different from a male. Her biological make-up determines her psychological differences too. It is argued that the female hormone, oxytocin makes the female more nurturing and therefore their management style is that of caring (Rossi, 1977). Males on the other hand, are more aggressive than females because they have a high level of circulating androgen which fits them for the competitive struggles of life and living (Goldberg, 1977; Wilson, 1978). Thus, men's management style is mostly

instrumental.

Razik and Swanson (1995) observed that early studies on leadership and management were based on the assumption that men possessed certain physical characteristics, personality traits, and intellectual abilities that made them natural leaders. This meant that the women were perceived by men to be incapable of running positions which involved various responsibilities. Using correlation statistics, these studies compared successful leaders with unsuccessful leaders - both female and male - to see if the possession of specified traits might be a prerequisite for effective leadership. Fortunately, it has been observed that leadership cannot be explained or judged according to one's status but must take into account the interaction of leadership traits with situational variables. Therefore, associating leadership to qualities found in men appears to be insupportable.

This means that women are capable of running positions of authority as pointed out by studies after reviewing the interaction on women in positions of authority. Currently, there are relatively few women in top leadership positions such as office of the head teacher. This is not because women cannot do well in these positions but because what was considered right and done in the past was wrong.

Razik and Swanson (1995) found that women had a more sharing style of leadership than men and claimed that women tended to give more recognition and create an empowering team atmosphere. Shakeshaft (1989), as cited in Razik and Swanson (1995), argues that the development of a child in school has a direct relationship with the female teacher as most grade one pupils are taught by females who may later become female head teachers. She argues that the work of female leaders in schools has some major elements: relationship with others is central to all action of women administrators; teaching and learning are the major focus of women administrators; and building community is an essential part of the female administrators' style. It seems that women administrators are constantly made aware of their marginality or status and the line separating the public and private lives of women administrators is blurred more for women than for men. The

excellent results that women have given out have proved to the world that they can do better than men when given same responsibility.

According to <http://www.lead.ac.uk/educol/documents/165678.htm>, female head teachers have interpersonal and interactional skills, with sensitivity to people's feeling and responses and the desire for working towards the common goals. The public has realized that female management has a concentration on empowering others and not on self, and an expertise in teamwork. It has been observed that the female leader is apologetic; accepts correction, is polite and soft to other individuals. Despite being few in many parts of the world, schools headed by female heads are characterized by an emphasis on team building strategies, the empowerment of staff and cooperation. According to Razik and Swanson (1995), female head teachers are more likely to employ a collaborative approach to decision making, resulting in the sharing of power. They more often exhibit a democratic participatory style that encourages inclusiveness rather than exclusiveness in schools. Female head teachers involve themselves with staff and students, ask for and maintain a more closely knit organization than men. Male leaders believe in delegation of tasks and responsibility and tend to communicate less to their staff, according to <http://books.google.com/books>.

Burke and Collins (2001) report that the results of this study suggest that self-reported leadership styles of female accountants differ from the leadership styles reported by male accountants. Female accountants, more than their male counterparts, indicated that they used an interactive style of management called transformational leadership. This study was similar to the subject at hand as it also focused on the management of women but was different as it centred on women in general and not on those running schools.

Elms (2009) confirms that in a study conducted in England and Wales on the management styles of female secondary head teachers, a large proportion of the head teachers confirmed that they practiced open and involved leadership because they operated in an open way and that they were highly involved with their staff and

the operation of the school.

There is a similarity between the study in question and the one cited in that both focused on the management styles of female head teachers while, on the other hand, the two studies are different in that the present one looks at female head teachers of Basic Schools and the other looked at female head teachers of secondary schools.

Nevertheless, some men and women acknowledge that female leadership has some weakness due to lack of motivation engineered by them. Shelly (2000) states that women still have a lack of leadership qualities. Despite being more idealistic, more nurturing and caring than men, women are still not reliable for their leadership.

2.4 Effects of Management Practices/Styles of female head teachers on the effectiveness of their schools

Effectiveness is generally understood to be not only the capability of producing a desired effect, but also the quality of achieving a desired effect (Princeton, 2003; American Heritage, 2000). As the key word here is desired effect, it therefore implies that it involves the fulfilment of criteria, based on a term or terms of reference. Schreens (2000), however, argues that the literary meaning of effectiveness is goal attainment and, therefore, the criteria used to measure performance reflect important educational objectives. Schreens (2000) states that effectiveness is the extent to which the desired level of output is achieved. This is as it relates to a production process which is deemed as a turnover of inputs into outputs. Inputs in a school system include pupils as well as resources such as financial and material aids and outputs include pupil attainment at the end of schooling.

The definition of effectiveness is not as simple as in dictionaries but rather one that involves criteria. It may be an input-output perspective or one that is open to interpretation in the context of organisational models used. According to Iyer (2008),

the complexity of defining effectiveness results in the difficulty in defining or understanding school effectiveness. This assertion is also supported by Reid, Hopkins and Holly (1987) who concluded that while all reviews assume that effective schools can be differentiated from ineffective ones, there appears to be no consensus yet on just what constitutes an effective school.

However, Sammons and others in their study of characteristics of effective schools, provide a description of some key factors of effectiveness as:

- Professional leadership
- Shared vision and goals
- Concentration on teaching and learning
- High expectations
- Positive reinforcement
- Monitoring progress
- Pupils' rights and responsibilities
- Home-School partnerships
- Learning organisation

Management, according to Bell (1989), should be characterised by planning the identification of problems and the search for and selection of solutions, organising the process of implementation including communicating, delegating and controlling the evaluation of the management process and effecting change.

Summons, Hillman and Mortimore (1995) broadly outline the characteristics of what makes a school effective and state that effective schools demonstrate a clear and shared understanding of their goals. These goals focus on student learning, sustained improvement, creating consensus among staff about the aims and values of the school and how they can be consistently and collaboratively put into practice. The relationships between staff, pupils, parents and the wider community need also to reflect the school's goals.

School effectiveness should also be seen through the way a leader or school manager motivates his or her learners and teachers. Beyond motivation is the ability of a school manager or head teacher to plan, implement things and work with other people.

Fullan (1991:158) says "management involves designing and carrying out plans, getting things done and working effectively with people". Men in some quotas of research have been seen to be dominant-oriented on managing institutions as observed by Genevose, without involving other people in the democratic running of institutions. A research by Astin and Leland (1991) confirmed the use by female head teachers to exercise leadership characterised by soft style of cooperation, influence and empowerment.

Burd (2007) (citing Carmichael, 1994; Geer, 1992; Appelbaum et al; 2003; Mc Dermott, 1994; Kark, 2004; Trinidad and Normore, 2005; Eagly and Johnson; 2003; Pounder & Coleman; 2002) points out that research has indicated that there are indeed different leadership and management styles between men and women. A study conducted by Eagly and Johnson (2003) on the leadership differences between men and women found that there was a greater tendency among women leaders to practice participatory style in decision-making and bi-directional communication transformational leadership (Greer et al, 2001).

Eagly and Johnson (2003) further state that women lead in a consensus-based style, incorporating as many people as possible into the decision making process. The findings by Eagly and Johnson (2003) suggest that women prefer to lead in a collaborative and democratic way.

This view is supported by Burd (2007) who states that disseminating information in a communicative and open approach, as opposed to a more hierarchical one, may result in processing it in a more holistic manner. When information is transmitted in

a less hierarchical manner, those receiving it may place more value on it. This is because the way the information is conveyed implies that the person receiving it is equally important in the process. This results in strong working relationships between managers and employees, broader lines of communication developed, trust formed and a sense of equality established.

According to Sharpe (2000), essential findings of a number of comprehensive management studies conducted by consultants for companies show that women executives score highly when rated. This is on a wide variety of measures from producing high-quality work to goal setting to mentoring employees. Sharpe further reports that Douglas Elix, the head of IBM's Global Services, says women were collaborative and seek less personal glory as they are driven by what they can do for the company. Sharpe also cited Howard Business School Professor Rosabeth Moss Kanter, author of the twenty - year old management classic, *Men and Women of the Corporation* which revealed that women got high ratings on exactly those skills needed to succeed in the global information age, where teamwork and partnering are so important.

The effectiveness of women is further supported by Janet Irwin, a California management consultant, Larry Pfaff, a Michigan management consultant and Personnel Decisions International, a consulting firm in Minneapolis, America. They all showed that women outperformed men on most of the measures. Although several studies showed that women were effective, on the other hand, Sharpe reports that some of the researchers draw different conclusions.

Yivian Eyoe, a New York management consultant states that women's biggest strengths can also become their biggest weakness. For example, by working so hard to get results, they often take away time from building critical business alliances. Harvard Kanter, as cited by Sharpe, further claims that many women admit that because they spend so much time on getting results and building relationships, they don't think enough about strategy and vision qualities which are very critical in a top executive position. Joyce Fletcher, a professor at Summons Graduate School of

Management in Boston and author of *Disappearing Acts: Gender, Power and Relational Practice at Work*, states that employees who are cared for by their bosses often produce higher-quality work. Although women managers quite often do this, their behaviour is often devalued because their intentions are misunderstood for simply being considered a nice person. This results into their business actions becoming invisible. Similarly, duties such as coaching and keeping people informed are often taken as a given, yet these tasks can actually be the invisible glue that holds an institution together.

The present study was similar to the studies cited above in that it investigated the management and styles/practices of women and their influence on institutional effectiveness. The present study however differs from the above cited studies in that it focuses on women managing basic schools not corporate institutions. Further, the cultural settings are also different.

According to Genevose (1993:10) women in leadership have proved to be unique from men. He says "that women would lead differently is not new. Women's leadership has been linked with enhancing world peace, reducing corruption and improving opportunities for the down trodden. If women as keepers of values of social justice, nurturance and honesty are put in charge, then conflicts, corruption and greed around us will go away."

Halyonda (2008) discovered that female head teachers performed very well as school managers in various areas of management. These included performance in examinations among pupils, orientation programmes for new members of staff, monitoring and evaluation of school systems, holding regular meetings, involvement of teachers in the use of finances, delegation of duties, Continuing Professional Development, provision of teaching and learning materials and confirmations and promotions.

He, however, noted that there were some deficiencies in some areas that could not be attributed to failure by the head teachers. In areas such as teaching and learning

materials, there lacked improvisation in some schools, which meant dependence on government to provide teaching and learning materials. This, according to Halyonda, was beyond the head teachers' jurisdiction. Head teachers did their part of facilitating confirmations and promotions but promotions were limited to the number of vacant positions at a particular time. However, a few were promoted.

2.5 Summary of related literature

A careful analysis of literature on management styles of female head teachers leads to two things. First, there is much more information on females in general management and their management styles than on females in school management and their management styles. Second, much of these female management styles, in general or school management, portray a distinct management style, supposedly typical of female administrators, biased towards feminine qualities.

It is not a drawback to have much information on female management styles in other fields, and not so much on female management practices and styles in schools. This is because the management styles which have been attributed to females in schools are just the same as in female management styles in general. Both female school managers and female managers in general have their management styles designated as soft, democratic, cooperative, and consultative. Other styles are that of being collaborative, caring, and people oriented.

Furthermore, female managers are said to be more concerned with building good relations rather than being task oriented. Female managers are said to be selfless, concerned much more with facilitating creative leadership, who believe in sharing administrative responsibilities. Female school managers are also associated with being sensitive to others' feelings, encourage participation and reward good performance. They are less directive and not obsessed with hierarchy. They prefer inclusiveness and not exclusiveness in their management.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the following: research design, study population, study sample, sampling procedures, research methods, and research instruments and the data analysis methods that the researcher used in the study.

3.1 Study design

The study used both qualitative and quantitative methodologies as the data collected were both of objective quantities and had subjective attributes. Qualitative data were obtained through interviews, Focus Group Discussions and observations on the sites that were visited. Quantitative data were obtained through questionnaires administered to respondents, as well as documents available.

3.2 Study Population

The population of the study was the entire school communities in the Solwezi District. By school community is implied pupils, teachers, head teachers and the community from which the school drew its pupils.

3.3 Study Sample

The study focused on four school female head teachers, 60 school teachers, 60 pupils, two district education officials two education board members and 60 parents and community members in Solwezi District that were representative within known units. Therefore, a sample consisting of 60 parents, 60 teachers and 60 pupils was randomly drawn while four school female head teachers, two education officials and two board members were purposively chosen for in-depth interview.

3.4 Sampling Procedures

A list of four schools headed by female head teachers was purposively drawn for the study. The four schools were arrived at out of the others because the female head teachers in the schools had served for a reasonably longer time in their positions at the time of the study. In each school, an average of 10 pupils - boys and girls - were chosen from grade 7 classes for focus group discussions. Random sampling was used so that all the pupils were accorded an opportunity to be picked, while the class was picked in consultation with the school officials.

In the parents' category, five were purposively selected because of the critical positions they held on the Parents Teachers' Association while the other five were randomly picked from the community. Similarly, the head teachers were purposively picked for the in-depth interview because of the position they held in school.

The teachers were listed according to how they reported to the school. Then random sampling was employed so that all the teachers were accorded an opportunity of being picked.

3.5 Research Instruments/Techniques

Four research instruments were employed in the collection of data, namely; self-administered questionnaire, semi-structured interview guide, focuses group discussion, observation and document analysis. The four instruments were used for triangulation purposes.

3.5.1 Interviews

Interviews were conducted with school head teachers, district education officials, board members and parents to obtain in-depth information to supplement the questionnaire. The interview had semi-structured questions that guided the interview.

3.5.2 Questionnaires

These were administered on the teachers and head teachers.

3.5.3 Focus group discussions

This technique was used to collect data from pupils and parents.

3.5.4 Observation

Observations were on the spot in order to counter check the responses as well as aspects of school effectiveness such as school grounds, orderly atmosphere and the actual time spent on teaching and learning.

3.6 Data Collection

Data were collected from the respondents by the researcher and trained research assistants. Questionnaires were delivered to respondents by the researcher and research assistants. A structured questionnaire also served as an interview instrument to get information from our purposively selected female head teachers, teachers, education officials and education board members and in order to get in-depth information.

3.8 Data Analysis

Data, both qualitative and quantitative were analysed accordingly in view of the methods used in its collection. Some of the data were subjected to computer analysis using the SPSS (Statistical Package for Social Sciences). The other data were analysed and categorised according to the themes set out in the objectives manually.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Introduction

This chapter discusses the main findings of the study. The findings are presented in three parts. The first part deals with quantitative data obtained from head teachers and teachers. The next part looks at the in-depth results obtained from female head teachers and teachers. The last part deals with the focus group interview results obtained from parents and pupils.

4.1 Quantitative findings

The respondents who completed the questionnaires comprised female head teachers and class teachers.

4.1.1 Head teachers (respondents)

Half of the respondents were between the ages of 41-50 years while the other half were above 50 years.

4.1.1.2 Academic qualifications

Out of the four head teachers, three had form 5 certificates and one was a grade 12 certificate holder.

4.1.1.3 Professional qualifications

Half (2) of the head teachers were Diploma holders while the other half (2) held Advanced Diplomas.

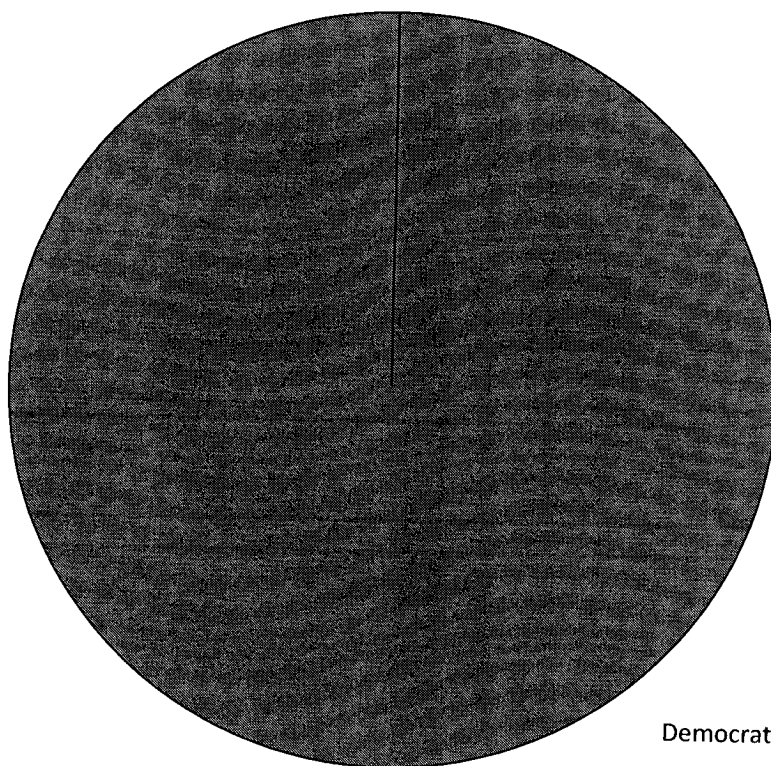
4.1.1.4 Length of Service as a Head teacher

The longest serving head teacher (1) had served for a period between 21-25 years. The second longest serving head teachers (2) had served for a period between 11-15 years and lowest serving head teacher (1) had served for a period between 0-4 years.

4.1.1.5 Length of service at the current school

In terms of service, only one head teacher out of the four had served for more than 10 years at the current school. The second longest serving head teacher had served between 6 and 10 years and the remaining two head teachers had served for less than five years.

4.1.1.6 Management styles often used

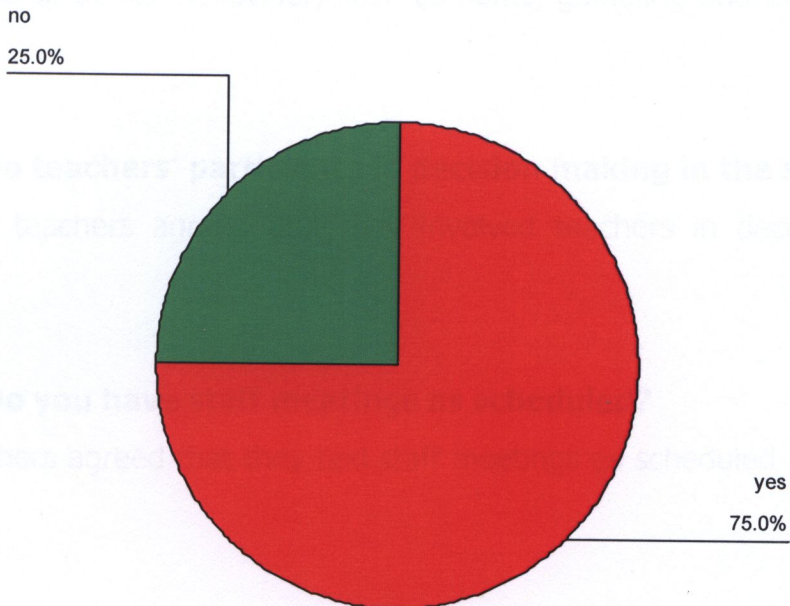


Democratic or consultative

All the four head teachers said that they liked using democratic or consultative management style. The reasons for using the democratic or consultative style were that teachers contributed and participated in the running of the school. This type of management style produced good results because teachers were open and helped in planning and implementing programmes.

The head teachers said that the laissez-faire style was a type of management that they did not like. They did not like it because it produced bad results. Teachers worked at their own will. As a result, it retarded progress in a school. There was no seriousness in the way teachers did their work.

4.1.1.7 Effect of management style on teachers



Out of the four head teachers interviewed, three agreed that the management style used in their schools had an effect on how teachers worked in school. One said that it had no effect.

Those who said there was an effect explained that since teachers were involved in planning, they also made sure that they achieved what they had planned. There was a sense of responsibility. The one who said there was no effect did not give a reason.

4.1.1.8 Experiences of management styles

Out of the four head teachers interviewed, two were agreeable that they experienced problems due to the type of management styles they were using. The other two disagreed that they experienced problems due to the type of management they used, one of them saying, "those who fear running their schools democratically, have something unpleasant to hide". The rest explained that they did not experience any problem due to the type of management and argued that their style of management involved all the teachers and it was accepted by all. Those who agreed cited problems of pupils' behaviour, such as fights, gambling and even pregnancies among girls.

4. 1.1.9 Do teachers' participate in decision making in the school?

All the head teachers agreed that they involved teachers in decision making in schools.

4.1.1.10 Do you have staff meetings as scheduled?

All head teachers agreed that they had staff meetings as scheduled and all teachers attended.

4.1.1.11 Do you often communicate with the teachers on what is expected of them?

All head teachers said that they did communicate to their teachers as often as expected.

4.1.1.12 Is there team work in your school?

All head teachers said there was team work at their schools. Team work was evidently seen in teacher group meetings, professional meetings, project planning and implementation at the school.

4.1.1.13 Do you think you are performing to the expected standards in your school?

All the head teachers said that they were performing to the expected standards in their schools.

4.1.1.14 Characteristics of a good head teacher by parents through Focus Group Discussion

4.1.1.14.1 The following were the characteristics of a good head teacher as discussed by parents:

- One, who plans, organises and controls the pupils and staff.
- One who is able to bring about effective change in an institution, able to motivate his/ her subordinates and able to solve problems.
- One who supervises and monitors teachers to yield good results, manages finances and evaluates and assesses teaching.

4.1.1.14.2 During Focus Group Discussion, the following characteristics were suggested by the parents for an ineffective head teacher:

- A poor communicator and does not manage resources well.
- One who does not listen to the subordinates, does not motivate teachers and does not consult others.
- One who does not delegate duties and one who lacks human resource management skills.

4.1.1.15 Measures to promote effective school management by parents:

- Managers should not mix management and teaching, more teachers need to be sent to schools.
- Delegation of duties to teachers can bring effective management.
- In-service training for head teachers can bring about effective management.
- Regular monitoring on head teachers by Education Standards Officers.

4.1.1.16 Comments on school effectiveness by the parents:

- For schools to be effective there should be unity among the teachers, pupils and parents.
- Managers should apply managerial skills to manage, organise, direct, supervise and evaluate everything they do in an institution.
- Managers should take on board the teachers, pupils and parents.
- There should be transparency in management.

4.2.1 Class teachers (respondents)

4.2.1.1 Sex of respondent

		Frequency	Percent
Valid	Female	30	73.2
	Male	11	26.8
	Total	41	100

A total number of 41 respondents (teachers) were accessed. Out of this number 30 were females and 11 were males.

4.2.1.2 Age of the respondent

		Frequency	Percent
Valid	20-30 years	12	29.3
	31-40 years	23	56.1
	41- 50 years	6	14.6
	Total	41	100

Out of the 41 respondents, 12 were of the age between 20-30 years, 23 were of the age from 31-40 and 6 were ranging from 41-50.

4.2.1.3 Academic qualifications

		Frequency	Percent
Valid	Form 2	1	2.4
	Form 5	4	9.8
	Grade 12	36	87.8
	Total	41	100

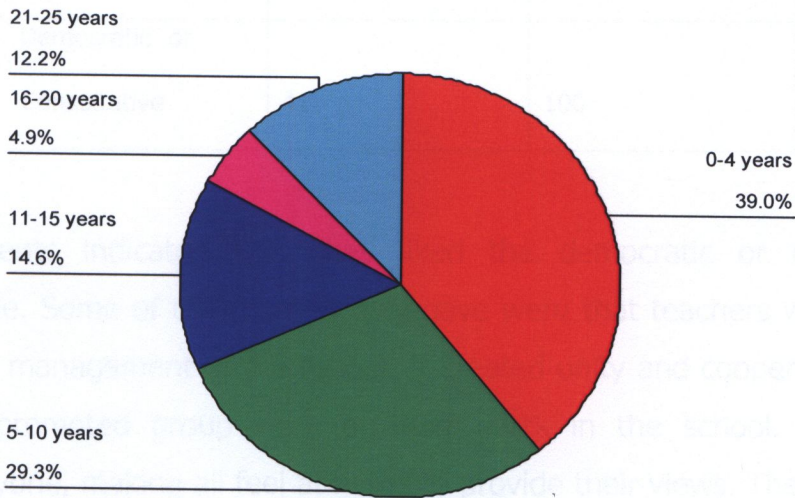
Out of the 41 respondents, one was form two, five were form fives and 35 were Grade Twelve.

4.2.1.4 Professional qualifications

		Frequency	Percent
Valid	Teacher Certificate Secondary	23	56.1
	Diploma Advanced	14	34.1
	Diploma	4	9.8
	Total	41	100

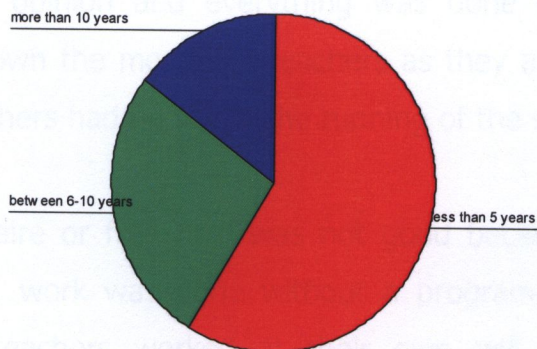
Of the teachers interviewed, 23 were certificate holders, 14 teachers had secondary school teacher's diploma and 4 had advanced teacher's diploma.

4.2.1.5 Length of service as a teacher



Out of the 41 respondents, 16 of them had served for 4 years and below. Those that served for 5-10 years were 12. Then 6 served between 11-15 years while the rest were between 16-25 years.

4.2.1.6 Length of service in current school



Many of the respondents (24) had served in their current stations for less than five years. 11 of them had served between six and 10 years and six served for more than 10 years.

4.2.1.7 Most liked management style

		Frequency	Percent
Valid	Democratic or Consultative	41	100

All the respondents indicated that they liked the democratic or consultative management style. Some of the reasons they gave were that teachers were free to participate in the management of the school. It created unity and cooperation in the school. It also promoted group work or team work in the school. Democracy empowered everyone, making all feel at home to provide their views. There was free and open discussion of issues and respect of divergent views and opinions. Decisions were inclusive and everyone felt responsible, thereby promoting team/group work in school.

4.2.1.8 Management styles not liked

Autocratic type of management imposed rules on others without them participating. It was usually one person's opinion and everything was done in one person's interest. It tended to bring down the morale of teachers as they always worked in fear of the unknown. The teachers had no say in the running of the school.

Others also felt that laissez-faire or free hold was not good because it destroyed unity and cooperation. Often, work was done without a programme, resulting in poor performance because teachers worked at their own will. There was no consensus in the running of the school. Laziness was encouraged and in the end

teachers did not teach effectively.

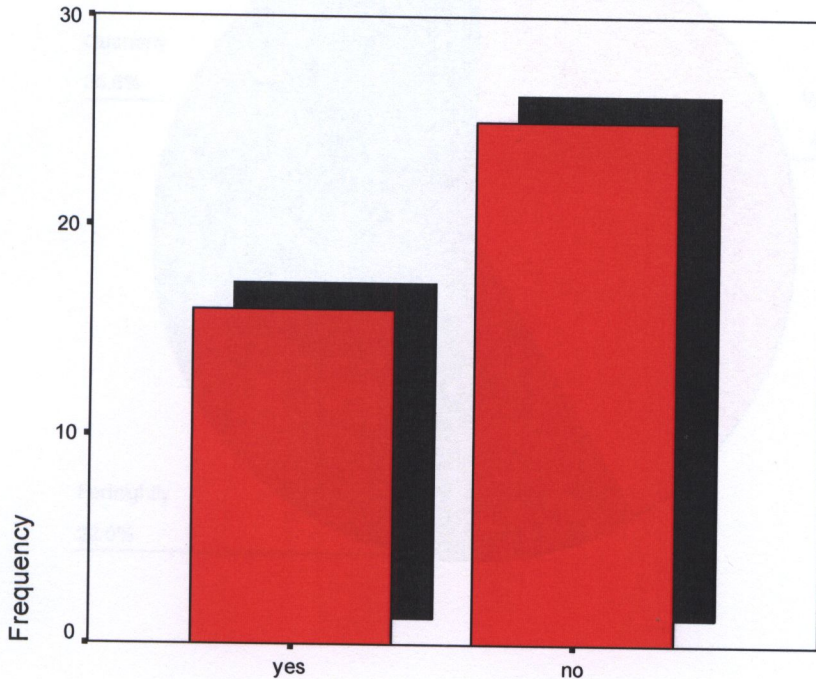
4.2.1.9 Effect of management styles on teachers

		Frequency	Percent
Valid	Yes	27	65.9
	No	14	34.1
	Total	41	100

Out of 41 respondents, 27 of them acknowledged that the management style had an effect on the teachers' performance while 14 of them disagreed that it had any effect on teachers' performance. Some of the respondents who agreed that the democratic and consultative style had an effect on teachers' performance also said that such management resulted in good communication. As teachers freely contributed, and saw their ideas incorporated, they felt a sense of belonging and became more responsible.

Others denied that the management style had any effect on teachers' performance. They argued that often the administration did not involve teachers in decision making. Usually, it was a one-person show. Some administrators intimidated teachers. Equally, some teachers worked in isolation. When the head teacher was away, nothing appeared to run effectively in the school.

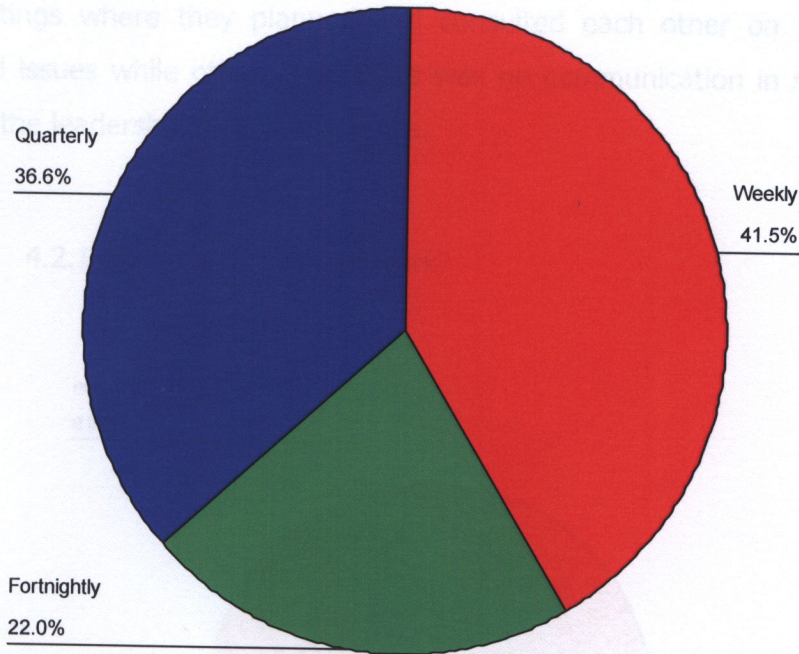
4.2.1.10 Do you experience any disciplinary problems?



The respondents gave the schedule of their staff meetings. 17 (41.3%) said their staff meetings were held weekly, 15 (36.6%) indicated that theirs were held 23 respondents said that they experienced no problems. Then, the remaining 16 agreed that they had disciplinary problems. The problems and reasons given by those who said they experienced disciplinary problems are as follows: Pupils absented themselves due to long distances from school. Truancy was another reason that led to disciplinary cases. There was a problem of abusive language, influenced by the location of some schools that were surrounded by shanty compounds, drunkenness due to beer gardens, teachers and pupils coming late for school, and pupil prostitution. Four (9.6%) indicated that there was no extra work in the school, they were working first.

Out of the 41 (100%) respondents, 39 (95%) said that they communicated to other teachers on what was expected of them while two (4.9%) respondents said that

4.2.1.11 What is the schedule of staff meetings?



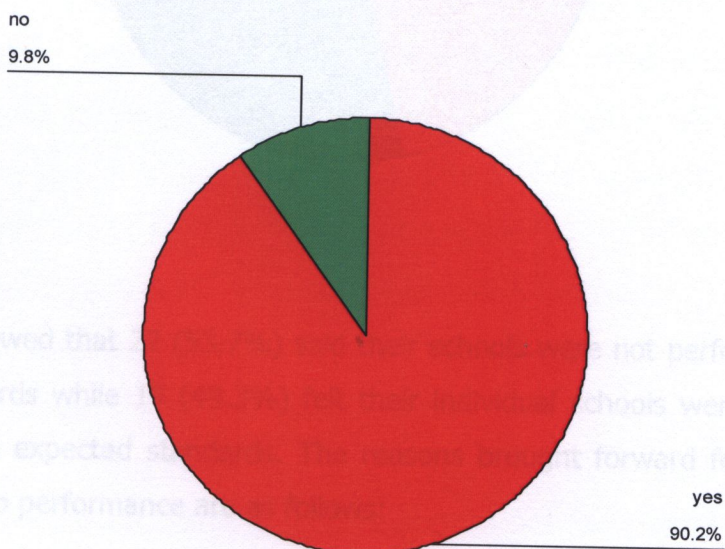
The respondents gave the schedule of their staff meetings: 17 (41.5%) said their staff meetings were held weekly; 15 (36.6%) indicated that theirs were held quarterly and the remaining 8 (22%) said meetings were held fortnightly. All teachers in the particular school were expected to attend staff meetings.

The figure below clearly shows that 38 (91.5%) agreed that teachers were communicated to on what was expected of them. Only two (4.9%) disagreed that there was communication between the administration and teachers on what teachers were expected to do. Furthermore, 37 (90.2%) felt there was team work in their various schools. About four (9.8%) indicated that there was no team work in the schools they were working from.

Out of the 41 (100%) respondents, 39 (95%) said that they communicated to other teachers on what was expected of them while two (4.9%) respondents said that

they did not communicate to others on what was expected of them. Communication in these various schools was done by having weekly meetings and through teacher group meetings where they planned and consulted each other on a number of professional issues while others said there was no communication in some schools because of the leadership style in existence.

4.2.1.12 Is there team work?

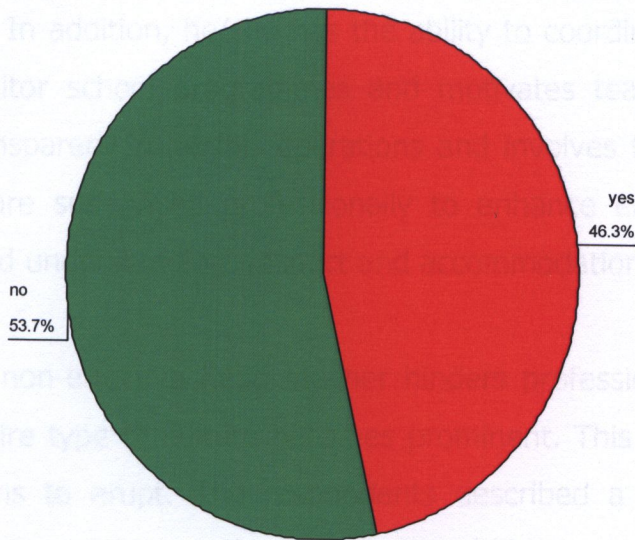


Communication in the various schools was done by having weekly meetings and through teacher group meetings where they planned and consulted each other on a number of professional issues while others said there was no communication in some schools because of the leadership style in existence.

4.2.1.14 Characteristics of an effective Head Teacher

The respondents gave various descriptions of an effective head teacher. An effective head teacher is one who consults others and does not conceal information and is

4.2.1.13 Do you think the school is performing to the standards?



The findings showed that 22 (53.7%) said their schools were not performing to the expected standards while 19 (49.3%) felt their individual schools were performing according to the expected standards. The reasons brought forward for those who said there was no performance are as follows:

Lack of teaching materials, over enrolment, no team work due to lack of unity, head teacher was harsh or slow in acting on issues, leading to teachers feeling inconvenienced and indiscipline and playful behaviour of pupils. Other reasons given were failure to implement programmes, no motivation and laissez-faire type of teachers. The respondents who argued that the schools were performing to the expected standards were that there was cooperation, team work, coordination between head teachers and teachers, openness and strict adherence to education standards by school manager and consultative management styles.

4.2.1.14 Characteristics of an effective Head Teacher

The respondents gave various descriptions of an effective head teacher. An effective head teacher is one who consults others and does not conceal information that is

meant for everyone. He/she leads by example, is fair, honest and unbiased. An effective head teacher is a communicator, someone who listens to others. Moreover, such a head is approachable, good organiser, facilitator, empathetic, democratic and one who delegates. In addition, he/she has the ability to coordinate, seek audience with teachers, monitor school programmes and motivates teachers. An effective head teacher is transparent in her/his operations and involves teachers in decision making. Teachers are supervised professionally to enhance effective teaching in school. There is good understanding, respect and accommodation of one another.

On the contrary, a non-effective head teacher hinders professionalism in a school because a laissez-faire type of culture becomes prominent. This leads to corruption and selfish ambitions to erupt. The respondents described a non-effective head teacher as one who is non-cooperative, non-approachable, non-communicative and not open to the members of staff. Such a head teacher fails to differentiate between professional and personal issues. In such cases, the head teacher lacks diplomatic skills in dealing with issues. He/she cannot even consult others. Furthermore, in such a school members of staff do not work effectively.

4.2.1.15 Measures to promote effective school management

According to the participants, effective school management can be promoted by putting certain measures in place. In the first place, there is need for cooperation to exist between the school and the community. This will help the school programmes run without interference. Team work and sharing of responsibilities should be encouraged among members of staff.

The head teachers should be trained in management skills which will help them to supervise and monitor the members of staff. This will also help in understanding the concept of delegation of duties. In addition, teachers should be involved in all planning activities. Other measures could be forming committees to ease the running of school programmes. These committees will look into issues like improving infrastructure and will enhance effective communication among teachers. There is need to emphasise on regular meetings, where issues affecting the smooth running

of school programmes are discussed.

4.2.1.16 Comments on school effectiveness and management

The respondents said School effectiveness and management can be enhanced by updating financial reports, involvement of the community, motivating teachers and providing teaching/learning materials.

4.3.0 In-depth Interviews with Head teachers and teachers

4.3.1 Head Teachers

4.3.1.1 Approach to managing a school

An action plan of the school is built together with the teachers. The head teachers work with teachers as a team. The school is managed through consultations with teachers, parents and learners.

4.3.1.2 What is achieved through the approach used?

Through this approach, implementation of ideas and projects become easier because the teachers participate from the planning stage.

Since teachers participate from the initial stage, implementation becomes easier. The head teachers delegate tasks to teachers so that they can be committed to them. Hence, the targets set are achieved because the teachers fully participate in setting the targets.

4.3.1.3 Administration committees in place

The four sampled schools indicated that they had working committees that helped to run the schools. Some of the committees that were mentioned were finance, preventive maintenance, production unit, disciplinary and Continuing Professional Development (CPD). Others were fundraising, distress and parent teachers association.

4.3.1.4 Ways PTA helps in running the school

The PTA has roles to play in schools. It sensitises parents on school policies. Furthermore, it identifies projects and implements them. The PTA mobilises resources to help in project implementation and the daily management of the schools. Finally, the PTA helps run the school through problem-solving.

4.3.1.5 Ways pupils are incorporated in managing the school

Pupils are incorporated in managing the school in various ways. Some pupils are selected to represent their colleagues on the finance and the disciplinary committees. They also have representatives in the sporting activities and fundraising committees. Usually, pupils are incorporated in the governance of the school through prefects.

4.3.1.6 Differences between female and male management styles

The respondents revealed that female management styles differed grossly from those of males. They argued that female head teachers tended to be more patient owing to their nature as mothers and more often they provided counsel whenever their teachers and pupils erred. In addition, female head teachers tended to be more committed to their work than men. Women had empathy. They treated both female and male teachers in the same way while male head teachers developed a negative attitude towards female teachers because they failed to understand them. Female head teachers were more determined especially when they wanted to achieve something. They really worked towards achieving that particular thing. On the contrary, male head teachers did not want to be challenged. Hence, they rarely solicited for ideas from their teachers. They were not patient enough to listen to their teachers' problems.

4.3.1.7 Priority Area

All the four head teachers stated that their area of priority was to ensure that teachers prepared for lessons adequately and this was confirmed through checking their preparation books. In addition, the head teachers of Lumwana East and Kisasa schools added that they also sometimes observed teachers when they were teaching.

4.3.2 Teachers

4.3.2.1 Management style

Most of the teachers indicated that the schools headed by female teachers were managed more democratically. A few said that it was a mixture (democratic and autocratic). The two management styles differed in the sense that in democratic practices, management allowed other stakeholders to participate. This was not the case in autocratic systems where it was one-person show. There was consistent consultation in a democratic system and dialogue was promoted. All these did not exist in an autocratic style.

4.3.2.2 Good management is not a matter of gender

The teachers felt that gender was not the determining factor to good management. What mattered was having leadership qualities. There were good female administrators and also good male administrators. There were also bad female administrators as well as bad male administrators. Administration varied from one individual person to another. There were some female head teachers who had a lot of excuses. These excuses were about the sickness of children and spouse; some of them were harsh to their fellow female teachers. Some male head teachers also spent most of their time drinking beer and little time was spent in school.

4.3.2.3 Management of female head teachers

The teachers said the head teacher called for staff meetings at the beginning and end of each term. The head teachers facilitated making plans for the term and encouraged team work by bringing teachers closer. Usually, they treated all the

members of staff equally, though at times only some teachers were involved in the running of the school and not everyone was put on board. When solving problems, teachers and the P.T.A were involved. They also consulted the members of staff on what was needed in the school. School records were well kept and the head teachers usually checked the assessment books. They supervised teachers and observed them in their various classes. They delegated duties to teachers and formed school committees to assist in the running of the school. Consequently, they encouraged teachers to work hard. Whenever teachers went wrong, they were advised.

4.3.2.4 General approach in delivery of lessons in school

The schools claimed that they used learner-centred approach. Below are the steps followed as a new way of presenting a lesson: identify a topic, plan as a team, and demonstrate the lesson in a particular class, review the lesson taught, and finally re demonstrate the same lesson in another class.

4.3.2.5 Head teachers' knowledge in the learning and teaching in the school

The head teachers are informed by the deputy head and senior teachers of what goes on in school. The head teachers also observe lessons, inspect preparation books for teachers and get information using pupils. In addition, they meet with teachers to discuss issues concerning learning and teaching in the school. Monitoring of teachers is also done to give the head teachers insight into what takes place in the schools.

4.3.2.6 Methods of assessments (learners)

The respondents said that they use the end of topic tests, end of term tests, class exercises, quiz and home work policy.

4.3.2.7 Motivation of teachers and learners

Usually, a few things were put in place to motivate teachers and learners. These were praises (from head teacher), giving of T-shirts to deserving persons, rewards on teachers' day or writing letters of praise. Learners were given learning materials to activate their concentration. On the other hand, a few said there was no motivation to encourage both the teacher and the learner.

4.3.2.8 Access to learners' performance

When asked how stakeholders could find out how learners performed, they said that it could be done through observing lessons, going through assessment documents, asking the learners and checking pupils' exercise books.

4.3.2.9 The performance of learners

The learners were of average performance. Most of the pupils were able to read and write, though the literacy levels were not so good. The learners' performance was affected by lack of teachers. Moreover, the community was a hindering block in pupils' education because of its way of life which the learners copied. The classes were over enrolled, making it difficult for the teacher to attend to each child's need (the population had increased due to the opening of the mines). Absenteeism was another defect on pupils' performance.

4.3.2.10 Goals and vision of the school

Some respondents indicated that the goals and vision were clearly stated. But they were not sure if pupils were able to read them. Some respondents stated that they had no idea. In most cases, the goals and vision were not written anywhere.

4.3.2.11 Staff knowledge of goals and vision

In some schools, the members of staff were very much aware of the goals and vision because some copies were distributed among them. Others claimed not to have any idea.

4.3.2.12 Provision of teaching and learning materials

The discussants stated that teaching and learning materials were provided. These were charts, pupils' books, teachers guide, flip charts, preparation books, pencils, pens, markers, manila paper and chalk.

4.3.2.13 Sufficiency

The teaching and learning materials were not sufficient. One teacher said, "in some cases, a teacher is given two sheets of Manila paper per term which is nothing at all. It cannot suffice for the whole term". Another reason why materials were not sufficient was that the enrolment in schools had increased by the opening of the new Mines.

4.3.2.14 Pupils' discipline

The respondents lamented that they still had some unruly pupils. The community in which schools were located contributed to this. Teachers were working in fear because parents interfered whenever their children needed to be punished. For instance, there was an incident in which a teacher was taken to police and was made to pay because of disciplining a child. The parent took the teacher to the police and was made to pay. Hence, it became difficult to instil discipline for fear of being imprisoned or charged. In other cases, most pupils were well-disciplined and well-behaved. In all these situations, the community had an upper hand on the school.

4.3.2.15 School surroundings

According to the discussants, there was a lot of trespassing into the school premises. This made trespassers to scribble on the school walls. Furthermore, the community had encroached onto the School land, thereby making it awkward. Hence, more attention was required to make the school look better. Other schools said they kept their environment clean. Their desire was to make it litter free. There was need to construct more toilets as some schools lacked toilets.

4.3.2.16 Improvements and suggestions

The discussants suggested that more staff houses be built as this was a major problem in all schools. The enrolment had been increased but the number of staff houses had remained static. Since there were more pupils in these schools, it should also match with the number of desks, hence the need for more desks. In line with this, there was need to build libraries, laboratories, rooms for practical subjects, more classrooms and, if possible, a wall fence for security. Furthermore, teaching and learning resources were required to improve the teaching and learning. Teachers also needed to be motivated by incorporating them into various school issues. This could be better accomplished by formation of committees which would be delegated to teachers accordingly. Some respondents suggested that the government be involved or take up the responsibility of encouraging parents to bring children to school.

4.4.0 Focus Group Discussion Findings

Focus Group Discussions were held with parents and pupils to collect qualitative information on the management practices of female school head teachers and their influence on school effectiveness.

4.4.1 Parents

4.4.1.1 Participation of parents in decision making

The discussants stated that the school always consulted them in school matters. In addition, they were also involved in decision- making. The most common areas that they participated in were: resource mobilisation, parents had the responsibility to mobilise themselves and to look for donors to help them to mobilise resources for the school. They also had the responsibility to build a good relationship between parents and teachers. Other areas were in carrying out school projects, localised school curriculum, solving indiscipline cases at school and inviting organisations to speak to pupils. For example, Holy Family has been teaching pupils on how to prevent malaria and HIV/AIDS.

4.4.1.2 Parents' involvements in children's learning

Parents were involved in children's learning by buying learning materials for their children. At times the parents employed temporary teachers to teach their children whenever there were few teachers at school. Parents were also allowed to observe lessons and discuss with teachers on the progression of their children.

4.4.1.3 Staff development

The parents were of the view that, quite often, they saw teachers teaching themselves. They had no idea of what the teachers did but they always saw the teachers meeting, discussing, for the whole day or so.

4.4.1.4 Provision of teaching and learning materials

Parents acknowledged that the school provided teaching and learning materials to both teachers and pupils. Teaching and learning materials like text books, exercise books, pencils and pens were provided to the teachers and pupils. Other materials that were provided were mathematical sets, rulers, charts and rubbers. However, the teaching and learning materials were not enough for the teachers and pupils.

4.4.1.5 Head teacher sharing responsibilities with teachers

The discussants stated that the head teacher shared responsibilities with teachers. This was seen in the area of projects, sports, clubs and teachers leading others in various committees.

4.4.1.6 Vision and goals

All the parents stated that the schools had a vision and goals. Generally, the vision was to upgrade their schools to senior secondary schools. They also said that they were part and parcel of making the vision and goals together with the teachers.

4.4.1.7 Leadership and Gender

The parents were of the view that gender was not a determining factor to good management. Leadership was inborn. It did not matter whether male or female, as

long as one had the leadership qualities. However, most of female head teachers were committed to duties, were transparent and encouraged team work and kept the schools cleaner than male head teachers.

4.4.1.8 Characteristics of a good head teacher

The discussants said that a good head was one who was sober-minded and one that encouraged pupils to stay long in school. One who kept the school surrounding clean, one that mobilised resources and provided teaching and learning resources. It was also one who did not show partiality but was open to both members of staff and community members. In addition, it was one that involved parents in the running of the school and encouraged the provision of life skills to pupils. Other than that, it was one who improved on the feedback among parents, teachers and pupils. Others said that the head must be respectful, listen to people, be open and approachable, humble and kind to people.

4.4.2 Pupils

4.4.2.1 Time distribution

Most of the pupils were of the view that most of the learning time was taken up by teachers and very little time was given to pupils. Most of the time was spent by the teachers to explain, demonstrate and asking pupils questions. Very little time was left for group work discussions, class exercises, dramatising and home work.

The pupils said that the most interesting methods of presenting the lessons were the question and answer, exposition and the exercise parts of the lessons.

4.4.2.2 Reporting and knocking time

The pupils indicated that the reporting time ranged from 06:00 hours to 13:00 hours. The actual learning time ranged from 07:00 hours to 13:00 hours. The afternoons were spread on core-curricular activities which were often unsupervised by teachers. Some of these core-curricular activities were poetry, choir, sports and scripture unions. Others were culture club, anti-corruption and Girl Guide activities. These activities always took place on Mondays, Wednesdays and Fridays. The other

days were spent on unsupervised preparation for next day's lessons by pupils. The participation of pupils in core-curricular activities and prep were just from individual pupil's interest. No deliberate policy was put in place to make all pupils participate in any of the activities.

4.4.2.3 Pupils knowing each others' performance

In most cases, pupils showed each other the marks they had got in the test when the teacher gave them back their test papers. It was rare that the test results were pinned on the notice board. At the end of the term, the results for grades 1-7 were announced at the closing assembly and grades 8-9 results were communicated to the pupils and parents through report forms.

4.4.2.4 Regulations at school

Pupils were regulated and guided by school rules. However, these school rules were not written. The rules were communicated verbally to the pupils by either prefects or class teachers.

4.4.2.5 Observation of lessons

Pupils indicated that the head teachers rarely observed lessons. However, in most cases the deputy and senior teachers observed lessons while the head teacher checked pupils' books for upper basic where they normally taught. The head teachers had not been seen to check pupils' books at the lower and middle basic schools.

4.4.2.6 Comments and suggestions

The pupils were of the view that for effective learning to take place, there was need to send more teachers to the schools. The government should build houses for teachers, increase on classroom accommodation and provide more desks.

The school surroundings, including the toilets, must be kept clean. There was need for the school to provide enough teaching and learning materials to both teachers and pupils. Apart from that, the school should put a deliberate policy in place to

make sure that prep for pupils was taken seriously by pupils. The head teacher should supervise the teachers to make sure that they report in time. Head teachers should also see to it that pupils observed time when coming to school. Problem teachers should be surrendered to the Provincial Education Officer (PEO). Truancy among pupils should be reduced and hard work encouraged. Hard working pupils should be rewarded as a measure towards truancy reduction.

4.5.0 General Observations

Having gone round the four schools, it was observed that all had serious shortage of desks. Three schools had shortage of teachers. All schools had inadequate classrooms to cater for all pupils. However, all the schools had embarked on increasing the number of classrooms. The walls of the head teachers' offices were 'talking', with Kisasa School as the most outstanding. Generally, pupils' behaviour was satisfactory. The school grounds were generally clean, though most were bare.

4.6.0 Document Analysis

Supervisory programmes

Three of the four schools had written supervisory programmes in place.

Preparation books

At the four schools, the teachers had schemes and lesson notes prepared and checked by either the head teacher or deputy and senior teachers.

Pupils' books

None of the head teachers checked the pupils' books.

Progress reports

All the four schools had the pupils' progress recorded by their class teachers.

Examination results analysis

Three of the four schools analysed the examination results of the pupils from 2005 – 2008.

School rules

Three of the four schools had school rules written and stuck on the wall.

Mission statements and vision

All the four schools had mission statements written and stuck on the wall in the head teachers' office. One school even had the rules written on a bill board.

Work plans

All the four schools had identified projects and activities to be implemented. Kisasa school even indicated the time frame in which the project and activities would be implemented.

Continuing Professional Development (CPD)

All the schools recorded Continuing Professional Development (CPD) meetings with Luavundu basic school being the best in science, mathematics and technology education (SMASTE).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter focuses on the interpretation and discussion of the study findings. The interpretation and discussion of data would be based on the themes that had been raised by the respondents from the study. The aim of this study was to find out the management practices of female head teachers and their influences on school effectiveness.

5.1 Democratic/consultative

Most of the respondents indicated that the management style most used by the female head teachers from the sampled schools was democratic/consultative style. During the focus group discussion, parents highlighted that the female head teachers always consulted them on most of the important matters. Eagly and Johnson (2003) reveal that women lead in a consensus-based style, incorporating as many people as possible into the decision-making process. They further suggest that women prefer to lead in a collaborative and democratic process. This view is supported by Halyonda (2008) who argues that women school managers manage their schools through committees and hold weekly and termly staff meetings. During the meetings, teachers experienced democratic approaches by management as they were allowed to participate freely.

The findings highlighted that the respondents were happy with the female head teachers because of the democratic management style they used to run their schools. The reason for embracing this management style was that it carried all the stakeholders on board and it was seen to produce good results because many people participated in decision making. The Eagly and Johnson (1990) study on leadership revealed that women were more democratic and encouraged participation, while men were more autocratic and preferred directing the

performance of their subordinates. This was further supported by their 2003 meta-analysis that showed that women were slightly more likely than men to have the transformational leadership style, in which the manager acted more like a good teacher who encouraged creative solutions to problems. They further stated that women also appeared to reward good performance more than men, a very positive part of transactional leadership.

Through this approach, the implementation of ideas and projects became easier because the teachers participated from the planning stage. Since teachers participated from the initial stages of a project, its implementation became easier. The head teacher delegated tasks to teachers so that they could be committed to them. Hence, the set targets were achieved because the teachers fully participated in setting the targets. Razik and Swanson (1995) observed that women head teachers were more likely to employ a collaborative approach to decision making, resulting in the sharing of power. They encouraged inclusiveness and maintained more closely knit organization than men.

5.2 Team work

Some respondents felt that there was team work in various schools while others observed that there was no team work in the schools they were working. Female head teachers had interpersonal and interactional skills with sensitivity to people's feelings and responses and the desire to work towards the common goals. The respondents realised that female management had a concentration on empowering others and not on the self, and an expertise in team work. It was observed that the female leader was apologetic; accepted correction, was polite and soft to other individuals. This was a very important ingredient to any leader. The respondents argued that, often, the administrators did not involve teachers in decision making. Usually, it was a one-person show. It was usually the administrators' opinion and everything was done in their interest. They chose some teachers to work with.

5.3 Firmness

Some respondents indicated that women ruled with a firm hand to show people that they were not of a weaker sex. They tended to manage schools like men, especially with regard to keeping the school surroundings clean. They also spent most of the time in school. As a result, the participants felt this improved the school results. Women in management worked hand in hand with the community. Their administration was free from corruption. Razik and Swanson (1995) argued that early studies on leadership and management were based on the assumption that men possessed certain physical characteristics, personality traits, and intellectual abilities that made them natural leaders. This meant that women were perceived by men to be incapable of running positions which involved various responsibilities. This belief held by men that women could not run the office of a head teacher because they did not possess leadership traits made them become effective leaders regardless of the situation and, therefore, is no longer supportable. Coroll (1989) in Razik and Swanson (1995) has found that women have a more sharing style of leadership than men and claim that women tend to give more recognition and create an empowering team atmosphere.

Shakeshaft (1987), in Razik and Swanson (1995), argues that the work of the female leaders in schools has five major elements. The first one is that the relationship with others is central to all action among women administrators; teaching and learning are the major foci of women administrators and building community is an essential part of the female administrators' style. Women administrators are constantly made aware of their marginality or status and the line separating the public and private lives of women administrators is blurred more for women than for men. The excellent results that women have given out have proved to the world that they can do better than men when given the same responsibility or responsibilities.

Other respondents argued that women were not firm. They failed to implement resolutions and relied on delegation. They usually gave a lot of excuses like sickness of a child or a husband for absenting themselves. The motherly way of management spoiled the discipline of the school. Shelly (2000) states that women still had a lack

of leadership qualities. Despite being more idealistic, more nurturing and caring than men, women were still not reliable for their leadership.

5.4 Communication

The respondents indicated that the democratic management style was effective because it had enhanced good communication. The stakeholders took part in nearly all decisions, activities or programmes. As stakeholders participated, communication became an integral tool, essentially for sharing views or information and not for issuing directives. Communication was therefore instantaneous and thereby more effective, as no one was seen to be the sole originator of information. Ultimately, this practice narrowed the gap between the manager and those she managed. Marsha (2009) confirms that, in a study conducted in England and Wales on the management style of female secondary head teachers, a large proportion of the head teachers who indicated that they practiced democratic styles confirmed that communication was more enhanced in their institutions. Management, teaching staff as well as other workers readily and openly shared views and information in both informal and formal situations. Formal meetings were in form of weekly meetings such as teacher group meetings.

Others argued that there was no communication in their schools due to the type of management style used. The type of management had led to bad behaviour by pupils, such as fights, gambling and even pregnancies among girls, leading to indiscipline and playful behaviour of pupils. The schools were not performing because the female head teachers were harsh and slow to act on issues. This dampened the teachers' morale. When the head teacher was away nothing appeared to run effectively in the school.

5.5 Responsibility

Furthermore, the findings revealed that the freedom that female head teachers provided had cultivated the sense of belonging among teachers resulting in them becoming more responsible. Since teachers were involved in planning, they also made sure that they achieved what they had planned. There was a sense of

responsibility. Bell (1989) states that management should be characterised by planning, identification of problems, search for and selection of solutions, organising the process of implementation including communication, delegation and controlling the evaluation of the management process and effecting change. In addition, Summons et al (1995) state that effective schools can come about if there is a shared understanding of the school goals. The goals should focus on pupil learning, sustained improvement, creating consensus among staff about the aims and values of the school and how they could be consistently and collaboratively put into practice. Also the relationships between staff, pupils, parents and the wider community needed to reflect the school's goals.

Furthermore, school effectiveness can be seen through the way a school manager motivates her learners and teachers. Beyond motivation is the ability to plan, implement things and work with other people. Halyonda (2008) discovered that female head teachers performed very well as school managers in various areas of management. These included performance in examinations among pupils, orientation programmes for new members of staff, monitoring and evaluation of school systems, holding regular meetings, delegation of duties, continuous professional development, provision of teaching and learning materials and confirmations and promotions.

5.6 Influence of gender on management style

Although this study did not look at the comparison of male and female head teachers, it is prudent to compare them in order to evaluate the effectiveness of female management. Good management of the school is not determined by gender. Apart from leadership being inborn, it can also be the result of education and extensive and intensive training. There have been female and male head teachers who have managed schools very well while others have done badly. The respondents felt that what is important is having leadership qualities and exposure. This view has been supported by Kruger (1996) in her study of 98 male and female paired head teachers in Holland. She states that women were not different from their male counterparts in the areas of 'internal communication' and 'personal

management'. Her findings were that female head teachers hardly differed from the male head teachers. Others also felt that gender was not a determining factor in management. Thompson (2000) states that there are no significant differences on any of the variables between men and women and that, in comparable leadership positions, men and women are more alike than different. Gibson (1995) revealed that many of the leadership behaviours and styles did not vary across gender.

However, some of the respondents observed that female leadership was much better than male leadership. For many years, the schools were managed by male head teachers but their management style was far much below female head teachers. Female head teachers were more committed to duty, were transparent and encouraged team work and kept the school cleaner than male head teachers. The respondents may seem to have a point but they had more of male head teachers running schools than female head teachers. Therefore, comparing one female head teacher to several male head teachers would not give a good judgement. Only until several female head teachers have managed the same schools for a long time will it be possible to compare.

Despite female head teachers being good administrators, they were found to be harsh to their female subordinates. During the study, the researcher confirmed this observation. At one of the study schools, the female head teacher prepared a meal for the researcher and the teachers. She only invited male teachers for the meal leaving out all the female teachers. This confirms that, at that particular school, the female head teacher had a negative attitude towards the female teachers. Owing to such an attitude, it is then doubtful to conclude that there is good administration at that school. Supposing at that school there were more female teachers, how was the head teacher going to manage the school? The management of that school would perhaps be negatively affected despite good management styles used to manage the school. For effective good management to take place, there is need to get on board all the teachers despite their gender.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Summary of Findings in Drawing General Conclusions

From the findings and discussion, the study revealed that the management practices of female head teachers and their influence on school administration were quite effective contrary to the perception that female head teachers were ineffective and that the schools they headed experienced administrative problems leading to school ineffectiveness.

The study established that the female head teachers exhibited characteristics and management practices and styles which were effective and not inhibited or hindered in any way because of their gender as their practices and styles were not distinct or different from those employed by their male counter parts. Neither did their male counterparts exploit any different styles or management traits which were gender biased or limited to males only from those of females. The effectiveness of head teachers, therefore, could not be attained or enhanced in any way by one's gender status but was a determinant of several factors such as qualifications, training, exposure and interaction of leadership traits with situational variables like any other leadership/management role.

The belief that female head teachers were ineffective and that the schools they headed experienced administrative problems leading to school ineffectiveness, and so associating effective leadership to male qualities was a stereotype and assertion propelled by the general male dominance in positions of leadership and authority world over but was not legitimate and could not be reasonably supported or backed by any facts or research/studies. Conversely, because women remained marginalised and were very few in senior positions, such beliefs were premised on the lesser numbers of women occupying senior positions.

During the study, the characteristics of a good head teacher were defined by teachers and parents through focus group discussions, to mean, among other things; (a) One, who planned, organised and controlled the pupils and staff. (b) One who was able to bring about effective change in an institution, able to motivate her subordinates and able to solve problems. (c) One who supervised and monitored teachers to yield good results, managed finances and evaluated and assessed teaching. It was apparent that female head teachers actually practised the above very well in their management of schools and certain positive styles were even more prominent in their practices such as the ones mentioned below.

The study revealed that female head teachers adopted a democratic and participative style of leadership in managing schools and involved their members of staff, pupils and the Parents Teachers' Associations (PTAs) in the welfare of the school. This attribute inherently made them more effective and efficient besides being accountable and transparent.

In addition, the findings revealed that female head teachers consulted widely before making important decisions. They achieve this by ensuring that most of the important issues affecting the school were subjected to committees including members of staff, pupils and the PTAs prior to making the decision. This could be seen through a cross section of the school activities and in the day to day life of the school. This style enhanced team work and promoted co-operation for the benefit of the school resulting in high levels of efficiency in the administration of schools headed by females.

It was also revealed that female head teachers were good communicators. They communicated in good time to their members of staff and other stakeholders. The study established that female head teachers possessed interpersonal and interactional skills, while being sensitive and responsive to people's feelings. This skill enhanced the strengthening of the working relationships between the administration of the school, the stake holders and the community in general.

Another revelation was that female head teachers were developmental. The study found that there was at least one building or renovation project going on at each of the schools visited during the research. On delegation, the research found that female head teachers delegated some of their duties to their members of staff providing an influence that tended to impact positively on the school effectiveness. Female head teachers were hardworking, honest, trustworthy and meticulous. They were often responsible and aware of the challenges. They also respected authority and did follow instructions almost to the letter. The schools headed by female head teachers attained higher levels of efficiency and effectiveness

However, some female head teachers were found to be selective against fellow female teachers, and exhibited harshness in order to disguise their feminine status while others were found to be too 'soft'.

Conclusion

The study clearly revealed that the perception that female head teachers were ineffective and that the schools they headed experienced administrative problems leading to school ineffectiveness was not only untrue but could not be reasonably supported in any way. In the study, gender showed no bearing and was not a determining factor in the management practices or style of their respective schools.

Much more research is required to validate the findings of this study. Similar studies, with large samples among female head teachers of high schools and female principals of colleges of education would be helpful in understanding the management practices of females and their effectiveness.

Recommendations

The study, therefore, recommends that the government through the Ministry of Education should promote more deserving women teachers to the positions of head teachers for schools and other managerial positions as their capabilities and effectiveness are the same as those of men.

Further, the study recommends that the Ministry of Education should embark on a deliberate affirmative strategy of training, preparing and elevating more female teachers than males to be head teachers and for other administrative roles with the aim of achieving a state of equality between females and males. This will assist in balancing the current lower numbers of female head teachers in comparison to the numbers of males.

With the results observed, the study recommends that regular meetings be held in the school to discuss issues affecting the school, teachers be more involved in planning for the activities of the school and that there is need to form more committees and make them functional in the school to help run the school easily. These recommendations will cultivate participation and promote cooperation.

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UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES

HEAD TEACHERS' QUESTIONNAIRE

I am a post graduate student studying Education Management. This questionnaire is aimed at getting your opinion on the management practices of female school Head Teachers and their influence on school effectiveness: the case of Solwezi District. You are therefore requested to be as objective as possible on what you know about the management practices of female Head Teachers.

Instructions: Please answer all questions by writing your responses in the spaces provided. Where alternative answers are given, please TICK in the space provided against the number that represents your response. (Remember there is no wrong answer).

1. Name of the school _____

2. Name of district _____

3. Age of the respondent
 1. Below 30 years ()
 2. 30-40 years ()
 3. 40-50 years ()
 4. Above 50 years ()

4. Academic qualification

- 1. Form 2 ()
 - 2. Form 3 ()
 - 3. Grade 9 ()
 - 4. Form 5 ()
 - 5. Grade 12 ()
 - 6. University degree ()
 - 7. Other specify _____
-

5. Professional qualification

- 1. Teacher's certificate ()
- 2. Secondary school Teacher's Diploma ()
- 3. Advanced School Teacher's Diploma ()
- 4. University Degree ()

6. Length of service as a teacher

- 1. 0-4 years ()
- 2. 5-10 years ()
- 3. 11-15 years ()
- 4. 16-20 years ()
- 5. 21-25 years ()
- 6. 26 years and more ()

7. Length of service as a teacher in this school

- 1. Less than 5 years ()
- 2. Between 6 and 10 years ()
- 3. More than 10 years ()

8. Which of the following management styles do you often use? _____

- | | | |
|---------------------------------|------------|-----------|
| 1. Democratic or consultative | 1. Yes () | 2. No () |
| 2. Autocratic or Dictatorship | 1. Yes () | 2. No () |
| 3. Paternalistic or Charismatic | 1. Yes () | 2. No () |
| 4. Laissez-faire or Free-hold | 1. Yes () | 2. No () |
| 5. Any other specify | | |
- _____

9. Which of the above stated in (No.8) management styles do you like most? _____

10. Give reasons for your answer to No. 9 _____

11. Which of the above stated in (No. 8) management styles don't you like? _____

12. Give reasons for your answer to No.11 _____

13. Would you say the management styles being used in your school have any effect on how teachers work in the school?

- | | |
|--------|-----|
| 1. Yes | () |
| 2. No | () |

14. If your answer to Q13 is YES, state the effects _____

15. Do you experience any disciplinary problems by pupils due to the management styles being used in the school?

- | | |
|--------|-----|
| 1. Yes | () |
| 2. No | () |

16. If your answer to Q15 is YES, state at least three such problems and their perceived causes.

1. _____

2. _____

3. _____

17. Do the teachers participate in decision making on issues pertaining to the running of the school?

1. Yes ()

2. No ()

18. If your answer to Q No 17 is No, give reasons _____

19. Do you have staff meetings as scheduled?

1. Yes ()

2. No ()

20. If your answer to No. 19 is YES, what is the average attendance of teachers per staff meeting?

1. Female teachers _____ out of _____

2. Male teachers _____ out of _____

21. If your answer to No 19 is NO, give reasons _____

22. Do you often communicate with the teachers on what is expected of them?

1. Yes ()

2. No ()

23. If the answer to Q No. 22 is NO, what effect does this lack of communication have on the school effectiveness? _____

24. Is there team work in your school?

1. Yes ()

2. No ()

25. Give reasons for your answer in No. 24 _____

26. Do you think you are performing to the expected standard in your school?

1. Yes ()

2. No ()

27. State at least three characteristics of an effective Head teacher.

1. _____

2. _____

3. _____

28. State at least three characteristics of a non-effective Head teacher.

1. _____
2. _____
3. _____

29. State any measures that should be taken to promote effective school management

1. _____
2. _____
3. _____

30. Any comments on school effectiveness _____

THANK YOU FOR YOUR PARTICIPATION

END OF QUESTIONNAIRE

UNIVERSITY OF ZAMBIA

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DEPARTMENT OF EDUCATIONAL

ADMINISTRATION AND POLICY STUDIES

TEACHER'S QUESTIONNAIRE

I am a post graduate student studying Education Management. This questionnaire is aimed at getting your opinion on the management practices of female school Head Teachers and their influence on school effectiveness: the case of Solwezi District. You are therefore requested to be as objective as possible on what you know about the management practices of female Head Teachers.

Instructions: Please answer all questions by writing your responses in the spaces provided. Where alternative answers are given, please TICK in the space provided against the number that represents your response. (Remember there is no wrong answer).

1. Name of the school _____
2. Name of district _____
3. Sex of the respondent
 1. Female ()
 2. Male ()
4. Age of the respondent
 1. Below 20 years ()
 2. 20-30 years ()

- 3. 30-40 years ()
- 4. 40-50 years ()
- 8. Above 50 years ()

5. Academic qualification

- 1. Form 2 ()
 - 2. Form 3 ()
 - 3. Grade 9 ()
 - 4. Form 5 ()
 - 5. Grade 12 ()
 - 6. University degree ()
 - 7. Other specify
-

6. Professional qualification

- 1. Teacher's certificate ()
- 2. Secondary school Teacher's Diploma ()
- 3. Advanced School Teacher's Diploma ()
- 4. University Degree ()

7. Length of service as a teacher

- 1. 0-4 years ()

- 2. 5-10 years ()
- 3. 11-15 years ()
- 4. 16-20 years ()
- 5. 21-25 years ()
- 6. 26 years and more ()

8. Length of service as a teacher in this school

- 1. Less than 5 years ()
- 2. Between 6 and 10 years ()
- 3. More than 10 years ()

9. Which of the following management styles do you like most?

- 1. Democratic or consultative 1. Yes () 2. No ()
- 2. Autocratic or Dictatorship 1. Yes () 2. No ()
- 3. Paternalistic or Charismatic 1. Yes () 2. No ()
- 4. Laissez-faire or Free-hold 1. Yes () 2. No ()
- 5. Any other specify

10. Give reasons for your answer to Q9 _____

11. Which of the above stated in (Q 9) management styles don't you like _____

12. Give reasons for your answer to Q11 _____

13. Would you say the management styles being used in your school have any effect on how teachers work in the school?

1. Yes ()

2. No ()

14. If your answer to Q13 is YES, state the effects _____

15. Do you experience any disciplinary problems by pupils in the school?

1. Yes ()

2. No ()

16. If your answer to Q15 is YES, state at least three such problems and their perceived causes.

1. _____

2. _____

3. _____

17. What is the schedule of your staff meetings?

1. Weekly ()
2. Fortnightly ()
3. Monthly ()
4. Quarterly ()

18. What is the average attendance of teachers per staff meeting?

1. Female teachers _____ out of _____
2. Male teachers _____ out of _____

19. Do you communicate to teachers on what is expected of them?

1. Yes ()
2. No ()

20. Is there team work in your school?

1. Yes ()
2. No ()

21. (a) If the answer to Q20 is Yes, how do you communicate?

(b) If the answer to Q20 is No, what do you think is lacking?

22. (a) Do you think the school is performing to the expected standard?

1. Yes ()

2. No ()

(b) What could be the reasons for the situation?

23. State at least three characteristics of an effective Head teacher?

1. _____

2. _____

3. _____

24. State at least three characteristics of a non-effective Head teacher

1. _____

2. _____

3. _____

25. State any measures that should be taken to promote effective school management

1. _____

2. _____

3. _____

26. Give any comments on school effectiveness and management that is not covered in this questionnaire_____

THANK YOU FOR YOUR PARTICIPATION

END OF QUESTIONNAIRE

UNIVERSITY OF ZAMBIA

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**DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES**

SEMI-STRUCTURED INTERVIEW GUIDE FOR THE HEAD TEACHERS

1. What management styles do you employ in the running of this school?
2. Out of the management styles you employ, which one (s) do you like most?
3. Do you have any committees set up to help in the running of the school?
4. Do you have in place a PTA in the running of the school?
5. If no PTA, how do you involve the parents in the running of the school?
6. In what ways do pupils participate in running of the school?
7. What are your areas of focus in the school to bring about school effectiveness?
8. In your opinion, do management styles differ according to one's gender?
9. In your opinion can you state some of the characteristics of female management?

10. What problems do you face in executing your duties?
11. Did you undergo training in educational management?
12. Is there anything you would like to say about management styles employed in relation to school effectiveness?

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SEMI-STRUCTURED INTERVIEW GUIDE FOR THE TEACHERS

1. What management styles does your head teacher exercise in the running of the school?
2. Do management styles that a head teacher use have any effect on school effectiveness?
3. Do management styles differ according to one's gender
4. State the characteristics of female management.
5. What methods of teaching do you use?
6. Does your head teacher observe lessons and check pupils books?
7. Do you have a policy on homework/tests for pupils?

8. Does the school have a policy on the motivation of teachers and pupils?
9. Do you keep a record on pupils class progress?
10. How can you describe the performance of your pupils?
11. Does the school have a clearly spelt vision and goals?
12. Would you say it is known by all staff?
13. Does the school provide teaching and learning materials?
14. In your view, are the materials provided adequate?
15. How would you describe the discipline of the pupils in this school?
16. How would you describe the school surroundings?
17. Is there anything you would like to say about school effectiveness?

ANNEX V

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**DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES**

SEMI-STRUCTURED GUIDE FOR THE FOCUS GROUP DISCUSSION FOR THE PARENTS

1. Do you participate in the decision making in the school?
2. If you do, in which areas?
3. Does the school encourage your involvement in your children's learning?
4. List some of these ways.
5. Does the school has school based staff development?
6. Does the school provide teaching and learning materials?
7. In your opinion are the materials provided adequate?
8. Does the head teacher share responsibilities with other teachers?
9. Does the school has clearly spelt down vision and goals?
10. Do you participate in their formation?
11. Is the head teacher's gender a determining factor in the way a school is managed?
12. State the characteristics of a good head teacher.
13. What suggestions would you make to the improvement of running the school?

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SEMI-STRUCTURED GUIDE FOR THE FOCUS GROUP DISCUSSION FOR THE PUPILS

1. During a lesson, how is time shared between you and your teacher?
2. In what different ways does your teacher present work to you in class?
3. Which of these different ways the teacher presents work to you that makes learning interesting to you?
4. What time do you report to school and when do you knock off?
5. When do lessons start? When do lessons end?
6. What other activities (apart from lessons) do you take part in?
7. When do these extra curricular activities take place?
8. Is every learner made to take part in these activities?

9. How is the performance of learners known?
 - a) In your class?
 - b) In the whole school?
10. How does the school regulate/guide learners' stay in school?
11. Are the regulations verbal or written? Are you given a copy of the regulations?
12. How often does the head teacher come to observe your lessons?
13. Does the head teacher check your exercise books each?