

**CHALLENGES FACED BY FEMALE HEADTEACHERS
IN THE MANAGEMENT OF SECONDARY SCHOOLS: A
CASE STUDY OF SELECTED SCHOOLS IN LUANSHYA
DISTRICT**

BY

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**A dissertation submitted to the University of Zambia in collaboration with Zimbabwe
Open University in partial fulfilment of the requirements for the award of the degree of
masters of education in educational management**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2016

DECLARATION

I, Bibian Nkombo Shimalungwe, do declare that this dissertation represents my own work and it has not been submitted for the award of a degree at the University of Zambia or any other University.

Signature.....

Date.....

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DEDICATION

This work is dedicated to my dear husband Alfonso, our children Luyando and Chisomo who endured a lot of hardships during my study. Furthermore I dedicate this piece of work to my late parents Mr Christopher Shimalungwe and Mrs Martha Chilwezya Shimalungwe who laid a strong foundation for my education.

ABSTRACT

The purpose of this study was to investigate challenges that female head teachers face in the management of selected schools in Luanshya district and to suggest ways to cope with these challenges to ensure maximizing women's potential in their leadership abilities. The objectives were: To explore challenges female school head teachers face as they execute their duties; to determine if head teachers received adequate training to enable them manage their schools and to establish the strategies employed by female head teachers to cope with the challenges they face as they manage their respective schools. This research employed a descriptive research design that used a qualitative approach. The target population comprised female head teachers, teachers and pupils from the selected schools of Luanshya district in Zambia. The sample consisted of 4 female head teachers, 2 district standard officers who were purposively selected and 48 teachers and 32 pupils who were randomly selected. This brought the total sample size to 86. Semi-structured interviews, focus group discussions and a questionnaire were used to collect data from the field. The data was analysed thematically based on the research objectives. The findings revealed that the challenges the female head teachers faced included: negative attitudes from stakeholders; staff resistance; gender bias; sex role stereotyping and prejudice; alleged deceit in marriage; lack of confidence; uncontrolled emotions and dealing with role conflict. The study also revealed that most head teachers didn't receive adequate preparation for their leadership position as well as adequate in-service training to equip them with the necessary knowledge and skills to successfully manage their schools. Furthermore the study revealed that female head teachers used participatory and transformational styles of leadership to cope with institutional, socio-cultural and psychological challenges. Guidance and counseling also helped the female head teachers to cope with the challenges. To cope with dual responsibility challenges female head teachers employed house maids to assist them with domestic work and sometimes received assistance from other family members. Delegating their official duties to their subordinates also helped them cope with role conflict challenges. Basing on these findings the researcher proposed that: the MoGE should avail funds to sponsor female head teachers to educational management training to equip them with leadership skills that would enable them handle the challenges they are likely to face since gender issues are incorporated in such programs.

CERTIFICATE OF APPROVAL

This dissertation of Bibian Nkombo Shimalungwe is approved as partial fulfillment of the requirements for the award of Master of Education in Educational Management of the University of Zambia in collaboration with Zimbabwe Open University.

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ACKNOWLEDGEMENT

I would like to express my appreciation and gratitude to the following for their excellent contribution towards the success of my study. My supervisor and co- supervisor, Professor. Austin Cheyeka and Mrs. Sunshine Siafwa Malambo respectively for their superb guidance and willingness which gave me courage and strength to continue with my work. I thank them for their useful academic comments that gave me insight into my research. My thanks also go to my friends Virginia Hamwela and Gladys Kaluba; my brothers and sister for their encouragement and inspiration. My gratitude also go to all my lecturers: Dr.Gift Masaiti ; Mr. Chrispin Kukano; Mrs. Margret Sakala; Mrs. Julliet Simwinga; Mrs Sumbwa; without whose guidance this study would not have been successful. I also thank the head teacher of Nkulumashiba Secondary School, Mr. Christopher Shandipu for his moral support. Finally, my thanks also go to all participants who took some time off their busy schedules to provide me with the necessary information.

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LIST OF ABBREVIATIONS

DEBS	District Education Board Secretary
DESO	District Education Standards Officer
ESO	Education Standards Officer
KESI	Kenya Education Staff Institute
MoE	Ministry of Education
MoGE	Ministry of General Education
NGP	National Gender Policy
PTA	Parents Teachers Association
UNZA	University of Zambia
US	United States
ZSCA	Zambia Strategic Country Assessment

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Women have the right and responsibility of being actively involved in the leadership of a country in all sectors and at all levels to enhance development. Since the 1970s, Zambia has seen an improvement in the participation of women in the formal sector as compared to the colonial era when the woman's office was in the home (Banda, 2002).

Most recently, mainly due to the affirmative action by the Zambian government to enhance equity and equality by increasing the number of women in decision making positions in all sectors including education, women are now found in highly skilled technical, managerial and decision making positions that were previously meant for men. Although research still indicates that despite the teaching profession being dominated by women, most of the top most positions are held by men (Cubillo and Brown, 2003; Moorosi, 2010; Gender statistics, 2010). For instance, in the Zambian education system between April 2009 and October 2011 there were more males than females in the decision making positions despite females representation increasing from 26.4 percent in 2009 to 30.5 percent in 2011 (Gender statistics, 2010).

Furthermore despite women holding top positions, there is still a large part of society that believes that women cannot be leaders because they believe their presence in an organization's work force lowers professionalism and performance standards (Banda, 2002).

Researchers world over have specifically given attention to the topic of women in educational leadership and barriers to their potential achievement of effective leadership at various levels. (Shepard (1999; Celikten (2005); Sperandio & Kagonda(2010); UNESCO,2011).

In the execution of their managerial duties, head teachers are faced with challenges ranging from gender discrimination to discipline issues amongst pupils and staff among others. These challenges may be faced by both the males and female administrators. However, there are some challenges that are unique to the women folk. For instance, Celikten (2005) in a study in Turkey on principal leadership and gender found out that female principals are often faced with societal demands and traditions that men do not, these include: discrimination, stereotyping, family

demands and prejudice among other challenges. Similarly, Shepard (1999) in Lincoln in the US at the Annual Meeting of Women in Educational Leadership presented a paper which outlined the barriers to effective management and continued enhancement for females. The barriers included: negative attitudes, socialization patterns, levels of aspiration, lack of support and mobility.

In Kenya, Kitele(2013) conducted a study in Kangundo district to establish the challenges that female head teachers faced in management of secondary schools. The study revealed that the challenges included; role conflict between domestic work and professional work; cultural barriers and lack of leadership training before and after becoming head teachers.

Negative stereotypes about women, makes people judge female school head teachers lowly as compared to their male counterparts in terms of school management effectiveness. Chonya (2012) in her comparative study of effectiveness of female school head teachers with their male counterparts in case of Lusaka province of Zambia found out that stakeholders such as teachers, pupils and parents perceive male head teachers more favorably than female head teachers. Among the reasons for favoring males were that they were believed to be cool and level headed; had less domestic complaints/excuses and were understanding.

From the findings of the above cited studies, cultural beliefs, negative perceptions of stakeholders towards female head teachers, stereotyping and family demands were revealed as the major challenges faced by female head teachers in the management of their schools. These studies that sought to establish the challenges female head teachers faced as they managed their schools were done in Turkey, the US, Zimbabwe and Kenya. In Luanshya district, the researcher has not come across a similar study that seeks to find out the challenges female head teachers face as they manage their schools; hence this study wishes to do so to fill the gap.

1.2 STATEMENT OF THE PROBLEM

Despite the impressive stride taken by the Zambian Government towards appointing more women into leadership positions through the National Gender Policy (NGP), women continue to experience challenges in dispensing their management responsibilities (ZSCA, 2004)). For instance, considering the patriarchal nature of most societies and households most women experience double work load (being responsible for domestic duties despite joining the formal

work force). Women's participation in management may likely have an impact on their social and personal lives and in turn may affect how they perform. If these challenges are not addressed the management performance of female head teachers may be negatively affected. This may in turn affect the performance of the stakeholders in the school. Furthermore the study seeks to establish the strategies to cope with the challenges to ensure that female head teachers perform to their maximum potential.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate challenges that female head teachers face in the management of selected secondary schools in Luanshya district and to suggest ways to cope with these challenges to ensure maximizing women's potential in their leadership abilities.

1.4 OBJECTIVES OF THE STUDY

The study sought:

- i. To explore challenges female school head teachers face as they execute their duties.
- ii. To determine if head teachers received adequate training to enable them manage their schools.
- iii. To establish the strategies employed by female head teachers to cope with the challenges they face as they manage their respective schools.

1.5 RESEARCH QUESTIONS

- i. What challenges do female head teachers face in the management of secondary schools?
- ii. Do head teachers receive adequate training to prepare them for their leadership role, professional growth and development?
- iii. How do female head teachers cope with the feminine challenges in their respective schools?

1.6 DELIMITATIONS OF THE STUDY

The study was confined to selected public secondary schools with a female head teacher only. Other respondents included teachers and pupils from the target schools, the District Education

Standards Officer (DESO) and Education Standards Officer (ESO- Open and distance learning) in Luanshya district.

1.7 LIMITATIONS OF THE STUDY

The study was carried out in Luanshya and only involved four (4) out of a total 11 public secondary schools available in the district. Therefore the results might not easily be generalized beyond Luanshya district.

1.8 SIGNIFICANCE OF STUDY

The study adds to the existing body of knowledge on women leadership in secondary schools. The findings of the study may provide insights to policy makers and researchers on challenges faced by female head teachers in order to effectively address them. Lastly it is aimed at providing female head teachers with strategies to cope with the challenges to ensure that they fulfill their potential.

1.9 ETHICAL CONSIDERATIONS

Awareness of ethical issues protected the integrity of the people involved in the research, some of whom may not have been able to represent themselves in the event of being misrepresented. These also protected the integrity of the researcher and ensured authentic results. Therefore to ensure confidentiality and anonymity, the researcher assured the participants that the information they gave was only used for the purpose of the research study by not allowing them to disclose their names.

To ensure free and active participation by the participants in the research, the researcher obtained the necessary consent from the University Of Zambia Institute Of Distance Learning to collect data from the targeted schools. She also got the consent of all the participants and provided them with the necessary information in order for them to understand fully their involvement in this study.

1.10 DEFINITION OF KEY TERMS

Female head teacher refers to the person in charge of a school. Her main role is to coordinate the activities within her jurisdiction and being responsible for day to day management of the school.

Secondary school refers to an education institution that caters for children after primary school and before tertiary stage within mostly the age range of 12 years to 18 years. In the Zambian context it includes grades eight to twelve.

Cultural challenges refer to the barriers related to traditions of the community in which the school is found.

Institutional challenges refer to the barriers arising from the stakeholders such as pupils, teachers, parents, school board and the parents' teachers association (PTA).

Psychological challenges refer to barriers resulting from one's personality with regards to leadership abilities.

Home challenges refer to the dual responsibilities the female head teacher have in respect to her family life and her professional life.

Perception refers to how members of school community judge, view, accept, respect and think about female school leaders.

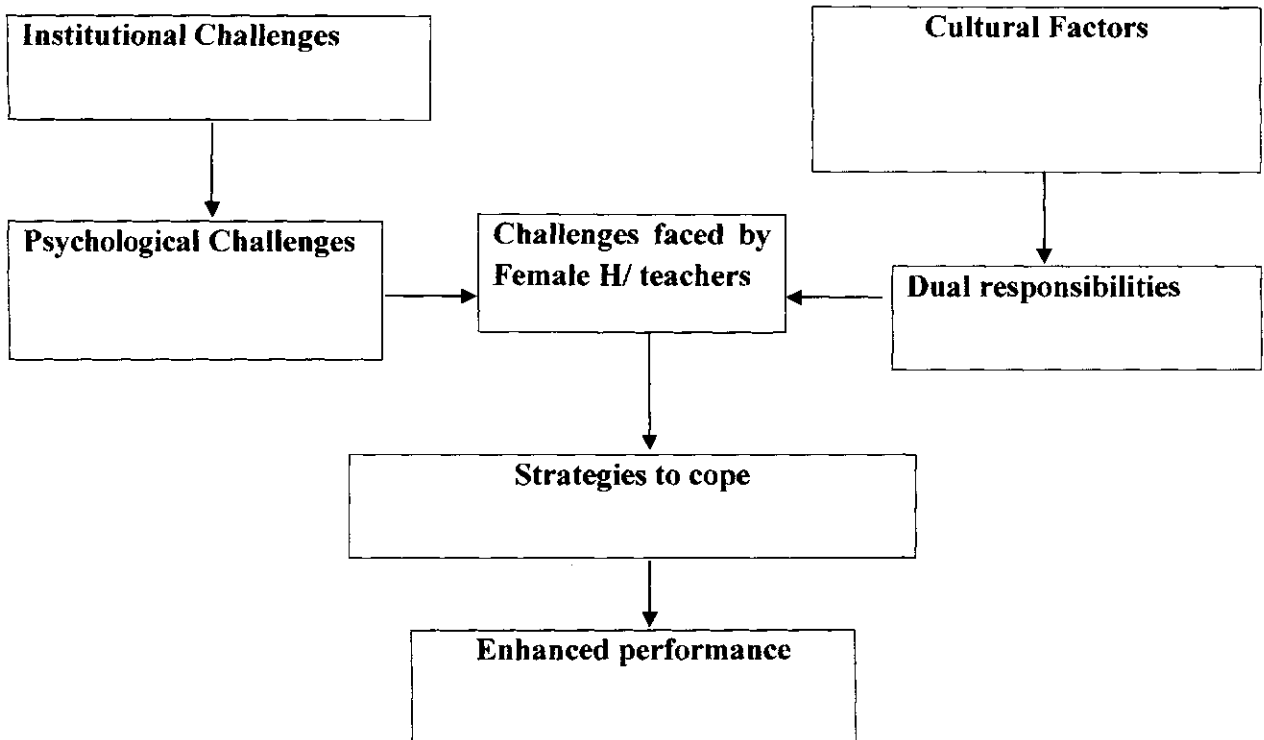
Strategies to cope refer to ways used by the female head teachers to help them manage the challenges in order to be in a position to run the school smoothly.

1.11 VALIDITY AND RELIABILITY

Gall *et al* (1996) argue that validity is the extent to which an instrument measures what is supposed to measure. Reliability is the extent to which the instruments produce the same results on different people. The instruments used in this study were valid and reliable in that they measured what they intended to measure as they produced the same results from different participants. By triangulating methods of data collection, the researcher was able to achieve validity and reliability.

1.12 CONCEPTUAL FRAMEWORK.

The study was informed by the conceptual framework with variables being cultural factors, institutional challenges, dual responsibilities and psychological challenges that female head teachers face.



Female head teachers may face feminine challenges which when not well handled, may negatively affect their day to day management of schools. These include: Cultural, dual responsibilities, psychological and institutional challenges.

The cultural challenges includes barriers that may arise from the social and cultural beliefs of the schools' community, for instance ,stereotyping may occur in situations such as where women are believed to lower professionalism and performance in an organization like Banda (2002) revealed. Socio-cultural constraints pose the main underlying factors to women effective participation in decision making. Cultural expectations are very stereotyped and tend to affect women's involvement negatively (Carson, 2001). Public life such as being a head teacher in a secondary school is valued as a man's world. Men are viewed as heads of households in both

patrilineal and matrilineal societies and are expected to be the major decision makers at home and public institutions (ZSCA, 2004). In the Zambian context, it is reflected in the proverbs such as '*a kaume takachepe*' implying that a man can never be too young or small as such men are portrayed as better leaders than women

It follows that institutional challenges include those barriers within the organization that may hinder female teachers and female head teachers of schools to effectively perform their professional roles. These are mainly due to deep rooted structures and social practices that do not value women.

Dual responsibilities challenges of balancing multiple roles may negatively affect female head teachers of schools. For instance, women in an African society regardless of their status at work are expected to do all the house chores like any other ordinary woman.

Psychological challenges are barriers that arise from biological or psychological traits that female leaders possess. For instance, lack of self-confidence and mood swings. Santovec (2010) argues that no matter how skilled women leaders are, a lack of confidence is a deal breaker. He observed that confidence spreads to those ones is leading and that if a leader does not have confidence, the followers will not have confidence in the leader. Hoyt and Blascovich (2007) noted that while stereotyping is likely to impact on women leadership, their level of self-efficacy is likely to play a role in determining the responses to stereotype activation.

Faced with all the possible feminine challenges that they may face in the course of their day to day running of secondary schools, female head teachers have to device strategies to help them cope with the challenges. This would help them to ultimately achieve the goals of the school despite facing those challenges.

1.13 THEORETICAL FRAMEWORK

Theoretical framework denotes a thought process by which research is incorporated into existing body of knowledge relevant to the topic investigated (Mouton, 1998). It attempts to combine thought and its application as it serves to provide a relationship between key factors being researched such sex role stereotyping and prejudice in secondary schools.

Sex role stereotyping and prejudice which may directly impact on leadership characteristics and experiences can be described through social role theory. Eagly's social role theory posits that there exist traditional gender expectations in order for women and men to successfully fulfill their roles. For instance, self-confidence, being aggressive and dominance are agentic traits associated with men whereas stereotypically, women possess communal traits such as being helpful, nurturing and gentle (Eagly *et al*, 2000).

Role congruity theory extends social theory by suggesting that prejudice exists against potential female leaders because leadership ability is more stereotypically attributed to men (Eagly & Karau, 2002). For example, where an emotional incidence of a woman is generalized in a statement that all women are emotional as a result cannot make good leaders.

Gender discrimination in the workplace can impact on the performances of women in management. Theories of feminism highlight how women are marginalized in various forms and how these impact on women and women managers in particular.

Liberal feminism which is concerned with equality between men and women manifests itself in three themes namely; equality, sex stereotyping and sex discrimination (Wolf, 1993). Sex stereotyping emanates from the very announcement of the birth of a child. Colour is used to separate girls from boys' clothes, that is pink and blue respectively (Weiss, 2001). Differentiation is further extended to schools where girls are treated differently from boys. Girls in most schools are encouraged to take up subjects such as home economics whereas boys are encouraged to go for subjects like additional mathematics. Such practice limits girls' career gender stereotype occupation and family role (Acker, 2003). Sex stereotyping also encourage sex attitudes that put women in unfavorable position where men perceive themselves as having an upper hand over women.

Radical feminism which focus on two themes with the first involving overall dominance of culture and knowledge and the second involving sexuality incidences in school life that reflect unequal focus between girls and boys, that is boys being more advantaged over girls. Dominance of culture and knowledge relates to the notion that men's activities, knowledge and decisions have in the past being considered to be superior over that of the womenfolk (Zinn & Dill, 1996). Radical feminism is of the opinion that schools serve as institutions that reinforce patriarchy

(Ledwith & Colgan, 1994). According to Weiner (1994), women and girls are subjected to an oppressive role in the staffroom and the classroom respectively as well around the school community.

Patriarchy entails male domination over women and forms the core of radical feminism. The hierarchical social system encourages domination which results in women being subjected to subordinate position as compared to men's superordinate position. Thus women may experience difficulties in trying to be accepted as leaders by their subordinates (Lucas & Lovaglin, 1998).

1.14 SUMMARY OF CHAPTER

The chapter laid the foundation for the dissertation. The chapter introduced the background of the study by discussing the extent of the problem, the purpose of the study, the objectives and research questions. It further brought out the delimitation, limitation and significance of the study. Ethical considerations, definition of key terms, validity and reliability were also highlighted. This chapter also provided the conceptual and theoretical frameworks which guided the study. The next chapter reviews the empirical studies done based on the research questions of this study.

CHAPTER TWO

2.0 LITERATURE REVIEW.

2.1 OVERVIEW

This chapter discusses the relevant literature and presents review of previous studies conducted on the same topic.

Secondary school head teachers face challenging situations in their management of schools although the larger part of the society seems not to be aware as their focus is mainly on the output of the school or on the performance of students in their final examinations. The literature review will focus on the preparation and development of school leadership and the constraints in the management of female head teachers and the strategies they employ to cope with them.

2.2 THE ROLE OF HEADTEACHERS IN THE MANAGEMENT OF SCHOOLS IN ZAMBIA

School leadership in Zambian schools is the function of the Head teacher. The Ministry of Education (MoE) views the school head as the pivot of the school community because he/she has the responsibility to totally manage and administer the school and also provide the vision and appropriate leadership for school improvement and effectiveness (MoE, 1992). According to MoE, some of the most importance roles of secondary school Head teachers that are related to teacher performance and supervision include (MoE, 2005):

- *Supervising work of heads of department and other teachers.*
- *Giving responsibilities to all teachers.*
- *Managing and coordinating effectively the provision of all academic programs.*
- *Monitoring and evaluating regularly the delivery of academic programs.*
- *Managing staff and utilization of other resources in order to facilitate the attainment of set goals.*

2.3 PREPARATION AND DEVELOPMENT OF SCHOOL LEADERSHIP

In most developed countries like US, England, Sweden and Australia school principals are trained before and after appointment into their positions. For instance in England, preparation and development of principals of schools is mandatory and a requirement for those who aspire to become school managers. Such training is offered in institutions such as the National College for School Leadership through the National Professional Qualification for Headship (Brundrett and de Quevas, 2007). On the contrary in developing countries like Zambia, the development of school leadership is inadequate and in most cases is not just there (Bush & Oduro, 2006).

In Turkey, the selection of school managers and administrators requires those who have three years of teaching experience and specific course work but not practical administrative experience. Their motto states, "What really matters in this profession is teaching" has been adopted as school principals are selected amongst teaching staff. The procedure has been problematic, as such serious attempts have been made in training the would be head teachers but political interference and favoritism is the order of the day where selection of school leadership is concerned. Despite undergraduate programs such as educational management and supervisor ship program being offered in a number of educational institutions. Graduates of these programs were not always appointed to management positions (Demirtas, 2008). This is supported by Memisoglu (2015) who used qualitative approach of semi- structured interviews which involved thirty (30) participants that included preschool, primary, secondary and high schools. In his study he found out that political concerns and favoritism remained leading factors in selection and placing of principals, rather than their own competence and management qualification.

In Zimbabwe Makura (2009) observed that while affirmative action policies are being handled as a milestone towards women emancipation, they have brought in some problems. Women are appointed to headship positions when they least expect it and are inadequately prepared for the post and the demands for the job.

In Kenya, the Kenya Education Staff Institute (KESI) which was established in 1981 after a deficiency of administrative training among educational administrators offers in- service training to principals, deputy principals and head of departments. These courses do not prepare teachers wishing to become school administrators and are offered mostly for two weeks during school

holidays (Mbiti, 2007). This is in line with Kitele (2013) who revealed that most of the schools among those that participated in her study did not organize management training to teachers who aspired for leadership positions. The reasons were mainly that schools were financially handicapped and those in management positions received training at KESI.

In Zambia, the MoE in its 1992 policy document on the strategies for the development of schools acknowledged the need to train educational leaders that includes the female leaders. Educational institutions require effective leadership and professional school heads, besides teaching and managerial qualifications educational leaders need to possess a broad variety of leadership skills through education management training to enable them perform their duties comfortably and effectively in the changing environment (MoE, 1992). For instance currently, in service educational management courses are being offered in institutions such as Chalimbana College and University of Zambia (UNZA) in Lusaka during school holidays. This study seeks to determine if head teachers in Luanshya district received adequate training before and after they were appointed in management positions. The study also seeks to find out if inadequate training of head teachers made them unable to resolve some of the challenges they faced.

2.4 CHALLENGES FACED BY WOMEN IN MANAGEMENT OF SCHOOLS

Several studies outside and within Zambia have revealed the challenges faced by female head teachers in the management of schools (Celikten, 2005; Archer,2003; Mahlase,1997; Singleton,1989; Cubillo and Brown,2005; Muchelemba, 2004).These challenges include social, cultural, institutional, psychological, role conflict and negative attitudes of staff and stake holders towards female head teachers.

According to a Kenyan researcher Archer (2003), school leaders play a very important role in the school as they are expected to attend to all matters that affect learners, teachers and other stakeholders. When teachers are appointed as head teachers, they find themselves in a different world with new responsibilities, commitments, problems and less free time. Administrative positions require hard work and long hours and are stressful. Consequently, women clearly face their own set of challenges as their administrative work is added on to their child-care, home and family responsibilities (Pont *et al*, 2008).

In South Africa, Mahlase (1997) investigated the position and experiences of black women teachers and highlighted race, culture and ethnicity as issues affecting women managers. Mahlase revealed that black women were deeply affected by state controls and the patriarchal relations built in the Bantu education. For instance, women were subjected to lack of respect from the broader community and from female and other principal colleagues. One woman principal was referred to as a “girl” by the community because of her single status despite being in her forties. Cubillo and Brown (2005) identified, personal, Organizational and social factors as categories of analysis that show the different levels at which women participation in education management is affected.

Other studies done in US by Hoff and Mitchell (2008) revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their responsibilities with that of leadership at work place. Celikten (2005) noted that there exists a perception that women lack support from the staff, parents and community that does not exist with male administrators.

2.4.1 SOCIO-CULTURAL BARRIERS TO FEMALE MANAGEMENT OF A SECONDARY SCHOOL

Marshall (2002) defines culture as consistent ways in which people experience, interpret and respond to the world around. These include habits, traditions and beliefs of a country, society, or group of people. The culture of a school is greatly shaped by the community in which the school is. The members of a particular school uphold their home culture and beliefs such that their beliefs and culture manifest in the school situation. Some culture beliefs believe that women are inferior to men and are incapable of being leaders. For instance, in India, Kindachi (2012) in his study on the problems faced by women in educational institutions of Bijapur found out that women are considered to be helpers as a result the Indian tradition; customs and social cultural values consider women to be weak and are to be subordinates to their male counterparts.

It is important to assess how cultural settings and societal expectations shape women’s performance and rise to leadership. The social role theory explains how each gender becomes focused on whatever roles are available to them based on the expectations of the society (Gage, Muma and Fritz, 2004). Despite the difference in cultures and settings it would help explain how

individuals take information from the environment through socialization process which they internalize and later which have an impact on the performance and choice of leadership positions.

In Kenya, because of their cultural beliefs, for a long time female head teachers were only heading girls' schools until a few years ago when the trend changed to even allowing them head mixed secondary schools. In 2013 in Kagundo district out of 45 secondary schools with 39 mixed secondary schools only 10 were headed by female head teachers (Kitele, 2013).

In South Africa, some literature show that much mistrust in women leadership is caused by a number of factors which include tradition and culture (Moorosi, 2010; Lumby, 2003). Like Kindachi (2012), Lumby 2003 revealed that communities do not trust women to be appointed as school managers because management is an important job which demands the seriousness they think men could provide. Long after apartheid, South Africa has more female primary school principals than female secondary school principals. Furthermore, generally more men still occupy high positions in the education system.

Similarly, studies done in Turkey on the competency of school principals reveal that female principals are not readily accepted as their male counterparts because of social cultural norms (Celikten, 2005). Their leadership is resisted by both male and female subordinates and stakeholders such as parents because women are considered to be weaker than their men folk regarding school leadership.

In the same line in London, Singleton (1989) in his study on the performance of women school managers revealed that female head teachers had greater problems dealing with older members of staff who had a more traditional view of women. These included both males and females. Muchelemba (2004) in his study on management effectiveness of female and male public secondary school in Lusaka further revealed that negative attitudes towards the role of female head teachers in the management of schools come from older women rather than the older men. He also revealed that most young members of staff expressed that given a choice; they would prefer a man to head a school because they felt men had more authority.

2.4.2 INSTITUTIONAL BARRIERS TO FEMALE MANAGEMENT OF SECONDARY SCHOOLS.

School head teachers face various personal and organizational challenges in the course of their work. Among these are: grievances of parents, negative attitudes from stakeholders, limited resources, issues of accountability, time management and handling of difficult teachers. In many countries, the men and women who run schools are overburdened and near retirement (Pont, *et al* 2008). Despite these challenges most women principals do not receive support, encouragement and counseling from families, peer and representatives of education institutions to pursue or maintain careers in administration. This is supported by Shakeshaft (1989) who found out that superintendent and school board members held unfavorable attitude towards women in administration.

In South Africa, research revealed that professional and family support was a barrier in women management. Moorosi (2010) observed that women principal lacked professional and institutional support which included limited induction training.

Institutional barriers such as negative attitudes from staff and society come as a challenge to female school managers. In most societies , men are believed to be more of authority as compared to women because of societal expectations internalized through socialization that make people hold certain views about men and women in terms of their abilities concerning work (Gullen and Luna,1993).

A study by Brian *et al* (2007) done in South Africa revealed that gender dynamics when it comes to the reference of male and female principals established that male principals are rated higher than females when it comes to effectiveness. Similarly, in his study Carson (2001) found out that male principals were readily accepted, given respect and believed to be intellectually credible while female principals had to work extra hard to prove their credibility before being accepted by the society. On the contrary in reality, studies done in Zambia revealed that female head teachers were more effective in management of schools as compared to their male counterparts. (Muchelemba, 2004; Mwanza, 2004; Chonya, 2006; Halyoonda, 2008).

Moorosi (2010) also found out that negative attitudes from colleagues and the community have a bearing on how women administrators carry out their management functions. In his findings, he

noted that a good number of women principals were subjected to insubordination from their male and female colleagues as they would not readily accept their authority.

Similarly in Zimbabwe, Makura (2009) found out that parents did not have a good relationship with female head teachers as a result they failed to cooperate with them to the extent that they shunned school meetings and sometimes transferred their children to male headed schools. He also reported that female head teachers were short tempered, less tolerant and lacked confidentiality. They experienced friction with their subordinates because they were always watching and in control of what teachers did. In addition, Celikten (2009) discovered through interviews that female leaders in Turkey are not favored by parents and are less respected and valued by them.

On the other hand in Uganda, Sperandio & Kagoda (2009) found out that female head teachers had a good relationship with the school community and staff. They were stronger, hardworking, cooperated well with parents and gave motherly shoulder to those with social problems like HIV/AIDS. This is supported by Addi-Racah(2006) who observed that women heads of schools are friendlier and create a more welcoming environment that is conducive for effective management.

2.4.3 DUAL RESPONSIBILITIES OF TRADITIONAL AND PROFESSIONAL ROLES OF WOMEN (ROLE CONFLICT)

Studies on principals, leadership and gender in Turkey suggest that women in leadership are faced with dilemma of balancing their family responsibilities such as house chores and taking care of children and their professional work (Celikten, 2009). Bush & Middlewood (2009) believe that role conflict affects both the career females and males but it is the women who mostly carry the major family responsibilities at home. Similarly Coleman (2005) reports that women have a lot of housework to do and as a result have less time to spend on their professional work than men.

The issue of children and/or family is one that deters many women in being efficient in their management positions. The responsibility that comes with the family does not only pose as a challenge as women manage their schools but also as a significant barrier to attaining to top jobs.

Many mothers feel exhausted and overwhelmed trying to balance professional work and commitment of being a parent, thus they feel psychologically, intellectually and emotionally drained. Women often reduce, their hours at work when their children are small. Some even quit work and spend more time with their families (Knowles *et al*, 2009).

Seelinger (2000) who studied Central Appalachian women in school leadership found out that the majority of women interviewed acknowledged that being an administrator affected the normal family life. She reported that some women spoke eloquently and regretfully of the boarders they had to negotiate to maintain their primary relationship, while doing what was necessary for their career advancement. Among the women in her study, three were divorced and had no intention to re-marry and two had no children of their own.

Contrary to the findings in the studies (Celikten, 2009; Seelinger, 2000; Knowles *et al*, 2000). Kitele (2013) in her study on the challenges that female head teachers face in managing their schools in Kagundo district of Kenya revealed that 50% of the head teachers indicated that there wasn't conflict between domestic and professional roles. This was attributed to the fact that such head teachers managed to balance between their home and school roles. They reported that time management is crucial and having ways of managing stress effectively reduces the pressure from both domestic and professional roles.

2.4.4 PSYCHOLOGICAL BARRIERS TO FEMALE MANAGEMENT OF SCHOOLS

These are factors that relate to how women view themselves. Cubillo and Brown (2003) believe that internal factors such as lack of confidence, lack of competitiveness and fear of failure hinder women's efficiency in their management of secondary schools. They assert that the fear of the unknown is hardly surprisingly given women's exclusion from male dominated world of education management for so long. For instance, Moorosi (2010) in his study of understanding the gender gap in school management in South Africa noted that personal factors such as lack of self-confidence were more prominent as affecting women across their career route.

Literature and theories postulate that women are underrepresented in school leadership due to inappropriate traits resulting from socialization (Chonya, 2012; Celekten, 2004; Gage, Muma & Fritz, 2004; Banda, 2002; Bandura, 1977). These studies assume that socialization shapes the behavior of women which compromises their aspiration for leadership positions and pose as a

challenge as they manage their schools. One example is that women are unwilling to become head teachers in schools that are very far away from their homes for fear of abandoning their families and sometimes because of cultural impact and inferiority complex.

Stereotypical beliefs such as: the inability to be competitive, having unstable emotions and lacking confidence continue to plague female leaders. They are generally seen as being unable to control their tempers, unable to manage a highly charged emotional situation bearing grudges and not forgiving and forgetting when hurt (Cubillo and Brown, 2003).

Lack of confidentiality is yet another characteristic that is associated to female head teachers. This leads to misunderstanding with members of the school as well as those from the community. Makura (2009) in Zimbabwe observed that female head teachers of schools acted on rumors which then caused poor relationship with their subordinates. Similarly, Kitele (2013) in Kenya reported that majority of students (54.6%w) had unresolved issues with the female head teacher. Among the reasons given was that the head teacher acted on rumor mongering.

2.5 STRATEGIES EMPLOYED TO COPE WITH THE CHALLENGES

To cope up with challenges that they face as they manage their schools, female use different leadership styles that assists them run their schools effectively. Among these styles are transformational, participative and mentorship.

Several researchers have revealed that men and women in educational leadership differ in their leadership styles (Shakeshaft, 1989; Chonya, 2006). Shakeshaft *et al* (2007) conducted their study using both qualitative and quantitative methods that female are more relational and interpersonal. This is supported by Chonya (2006) who conducted a comparative study of the effectiveness of female with their male counterparts and reported that female leaders used participatory and people oriented leadership styles than their menfolk who were mostly autocratic. Coleman (2005) and Shakeshaft *et al* (2007) argue that female leaders prioritise promoting team work that enhances communication and collaboration by involving their subordinates in decision making. This maintains sound personal relationships with the female leaders and their subordinates.

On the contrary, some women use autocratic leadership with the hope of being accepted by the school community. For instance in Kenya, Karuiki (2007) by using questionnaires in her study found out that negative social cultural norms forced female principals to respond aggressively if not in an autocratic way. Furthermore, female leaders use autocratic style as a defensive mechanism of wanting to prove to the society they can also be good leaders just like men. This also builds their confidence as they lead their unsupportive staff.

2.5.1 TRANSFORMATIONAL LEADERSHIP

Transformational leadership style includes a variety of terms used to define the concept charismatic, visionary, cultural and empowering. Its focus is on raising the personal commitment and capacities of original members for the sake of achieving goals of the organization so as to maximize performance (Ogunyinka & Adedoyin, 2013). Transformational insists on effective leadership. Leaders who use this style of leadership are revealed to be effective. Kitele (2013) in her study where she employed both qualitative and quantitative methods found out that to cope with negative attitudes from staff and society, female head teachers used transformational leadership style to ensure effectiveness in their duties. Transformational leaders are motivating, encouraging, supportive and involves their subordinates in decision making. They are also concerned with the personal problems of subordinates such that they become role models (Leithwood & Jantzi, 2005). Therefore women are expected to display such leadership for them to overcome challenges of being looked down upon and discouragement to aspire for leadership positions when opportunities arise.

Although research has revealed that women leadership is mostly transformational (Druskat, 1994). This may not always be the case because of differences in culture and context of different societies. Despite female leaders being observed as more effective as compared to their male counterparts, because of different societal perceptions of women there still may be other factors that may hinder their effective performance and being involved in leadership.

2.5.2 PARTICIPATIVE LEADERSHIP

Participative style of leadership is a situation where all policies are derived from a group decision. The leader helps his staff to operate as a group and this style is characterized by cooperation, acceptance of more responsibility and recognition of worth each worker

(Ogunyinka & Adedoyin, 2013). For instance, Kitele (2013) revealed that the use of participatory style helped female head teacher to cope with the subordinates' stereotypes

2.5.3 MENTORSHIP

Mentorship entails that a manager in a long term relationship with his or her subordinate acts as a coach to the junior staff in order to enhance his or her competence in a particular profession (Kitele, 2013). Women can have either male or female mentors, but the best mentors for women are other women because interacting and sharing experiences and knowledge are vital for mentorship. While male mentors eagerly encourage women to become leaders, they do not excitedly support them when they seek for higher positions. The mentoring experience may help women to develop self-esteem, aggressive leadership personalities and non-traditional attitudes about women and career (Cullen and Luna, 1993). Therefore female administrators should coach their junior subordinates into putting in their maximum effort in the job to ensure best performance in the profession. Similarly they should also look up to other female leaders of better performance.

2.6 SUMMARY OF CHAPTER

This chapter revealed the literature on the challenges faced by female head teachers in the management of schools. The literature revealed indicated that female head teachers faced challenges that were mainly as a result of socialization. The challenges were divided into four parts: institutional, psychological, socio-cultural and dual responsibility challenges (Celekten, 2005; Archer, 2003; Cubillo and Brown, 2003). The reviews show that socio-cultural barriers such as rejection of female head teachers arose from socio-cultural norms that portrayed leadership as being masculine (Kindachi, 2012). Institutional barriers such as grievances of parents, negative attitudes from staff and handling of difficult teachers were revealed as some of the challenges that female head teachers faced (Pont *et al*, 2008). The review also showed that women's lack of confidence in their leadership and inability to control tempers were among the psychological challenges faced by the female head teachers (Cubillo and Brown, 2003). Balancing of multiple roles, that is, office work and family chores was also revealed as a major challenge that female head teachers faced.

This chapter also revealed that in order to cope with the challenges they faced, female head teachers employed strategies such as: frequent use of transformational and participation style of leadership (Kitele, 2013).Mentorship which involves the coaching of subordinates was also revealed as a strategy in coping with negative attitudes from the staff especially when it was from the fellow women.

Furthermore, the review also showed that in most developed countries, head teachers are prepared for their headship positions through mandatory training before they became head teachers (Brundrette and de Quevas, 2007). On the contrary, literature revealed that in most African countries despite many educational institutions offering management courses, head teachers are not usually selected on the basis of qualification but their selection is influenced by vices such as favoritism and corruption.

Different methods were used to explore the challenges faced by female head teachers in the management of schools. Therefore the next chapter describes the methodology for exploring the challenges faced by female head teachers in the selected schools of Luanshya district of Zambia.

CHAPTER THREE.

3.0 METHODOLOGY

3.1 OVERVIEW

This chapter describes the techniques and procedures the researcher used in conducting the study. It simply provides the plan or framework of the study by describing in detail how the research was conducted by outlining the procedures and tools that were used in collecting, analyzing and interpreting data. The chapter focuses on the research design, target population, selection of the sample sampling and procedures of the study, data collection and data analysis.

3.2 RESEARCH DESIGN

The research design that was employed was a descriptive survey. A survey is a descriptive research whose purpose is to provide information on a specific subject (Achola and Bless; 1990). It may be quantitative or qualitative in nature depending on the nature of data collected and how they are intended to be collected. This research tool includes at least one question which is either open ended or closed ended and employs an oral or written method for asking question (Trochim, 2000). This study employed the qualitative approach. A bit of some quantitative data was collected, this was hoped to maximize the strength and minimize the weakness of the qualitative approach.

The qualitative technique was used in this study because it provided in-depth understanding of the challenges that female head teachers faced in the management of their schools. The qualitative data was collected through separate face to face interviews with the head teachers, teachers, the District Education Standards Officer (DESO) and the Education Standards Officer (ESO). Interviews, although time consuming, provided the researcher with the opportunity to obtain qualitative data in a manner which allowed the respondents to have the chance to express their views. This technique encouraged interviewees to explain their individual perspectives and expand on their answers. Additionally, the interview was not restricted to the questions that the interviewer initially intended to pose. Implying that any issues that arose during the interview process and were deemed relevant to the research were pursued (Biggam, 2008). The other

qualitative data was collected through focus group discussion with the pupils. The quantitative data was obtained from the questionnaires that were administered to teachers.

3.3 STUDY AREA.

The study was conducted in Luanshya district on the copperbelt province of Zambia.

3.4 TARGET POPULATION.

The target population was female head teachers, teachers and pupils from the selected schools, the DESO and any one of the ESO from the District Education Board Secretary (DEBS) in Luanshya district.

3.5 STUDY SAMPLE

The total sample of the study comprised: four (4) female head teachers, forty eight (48) teachers and thirty two (32) pupils from the four (4) schools. That is, one (1) head teacher, twelve (12) teachers and eight (8) pupils from each school. The DESO and ESO were among the participants making the total size of eighty six (86) for the study.

3.6 SAMPLING TECHNIQUES

Luanshya district has eleven (11) public secondary schools of which four (4) are headed by female head teachers. The researcher carried out the study in the four (4) schools with female head teachers which were selected purposively since they had female head teachers. Twelve (12) teachers and eight (8) pupils from each of the selected schools who were selected at random using the simple random sampling method. The DESO /ESO of Luanshya district were also included in the study.

3.7 INSTRUMENTS FOR DATA COLLECTION

The researcher used the interview guide and focus group discussion guide for the collection of data. Qualitative strategies such as interviews and focus group discussions were used because they were seen to be effective in addressing social issues that affect individuals. They provided the researcher with data that explains phenomenon more deeply and exhaustively (Mugenda & Mugenda, 2003).

To understand the head teacher's experiences, face to face interviews were conducted with the selected female head teachers to allow in depth discussion. This enabled the researcher to collect data on the behavior, attitudes and opinions of the female head teachers with respect to the feminine challenges they face as they manage their schools.

In order to gain an understanding of school stakeholders' feelings, perceptions and interpretation of phenomenon, separate face to face interviews with the teachers, the DESO and the ESO were conducted.

Focus Group Discussions (FGDs) with a group of eight (8) pupils in each school were used to collect information in form of an interview. This strategy was used because of its usefulness in generating information on members' experiences and beliefs. In this study, the FGDs gave opportunity to pupils to discuss, interact and evaluate their views on women and their leadership role in more detail than in a questionnaire or one to one interview.

In order to triangulate data collected from interviews and FGDs, questionnaires were administered to teachers. The questionnaires used both open and closed questions that provided both the qualitative and quantitative data

3.8 PROCEDURE FOR DATA COLLECTION

Before the researcher collected any data, consent from the DEBS office and head teachers from selected schools was sought. The participants' consent which included the DESO, ESO, head teachers, teachers and pupils was also sought.

The researcher visited the target schools, introduced herself and created a rapport with the head teachers later on with teachers and pupils. Then she arranged a convenient time and date for the interviews, focus group discussion and the administration of questionnaires with the participants. The researcher also booked for an appointment day for the face to face interview with the DESO and with the ESO.

The interviews lasted for approximately forty five minutes with each individual head teacher and about thirty minutes with each of the other participants which included teachers, the DESO and the ESO. Each of the focus group discussion lasted for approximately forty five minutes. Each interview and focus group discussion was audio recorded.

3.9 DATA ANALYSIS

The qualitative data and open ended questions was analysed through thematic analysis while excel was used for both the open and closed questions to facilitate for the formulation of frequency tables and pie charts to help in descriptive statistics. To analyse data thematically, the researcher transcribed the information collected into written texts by combining notes taken from the audio recorder. These were then organized using various thematic categories in the data, which was distinct from each other (Kombo & Tromp, 2006).

Therefore the data in this study was analysed based on the main research questions that arose from the conceptual framework and literature review. The main data collected was qualitative but was triangulated by quantitative.

To assist focus the interviews in terms of reflecting the research objectives and in the analysis of qualitative data, the interviews were structured according to the main areas that reflect the objectives of this study. The main areas that were considered in this study will included; challenges faced by female head teachers in the management of secondary schools, preparation for school leadership and the strategies they employed to cope with them.

3.10 SUMMARY OF CHAPTER

This chapter has discussed the research methodology that guided the data collection. The study used a descriptive survey and that it mainly employed a qualitative approach. The qualitative data was triangulated with quantitative data. Face to face interviews, FGDs and questionnaires were employed. Furthermore, the data was analyzed thematically following the research objectives. Therefore, based on the methods presented, the next chapter presents the findings of the study by exploring the issues that pose as a challenge to female leadership of secondary schools. That is, the chapter presents and analyses the responses of the research participants through interviews, FDGs and questionnaires.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS

4.1 OVERVIEW.

This chapter presents data collected from the field and highlights the findings. The study was undertaken to explore the challenges that female head teachers face in the management of secondary schools in Luanshya district on the Copperbelt. The data was gathered by means of semi structured interviews, focus group discussion and questionnaires. The findings are presented based on the themes that emerged from the data. The main themes that were significant to this study include: challenges faced by female head teachers, preparation for leadership and strategies to cope with the challenges. These themes were organized in accordance with the study's research questions.

4.2 CHALLENGES FACED BY FEMALE HEADTEACHERS

To find out the challenges that female head teachers face in the management of schools, qualitative data were collected through face to face interviews with the head teachers, the teachers, the DESO and ESO, focus group interviews with pupils and questionnaires given to teachers. The findings revealed that the challenges the head teachers faced comprised of institutional, socio-cultural, psychological, dual responsibilities and alleged deceit in marriage as presented below.

4.2.1 INSTITUTIONAL CHALLENGES

The institutional challenges included negative attitudes from stakeholders.

4.2.1.1 NEGATIVE ATTITUDE FROM STAKE HOLDERS

In this regard all the four head teachers interviewed reported having experienced negative attitude by the staff and members of the school community, this made them go an extra mile in their professional work to prove to the community that they can perform just like or even better than their male counter parts. One of the head teachers complained that:

The attitude of the community towards us female head teachers is really negative, to the extent that even payment of fees becomes an issue. It was just last week when the community rose against my administration demanding for reduced fees when our neighboring school headed by a male and charging the same amount was spared.

Another head teacher commented:

I remember, one day just a mere male office orderly came drunk for work and really misbehaved, the teachers told me that he never behaved like this when there were male head teachers, I believed it is because I was just a woman.

Most pupils during the FGDs in all the four schools appreciated and had a positive attitude towards their female head teachers. The pupils made mention of other pupils who had a negative attitude towards their head teachers but mostly it was the undisciplined pupils who felt that the head teacher was not giving them enough freedom to do whatever they wanted to do. The pupils referred to their colleagues who sometimes came to school intoxicated, treated their hair, were fond of making noise, in a habit of being absent and using vernacular knowing too well that it was against the school rules. One of the pupils had this to say:

Most of pupils have negative attitude towards our head teacher because she insists on us using English when talking to her, as a result whenever the pupils see her they avoid talking her.

Another pupil complained that:

Our head teacher is too old fashioned; she does not allow us to blow or use clippers on our hair so that we look neat.

When asked how easily accessible their head teachers are, in three of the schools pupils reported that they easily accessed their head teacher. One of the pupils said that:

Our head teacher encourages us to talk to her in her office even though we have council boards; there are some issues you cannot open up to our fellow pupils but to her, like when you are not treated well at home.

In one school, pupils complained about their head teacher not being easily accessible. A female pupil commented:

Our head teacher is a no nonsense person, most of us fear her, that is why as you noticed we all looked scared when she introduced us to you , you never just come close to her, she is unfriendly and moody.

The researcher sought from the pupils some suggestions of how the problem with their head teachers' could be solved. They suggested that among the pupils some needed to get the courage and approach the head teacher or any other member of staff to talk to the head teacher to enable them share their problems with her. To solve the other problems such as not being allowed to use hair clippers, the pupils suggested that the head teacher should allow open forum where pupils can air their grievances.

This prompted the researcher to ask the pupils if they had any problems with female teachers who were potential female head teachers. Among the problems pupils had with female teachers were; use of vulgar language, being emotional & moody; being very rude and unfriendly, indecent dressing, boring and lazy and gave too many excuses out of class. For instance, one of the pupils said that:

Female teachers transfer their anger from home into school and this makes them use bad language to pupils, for example instead of telling you to just stop making noise, she would use abusive language.

Despite these problems, most pupils had a positive attitude towards their female teachers because they believed a positive attitude towards their teachers would enhance learning. Suggestions from pupils to help solve the problems they encountered with female teachers included; counseling erring teachers, the ministry of education to come up with a clear policy on decent dressing or just introduce uniforms; administrators to closely monitor teachers and make sure teachers recover their lost teaching time by teaching after normal teaching time whenever they were back in school.

When asked about their attitude towards their head teachers, most of the teachers had a positive attitude. A few that had a negative attitude attributed their negative attitude to some of the head

teacher's practices such as poor performance, dictatorial leadership style of administration and not controlling their emotions. One of the male teachers reported that:

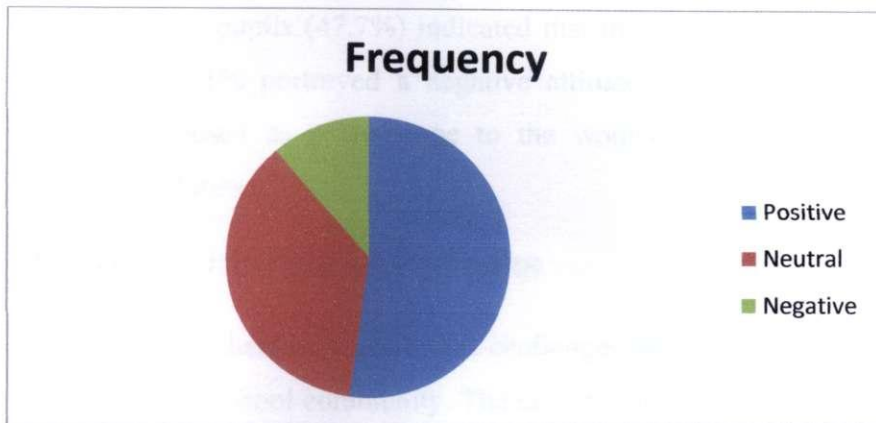
It has been the cry of the teachers not only on my side, she just comes to the staff room and imposes things on us without consulting or involving us, her language is also not good sometimes she addresses us like we are her children.

The teachers were also asked to give their perception on the attitude of pupils towards female teachers, most teachers reported that most pupils had a positive attitude and only a few portrayed a negative attitude. They also reported that male teachers were accorded more respect as compared to their female counterparts. Some reasons given for such trend were that; most female teachers are too emotional, lazy and fear to discipline pupils whilst most male teachers were serious with their work. Otherwise some of teachers observed that the respect pupils gave to the teachers was not dependent on gender but on teaching performance. Implying that those who perform better were accorded more respect.

The data from the questionnaires administered to teachers were triangulated and explained by the qualitative data. The data from the interviews and FGD concurred with that of the questionnaires.

Table 4.1 Attitude of teachers towards female head teachers.

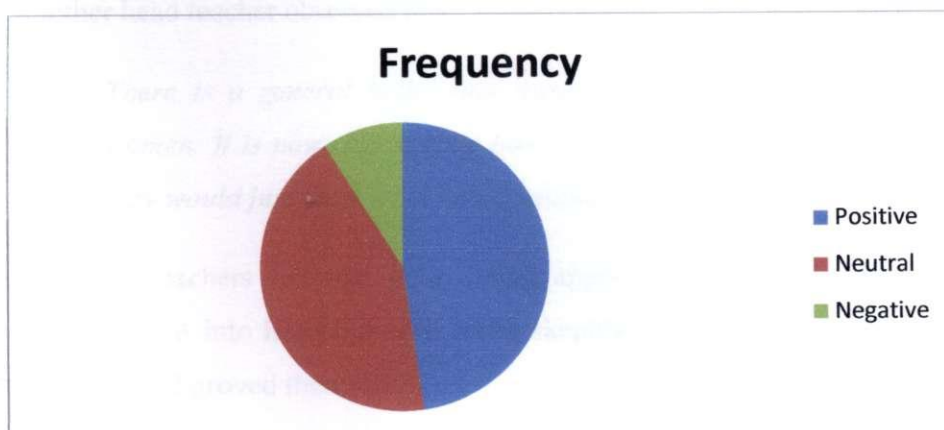
	Frequency	Percent
Positive	23	52.2
Neutral	16	36.4
Negative	5	11.4
Total	44	100



Majority of the teachers (52.2%) indicated that the attitude of teachers towards the female head teachers was positive while 36.4% of them had a neutral attitude and a few (11.4%) had a negative attitude. Those that had a positive attitude gave reasons such as that female head teachers were: prudent in the use of finances; motherly; orderly and maintained clean school surrounding among others. Among the reasons given for the negative attitude were that female head teachers were: too emotional and segregates in the assigning of responsibilities to teachers.

Table 4.2 Perception of teachers on the attitude of pupils towards female teachers

	Frequency	Percent
Positive	21	47.7
Neutral	19	43.2
Negative	4	9.1
Total	44	100



Majority of the pupils (47.7%) indicated that they had a positive attitude, 43.2% had a neutral attitude and 9.1% portrayed a negative attitude. The negative perception reported by some respondents posed as a challenge to the women folk in the successful execution of their professional duties.

4.2.2 SOCIAL CULTURAL FACTORS

Female head teachers of schools face challenges that are due to social and cultural beliefs of the members of the school community. The head teachers, the DESO, the ESO and teachers revealed that culturally most members of the school community perceived that females are a weaker sex who cannot perform well in leadership as authority is regarded as being masculine. Among the socio-cultural factors were: sex stereotyping and prejudice; staff resistance and gender bias.

4.2.2.1 SEX STEREOTYPING

When asked to share their experience regarding social and cultural beliefs of the members of the school community and how it may impact on their leadership role. The head teachers attributed the negative attitude they experienced to culture that promoted stereotypical and prejudice tendencies. They reported that culturally in most Zambian societies men are considered to be decision makers and women are expected to receive instructions from the men. This belief is portrayed in most men who are too traditional. This was pointed out by one head teacher when she said:

The male subordinates feel that the way they treat their wives at home is the same way every other woman should be treated.

Another head teacher observed that:

There is a general belief that men are more hard working and perform better than women. It is now that society has confidence in women leadership, otherwise culturally they would just think what can a woman do?

The head teachers felt that upon being appointed as head teachers, the school community received them into headship with some skepticism, with time they were accepted and respected after they had proved themselves.

One head teacher said:

Community and most teachers thought that a female head would fail to run this school which was previously ran by males but after the performance of the school improved, one of the parents came and bluntly told me that he was surprised that even female head teachers can run a school and improve performance of pupils.

Female head teachers were working very hard as they appeared to have trust in their abilities as leaders. One head teacher indicated that:

Although society perceives head teachers negatively, I think now they are beginning to slowly realize that we are performing, we are doing fine, the perception of women is improving and like my PTA they are really supportive.

When asked how society perceives female head teachers, the other participants reported that it had a negative perception. The DESO reported that:

Society looks for faults in the female head teachers, they look down upon them and they consider them not to have much time for their professional work.

Similarly the ESO had this to say:

We still have a segment of the community that still believe that women cannot make good leaders, their place is in the kitchen..., they are looked down by male subordinates, otherwise they perform wonders.

The teachers reported that culturally women are perceived as wives with the role of child bearing and looking after their families. Women are also perceived as luxurious sex objects for males, they are meant to sexually satisfy men. A female teacher had this to say:

The male supervisors of the female head teachers sexually take advantage of them, they are promised to be given schools that are financially sound or which are located in better places in exchange with sex.

A male teacher was of the view that female head teachers besides their commitment to their professional work they needed to have appropriate time for their families. He commented:

My head teacher is not married, it's fine for her to spend much time in school but my deputy head teacher who is married..., what time does she spend with the family? I hear the husband spends much of his time socializing in drinking places, I believe the absence of the wife is the cause.

4.2.2.2 STAFF RESITANCE

Female head teachers reported being rejected by their staff. The findings revealed that the resistance the head teachers experienced in all the four schools was mainly from the male subordinates. One of the head teachers reported that:

I had a bit of experience when I was appointed as a head teacher especially with the male head teachers who were asking that, why promote her when there are a lot of us men who are qualified and hard working?

Similarly another head teacher narrated:

When I was first appointed as head teacher I could see how the men in the school resisted my leadership, the way they would talk, women are very difficult but as time went they accepted me.

In one of the schools the head teacher observed that not only did mostly men resist her leadership but even females of her age. She commented:

Not only did males resist my leadership but even females especially those of my age, the elderly women would even come to mitigate in disciplinary meetings.

The DESO also observed that resistance from fellow women really was a challenge to female head teachers, his view was that:

Women can be more effective if given support by fellow women because we usually see that the female head teachers are pulled down by their fellow women.

When teachers were asked about their attitude towards their head teachers, whilst many said that it was positive, they talked about other teachers who had a negative attitude and really resisted their head teachers' leadership. A female teacher said that:

Most male teachers underrate our head teacher, being a female and young; they feel her performance is not up to standards. For example, when she is monitoring their lessons and tries to advise them, male teachers would usually answer rudely.

Similarly another female teacher commented:

Most teachers have respect for our head teacher but some resist her leadership, for example one male teacher left our school to a male headed school after confessing that he couldn't be controlled by a female head teacher.

4.2.2.3 GENDER BIAS

When asked which gender they preferred, most of the participants preferred male head teachers to their female counterparts while some did not mind about the gender.

The majority of the pupils who preferred male head teachers reported that female head teachers because of their motherly heart failed to discipline pupils, the family roles hindered them from concentrating on their professional role and that they were too emotional. One pupil commented:

Our former head teacher was a male and in school there was discipline and there is a belief that a woman cannot rule over a man, so the man would make rules that will easily be followed.

A different male pupil made a similar comment:

The man is the head of the house, when a female head teacher tells the female teachers to dress modestly they will not abide to their instructions as they will say, you were once like us but when a male teacher tells them they will follow without complaining.

Those that preferred female head teachers believed that they are generous, enhances good performance and keep school surroundings clean and orderly. A female pupil said:

I would prefer female head teachers because they are understanding, very generous and have a motherly heart, like our head teacher, she motivates us by awarding hard working pupils.

Similarly the majority of the teachers especially male teachers preferred male head teachers to female head teachers. Those that preferred male head teachers reported that female head teacher were: moody, difficulty, pompous, emotional and keep grudges. One of the male teachers had this to say:

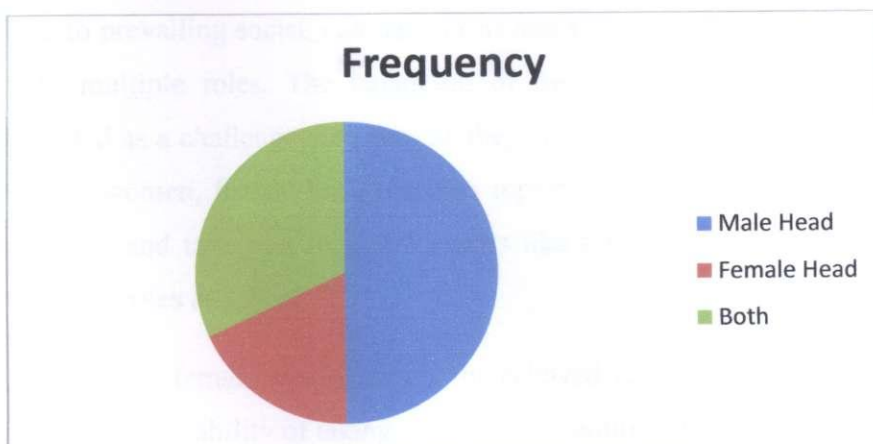
I would go for a male head teacher because naturally males are cool, it's rare for a male head teacher to blast you in public, they are frank and they do not keep grudges.

A female teacher also commented:

I would prefer a male head teacher because they usually do not suffer from effects of biological hormonal imbalances such experiencing moody swings, they do separate their social life from their professional work.

TABLE 4.3 Preference for male heads by teachers as opposed to female head teachers

	Frequency	Percent
Male Head	22	50
Female Head	8	18.2
Both	14	31.8
Total	44	100



When the questionnaire data was triangulated with that from interviews, it was found that: 22/44(50%) teachers comprising 12 males and 10 females preferred male head teachers; 8/44(18.2%) teachers comprising 3 males and 5 females preferred female head teachers and 14/44(31.8%) teachers comprising of 7 males and 7 females were neutral. The data concurred with from the interviews that most members of the school community preferred male to female head teachers. The majority who preferred male head teachers reported that most female head teachers were: over delegating; emotional; keeping grudges; unable to draw a line between social life and professional work and fond of excuses from work. The reasons given by those teachers that preferred female head teachers were: prudent in the use of resources; motherly; understanding and able to yield better pupils' results.

4.2.2.4 ALLEGED DECEIT IN MARRIAGE

In this regard, the DESO reported that among the challenges that female head teachers faced was the lack of trust their husbands portrayed. He reported having received complaints from some spouses to the female head teachers who believed that their wives were unfaithful, implying that they had sexual relationships with their supervisors. The DESO commented:

The men they are married to feel these women had a sexual relationship with their boss to get the position they hold. The innocent female head teachers have suffered in this respect.

4.2.3 DUAL RESPONSIBILITIES

Due to prevailing social, cultural norms and values in the context of this study, women are faced with multiple roles. The balancing of their professional and domestic responsibilities was reported as a challenge they face as they struggle to balance the two roles. For instance, like the rest of women, female head teachers reported that they had to cook, take care of children and relatives and take part in social events like kitchen parties, alongside their administrative and teaching roles at school.

All the four female head teachers interviewed reported that besides their office work they had greater responsibility of taking care of their families. It was revealed that they did not find it easy to harmonize the roles of being a mother and a head teacher, when one role was effectively

attended to, the other role suffered. Mostly the female head teachers worked very hard at the office to prove that they were capable; as a result most of their domestic work was left to other family members and maids. One head teacher commented:

It's really a challenge to be head teacher as well as a mother and a wife. My roles at home need 100% attention and even my office work requires 100% of my time, to harmonize the two is not easy, one suffers....if you do not get support at home the office work is negatively affected.

The teachers agreed that really the female head teachers being Africa women, they faced challenges of dual responsibility; they attend to their house chores and take care of their children. They reported that women in most Zambian societies are expected to wake up earlier and go to bed later than everyone in the house because of their greater responsibility of looking after the family. One male teacher said:

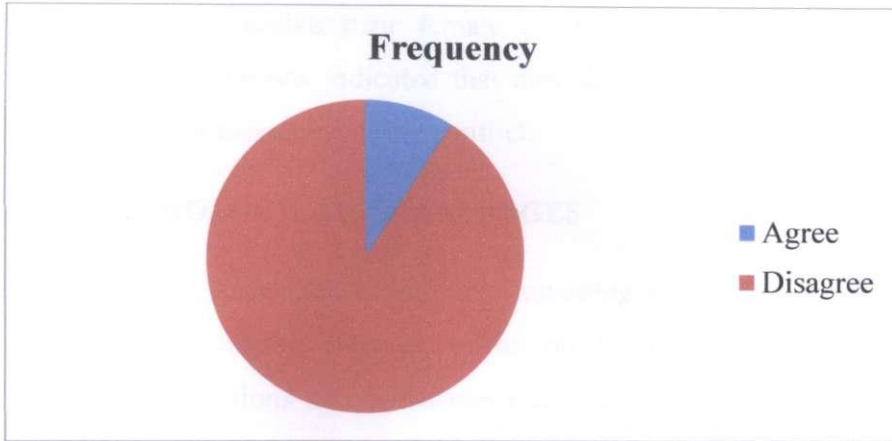
Really female head teachers have conflicting roles. For example, I see my head teacher going to pick her grandson from school at times when she expected to perform her office work.

Similarly another female teacher commented:

Usually a female head teacher as women would already be tired from attending to house chores before she attends to her professional work because as a married woman for instance she is expected to prepare breakfast for her husband and take care of the children before leaving for work. Meanwhile males do not do as much at that time.

Table 4.4 Female Teachers' views regarding experiencing role conflict

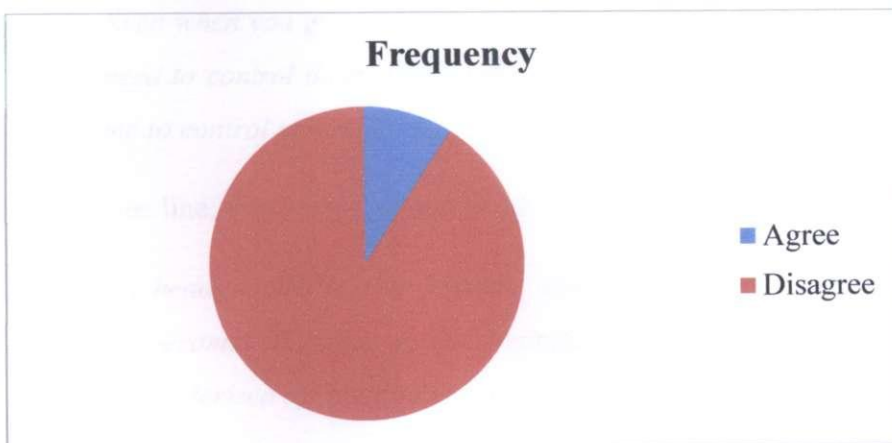
	Frequency	Percent
Agree	18	81.8
Disagree	4	18.2
Total	22	100



When asked whether they experienced role conflict between their domestic and professional roles. The questionnaire findings were supported by the interviews. Majority (81.8%) of the female teachers like the female head teachers did experience role experience while (18.2%) indicated that they did not experience role conflict because they employed maids to take care of most of their domestic responsibilities.

Table 4.5 Male Teacher's views regarding experiencing role conflict

	Frequency	Percent
Agree	2	9.1
Disagree	20	90.9
Total	22	100



On the contrary unlike their female counterparts, majority (90.9%) of the male teachers questionnaire responses indicated that they did not experience role conflicts while only 9.1% agreed that they experienced role conflict.

4.2.4 PSYCHOLOGICAL CHALLENGES

When asked to share their experiences regarding whether or not biological traits hindered their management of schools, three out of the four head teachers reported that they at times couldn't control their emotions and sometimes ended up making wrong decisions whilst the other one reported that biological traits did not bar her from performing her duties normally. Despite sometimes being emotional all the head teachers rated themselves as being very confident in their leadership position.

4.2.4.1 EMOTIONS

From their responses it was revealed that from time to time some female head teachers due to their biological make up experienced being emotional as they dealt with issues relating to their professional work. One head teacher reported that:

Just being a woman, there is that time of the month when you just become emotional, this time I have I have learnt to harmonize my biological traits because when I didn't, those were times I got into wrangles with my staff.

Another head teacher commented:

Even when you grow older , as women our biological make up brings out emotions, one need to control them, I value the guidance and counseling course I did because it helps me to control my emotions.

In the same line, a male teacher had this to say:

My head teacher is over 55years, sometimes I feel the way she carries herself like being temperamental is due to her biological makeup, I mean the menopause period that is characterized by moody swings.

On the contrary, another male teacher commented:

Generally it's not always that women's emotions have a negative impact on their leadership role sometimes they have a positive impact, you find they are good organizers when it comes to social functions like funerals.

4.2.4.1 LACK OF CONFIDENCE

Although all the four head teachers rated themselves highly with regards to self-confidence, teachers and the standards officers reported lack of confidence among the challenges that female head teachers faced. The DESO commented:

The female head teachers perception sometimes is that they underrate themselves, they feel shy when they stand to lead the males maybe because mainly of their cultural background.

A Similar view was echoed by the ESO who said:

These female head teachers it's like they have no confidence, when they go into meetings they like shouting at teachers and bluntly remind them that they were their bosses.

A male teacher also had this to say:

... these kind of emotions is due to the lack of confidence and not believing that these positions are theirs. A man would never struggle to be a leader but women struggle to be recognized as being capable of leading.

4.3 PREPARATION FOR LEADERSHIP

Although there are colleges and Universities that offer educational management courses in Zambia, in reality, most head teachers in the Zambian context rise to the position of head teacher without initial training in management or administration of schools. The findings indicated that management training was not mandatory offered to those that are promoted to head secondary schools. The study also revealed that in service management training was not intensively offered to all head teachers.

4.3.1 LACK OF EDUCATION MANAGEMENT TRAINING

When asked if they received any management training before they became head teachers, three of them indicated that they did not whilst the other one reported that she did although long before she was promoted when she was not conscious enough to prepare for her headship. She however appreciated the knowledge she received to have helped her in the management of her school. She put it in this way:

In my initial University training about 15 years ago I did an administrative course although at that time I did not expect to be a head teacher, well I still apply some knowledge and skills I acquired to make effective decisions.

The findings also indicated that the only preparation received was the mentorship and the leadership skills they learnt when they were either deputy head teachers or heads of departments. One head teacher said that:

I never did any formal management course before I became a head teacher; I had to find out things by myself, kind of job on training.

Another head teacher commented that:

When I was a deputy head teacher, my head teacher was mostly out of the station, in a way as he delegated some of his duties he let me acquire the skills of leadership.

4.3.2 LIMITED INSERVICE TRAINING

Limited in service training for both the head teachers and teachers emerged as one factor that contributed to lack management skills by head teachers. All the four head teachers reported that they received management training organized by the district but they revealed that it was not well organized and that it did not tackle most issues that really affected the management of schools. Additionally such programs were rarely held. One head teacher reported as follows:

Local management programs are arranged by the district were mainly financial management is discussed. I wouldn't say they are not helpful but I would wish they became more beneficial where they could incorporate what I have gone through, I mean gender issues.

The DESO also confirmed that Luanshya as a district does organize management programs as he said:

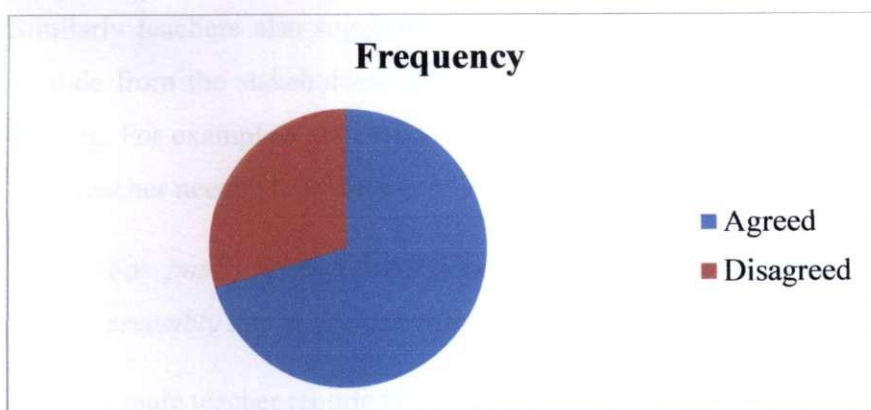
Since last year, the district embarked on the program to re train the head teachers and deputy head teachers to equip them with managerial skills.

When asked if schools organized any training programs on education management, most teachers reported that they did not. A few who acknowledged having received management training meant the management issues that emerged during Continuous Professional Development (CPD) activities. One male teacher said that:

The school organized CPD activities, where sometimes as mere teachers we are equipped with knowledge on how to manage school finances.

Table 4.6 Teacher’s views on delegation of female head teachers responsibilities

	Frequency	Percent
Agreed	31	70.5
Disagreed	13	29.5
Total	44	100



The interview findings concurred with the data from the questionnaires administered to the teachers. The majority 31/44(70.5) % indicated that they received management training through mentorship as the head teachers delegated some of their duties. The duties the female head teachers delegated to the teachers included: attending administrative meetings, writing reports,

writing minutes during meetings such as PTA, conducting assembly, budgeting and decision making. The other teachers 13/44(29.5%) indicated that their head teachers did not delegate any of her duties to them.

4.4 STRATEGIES TO COPE WITH CHALLENGES.

Amidst of the challenges they faced, female head teachers had to find strategies for them to cope. The strategies employed included: frequent use of participative and transformational styles of leadership, counseling and employing of house maids.

4.4.1 INSTITUTIONAL CHALLENGES

To cope with the institutional challenges that involved negative attitude from stakeholders, the female head teachers frequently used the participative type of leadership in their administration of secondary schools. Additionally they tolerated those that had a negative attitude by giving them more time to understand the kind of their leadership. For instance, when asked about how she copes with the negative attitude of teachers, one head teacher said:

I give them time to fight themselves and learn about my type of approach to administration and I also learn about their personality after sometime they change their attitude.

Similarly teachers also suggested that for the female head teachers to cope with the negative attitude from the stakeholders, they needed to actively involve all the stakeholders in decision making. For example a male teacher suggested that to cope with negative attitude from pupils the head teacher needed to involve pupils in decision making as he said:

For pupils to stop fearing her she needs to meet them most often, they need to have assembly day in day out. This will enhance the cordial relationship between them.

Another male teacher reported that:

To cope with the negative attitude from teachers, the head should not only call for staff meetings when only something is wrong because whenever she calls for a meeting everyone starts wondering what wrong we've done. Instead she should encourage team work by involving us in the running of the school.

The questionnaire data revealed similar suggestions to cope with negative attitudes from stakeholders which were: involving stakeholders, good management, planning and shared responsibility.

4.4.2 SOCIO-CULTURAL CHALLENGES

Strategies to cope with socio- cultural challenges as revealed by female head teachers and suggested by other stakeholders included: delegating of duties, involving all stakeholders and counseling.

When asked about how they cope with resistance from their staff, all the four head teachers reported the frequent involvement of their stakeholders in the management of schools. This was indicated by one of the head teachers who said:

When there was resistance from my staff I called for a staff meeting after which I brought the concerned staff closer through giving them responsibilities.

Guidance and counseling was another strategy that helped head teachers to cope with social and cultural challenges such as staff resistance and stereotyping. One head teacher shared how counseling worked out for her when she narrated that:

We even had to involve the DEBS office where teachers were called one by one and interviewed. What is the problem with your head teacher, apparently it was discovered that only a few were trying to influence others to resist my leadership especially ladies. After the DEBS counseled me to avoid confrontation with the teachers and to check my language, I learnt to be calm.

Teachers too suggested counseling and frequent use of participative style of leadership to cope with social cultural challenges. For instance one teacher had this to say:

The head teacher should have a heart of a parent and value every member of the school community, she should involve everyone in the running of the school, avoid nepotism and tribalism by being neutral in the assignment of responsibilities.

To cope with the challenge of alleged deceit by spouses of the female head teachers, the DESO suggested that there was need to sensitize the community and to counsel the concerned partners to have trust for each other.

The questionnaire findings included the following suggestions as strategies to cope with the social and cultural challenges: sensitization of the school community through meetings such as PTA and indabas; living according to the expected norms and values; adjusting to the community culture but not to compromise standards; enhance cooperation with school community and drawing a line between professional work and social life.

4.4.3 DUAL RESPONSIBILITIES

The female head teachers reported that to cope with the challenges regarding dual responsibilities, they budgeted their time effectively and employed house maids to help them. In some cases where mainly husbands were not traditional, their burdens were lifted because of help from house maids, using machines like washing machine and buying readymade food from the supermarket. For instance, one of the head teachers said;

You cannot be master of all...to cope with the challenge of dual responsibility it's a matter of dividing time, well of course with the help of my maid and support from other family members.

Another head commented:

I have an understanding family, they are able to give me support in the home chores and this allows me to maximize time at my office work.

On the other hand one head teacher complained that she couldn't cope with the dual responsibility because even when she employed maids they didn't reach her standard of performance in the domestic duties as a result sometimes she reported for work whilst tired. She reported that maids were not effective and efficient, which necessitated her to perform most of the house work.

When asked to suggest strategies female head teachers can use to cope with dual responsibility challenges teachers also recommended the need for head teachers to balance up their

professional role and domestic role by apportioning the appropriate time to each one of them as time management was critical in that position.

4.4.4 PSYCHOLOGICAL

Among the strategies used by female head teachers and those suggested by other stake holders were: being professional, counseling, respecting other people's opinions and balancing personal and professional life.

When asked how they cope with psychological challenges such as being too emotional, the head teachers reported that they just had to check their emotions and control them so that they maintained their professionalism. One of the head teachers said:

If you don't check your emotions they seriously have an influence on the leadership role, people say she does not understand and is hard hearted but when you check them the same people become happy and say she is our mother.

Another head teacher reported that she uses skills she acquired from her guidance and counseling course to handle her emotions. Additionally she attributed her being able to control her emotions to her Christian background as she reported that:

Apart from applying skills I learnt from the guidance and counseling training, my Christian approach to work has really helped me to cope with emotions. With a Christian background there is room to accommodate different personalities with the help of God.

To cope with challenges of lack of confidence, the DESO suggested that women should accept that they are capable of performing well and needed to be supported by everyone. He suggested that:

Women in leadership need psychological counseling; they should know that they are in leadership to stay. Women need to support each other; men too should support the women in leadership.

Teachers suggested involving their subordinates in decision making to cope with their lack of confidence. One male teacher commented:

Female head teachers need to have a vision and remember that they are not bosses but servants so it is important for them to involve their subordinates in decision making towards achieving the goal. This would also help them gain their confidence and not to struggle in their leadership role.

Another male teacher similarly indicated that frequent interaction with the members would assist female head teachers gain their confidence in the profession. He observed that sometimes being in isolation builds some insecurity in the female head teachers.

The responses from questionnaires administered to teachers on the suggestions to help head teachers cope with psychological challenges included: counseling, respecting other people's opinion and being professional.

4.5 SUMMARY OF FINDINGS

This chapter has presented the findings based on the challenges that female head teachers face as they manage their schools. It examined the challenges faced by female head teachers, the preparation and professional development of head teachers and the strategies female head teachers employ to cope with the challenges to assist them their schools smoothly. Female head teachers, teachers, the DESO, ESO and pupils were sources of data. Interviews, FGDs and questionnaires were used to collect data.

The challenges the female head teachers faced were institutional, socio-cultural, dual responsibilities and psychological barriers. The institutional barrier observed was the negative attitudes of teachers, pupils and the other members of the society towards the female head teachers. The socio-cultural barriers observed include staff resistance, gender bias and alleged deceit in marriage. The resistance the female head teachers experienced especially when they were just appointed was mainly from male subordinates. It was also observed that the participants preferred the leadership of male head teachers to the leadership of their female counterparts. This was attributed to the stereotyping and expectations of members of the society that males make better leaders than women. Alleged deceit in marriage was also viewed as one of the challenges that female head teachers faced. They were alleged to be involved in love affairs with their supervisors, implying that they had to prove their innocence to their husbands. Regarding the balancing of dual responsibilities, the views revealed that culture, norms and other

contextual reasons saw the female head teachers overwhelmed with domestic chores and having to deal with their professional role. Lastly the psychological barriers such as lack of confidence and failing to control their emotions were observed as some of the challenges that female head teachers faced.

This study also sought to examine the preparation and professional development of head teachers and teachers in school management. The findings showed three out of the four head teachers interviewed did not undergo any management training before they were appointed as head teachers. The study also revealed that in service training was not adequately given to both the head teachers and the teachers.

This chapter also set out to examine the strategies the female head teachers used to cope with the challenges they faced. The strategies included the frequent use of participative and transformational type of leadership style; counseling and delegation. The next chapter focuses on the discussion of the findings in relation to literature and theories.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 OVERVIEW

This chapter discusses research findings as presented in the previous chapter. In this study whose purpose was to investigate challenges that female head teachers face in the management of selected schools in Luanshya district, the specific objectives were: to explore challenges female school head teachers face as they execute their duties, to determine if head teachers received adequate training to enable them effectively manage their schools and to establish the strategies employed by female head teachers to cope with the challenges they face as they manage their respective schools. The findings are going to be discussed in the context of research objectives.

5.2 CHALLENGES FACED BY FEMALE HEAD TEACHERS

The challenges faced by female administrators included institutional, socio-cultural, dual responsibilities and psychological challenges.

5.2.1 INSTITUTIONAL CHALLENGES

The institutional challenge involved negative attitude towards the female head teachers by stakeholders such as pupils, teachers, parents and other members of the school community.

The study revealed that female head teachers experienced negative attitudes from pupils, teachers and other stakeholders. The findings revealed that undisciplined pupils who felt that the head teacher didn't give them the freedom they wanted had a negative attitude towards them. Some teachers who had a negative attitude towards the female attributed it to poor administrative practices such as the frequent use of dictatorial style of leadership and not being able to control their emotions. This is in line with Karuiki(2007) who found out that some women in leadership use dictatorial style with the hope of being accepted by the school community. They use it as a defense mechanism to prove to the community that they too can make good leaders.

On the other hand, although female head teachers were perceived negatively by a segment of the school community, they considered themselves positive and effective despite the many

challenges posed by their subordinates and other stakeholders. They worked towards proving to the community that they are effective leaders by putting in more effort in their professional work.

Earlier findings also indicated that negative attitudes towards female head teachers were as a result of traditional orientations and beliefs regarding female headship (Kitele, 2013; Makura, 2009; Celekten, 2005; Archer, 2003). Implying that social and cultural factors posed as a challenge to women leadership

5.2.2 SOCIO-CULTURAL CHALLENGES

This is explained by Marshall (2002) who defined culture as consistent ways in which people experience, interpret and respond to the world around. These include habits, traditions and beliefs of a country, society, or group of people. The culture of a school is greatly shaped by the community in which the school is. The members of a particular school uphold their home culture and beliefs such that their beliefs and culture manifest in the school situation. As confirmed by the findings of this study, cultural factors and socialization make people believe that male head teachers make better administrators as compared to their female counterparts despite research showing that female head teachers are more effective (Muchelemba, 2004; Mwanza, 2004; Chonya, 2006; Halyoonda, 2008).

The findings also conquer with Eagly's social theory which holds that there exist traditional gender expectations in order for women and men to successfully fulfill their roles. Female leaders are negatively perceived because the deep rooted patriarchal system and culture which lead to some research participants believe that men make better leaders than women. For instance, some male teachers indicated they can't accept to be led by women.

The different ways in which society treats female head teachers imply that female leaders are less honored which is in contrast with feminist theory. For instance in this study one female head teacher reported how the community condemned her for increasing fees when in a neighboring school headed by a male was spared despite the community having children in both schools. Feminism theory calls for equal treatment of men and women irrespective of their sex. This is in line with radical feminism that views schools as institutions that promote patriarchy (Led with & Colgan, 1994).

It is evident from the responses of interviews, FGDs and questionnaires that female head teachers are subjected to stereotyping; pupils, teachers and other members of the school community have revealed a tendency to see female head teachers as weak, emotional and who are supposed to be subordinates to men. This was strengthened by Carson (2001) who observed that cultural expectations are very stereotyped and tend to affect successful performance of women in leadership. Additionally, external factors such as sex stereotyping are used up against female head teachers. The society has always and still views males as better managers and this dampens the spirit of equal opportunities that is the concern of liberal feminism and the much talked about affirmative action by the government of this country

The findings in this study also revealed that female head teachers received resistance from both male and female subordinates. The findings agree with those revealed by Celikten(2005) where school principals in Turkey were not readily accepted by both female and males because they were considered to be weaker than their male counterparts. Similarly in line with radical feminism, Lucas and Lovaglia (1998) opined that women may experience difficulties in trying to be accepted as leaders by their subordinates because males dominate over women in a hierarchical social system and this result in women being subjected to subordinate position as compared to men's superordinate position.

In this study, although none of the head teachers reported alleged deceit in marriage spouses to female head teachers were reported to accuse their wives of sexual relationships with their bosses. The female head teachers had to prove themselves innocent, this could also affect their maximum attention to their professional work. This is in line with Seeliger(2000) who found out that female head teachers affected the normal family life as they had to negotiate to maintain primary relationship this was evidenced by some of the women participants in the research who had to divorce their husbands.

5.2.3 DUAL RESPONSIBILITY CHALLENGES

In the researcher's view most Zambian societies expect women to take care of their families irrespective of their status in society. The current study revealed what other studies (Kitele, 2013; Celikten, 2009; Knowles *et al*, 2009Coleman, 2005) observed that female head teachers face the challenge of trying to balance their domestic and professional roles.

While the previous studies, such as Shakeshaft (1989) differ from the current study where women principals did not receive support, encouragement and counseling from their family members, peer representatives and school board members in their professional work. The findings of this study revealed that female head teachers were able to deal with the challenge of having multiple roles because they received support from their family members which enabled them to maximize their time at the office. The findings also revealed that the PTA was supportive to the female leadership especially after they proved that they were good performers.

Ultimately the dual responsibility challenges that female head teachers face emanate from the society's expectations and gender roles in the society. The findings are in line with Eagly's social role theory that posits that there exist traditional gender expectations in order for women and men to successfully fulfill their roles. While the female head teachers were expected to perform house chores such as cooking, cleaning the house, taking care of children and taking part in social functions such as weddings, they did not have enough time to effectively attend to what was expected of them. However they were assisted by house maids and family members who assumed most of the daily chores sometimes by gadgets like washing machines and electric cookers.

5.2.4 PSYCHOLOGICAL CHALLENGES

The findings of this study revealed that failing to control emotions posed as a challenge to their day to day smooth management of schools. Female head teachers admitted that they sometimes regretted making decisions out of emotions because most times it negatively impacted on the performance of the schools but it was something that just happened naturally. This was agreed by Cubillo and Brown(2003) observed that generally women are seen as being unable to control their tempers and unable to manage to manage highly charged emotional situation.

Although findings such as Makura(2009) reveal that female head teachers had a poor relationship with the school community, in this study despite their temperaments, due to their good performance they built public confidence that enhanced their good relationship with the school community. Similarly the researcher also argues that to some extent, female head teachers can have a good relationship with the surrounding community because of their motherly friendly

nature. However due to culture and perceived stereotyping they are not easily accepted as leaders.

Although female head teachers interviewed indicated that they had a lot of confidence in their professional work, contrary it was revealed by most of the male stakeholders that they lacked confidence as a result they used dictatorship style of leadership to prove that they were the bosses. This led to some stakeholders to lose trust in their leadership and develop a negative attitude towards their leadership. This is in line with Santovec (2010) who argued that no matter how skilled women leaders can be; a lack of confidence is a deal breaker. He observed that confidence spreads to those ones is leading and that if a leader does not have confidence, the followers will not have confidence in the leader

5.3 PREPARATION FOR LEADERSHIP

Findings of this study revealed that most head teachers had no leadership training directly related to the position of a head teacher. The duties delegated to them by their head teacher while as deputy head teachers helped them in their work. This was in line with Bush and Oduro(2006) who observed that in most developing countries school leaders were not adequately prepared for their leadership positions.

The study also revealed that despite available colleges and Universities that offer management courses in Zambia, secondary school head teachers are not selected on the basis of management qualification. Demirtas (2008) and Memisoglu (2015) similarly observed that despite undergraduate management program being offered in a number of institutions in their countries , graduates of those programs were not given priority to take up headship positions instead practices such as favoritism and political appeasement were employed. This was in with Makura(2009) who observed that in Zimbabwe while affirmative action policies are being handled as a milestone towards women emancipation, they have brought in some problems such promoting women who were inadequately prepared for the post and the demands for headship position.

The findings further revealed that head teachers who undertook management training before becoming head teachers acquired knowledge and skills that helped them handle problems that come along with heading secondary schools. The researcher assumed that women who

participated in the study would have being more self-confident and may have done their work more efficiently if they had been exposed to leadership programs.

The findings also revealed that specific management programs to prepare teachers for school leadership were not organized in all the schools. This was similar to the findings of Kitele (2013) in Kenya who revealed that schools did not organize management programs for teachers mainly because of inadequate funding.

5.4 STRATEGIES TO COPE WITH CHALLENGES

Findings in this study revealed that to cope with institutional, socio-cultural and psychological challenges, the female head teachers frequently used the participatory and transformative types of leadership. This is in line with Chonya(2006) findings that revealed that one of the reasons why female head teachers were more effective than their male counterparts was that female head teachers mostly used participatory and people oriented leadership styles while the male head teachers usually used dictatorship kind of leadership. Ogunyinka & Adedoyin (2013) observed that using participatory type of leadership, the leader helps his staff to operate as a group and this style is characterized by cooperation, acceptance of more responsibility and recognition of worth each worker.

On the other hand, the findings of this study revealed that when female head teachers used dictatorship style of leadership; they risked facing the challenge of their subordinates portraying a negative attitude towards their leadership.

Guidance and counseling was another strategy that female head teachers used to cope with socio-cultural and psychological challenges.

Furthermore to deal with dual responsibilities this study revealed that female head teachers learnt to balance their time as it was crucial in management. They also employed house maids to assist them handle domestic chores. This was in line with what Kitele (2013) who revealed that most of the female head teachers in her study were reported to perform well with regards to time management because they were able to delegate some of their duties to their subordinates and employed house helpers to assist them with their domestic work.

According to the researcher when the female head teachers often delegated some of their responsibilities to either their subordinates or house maids, part of the society regarded them as being irresponsible and lazy. This was evidenced by some study respondents who preferred male head teachers to their female counterparts because they believed that female head teachers were over delegating and lazy. This view strengthens the social role theory that implies that individuals who violate gender role stereotypes are often perceived unfavorably.

5.5 SUMMARY OF CHAPTER

This chapter has discussed the data provided by the respondents in chapter four. The research questions explored challenges faced by female head teachers in the management of schools, established if head teachers received adequate training to prepare them for their leadership role and professional development and further established the strategies they employ to enable them cope with the challenges.

Regarding the challenges that the female head teachers faced, the study found that the institutional, socio-cultural, dual responsibilities and psychological barriers were mostly due to socialization patterns that were characterized with gender stereotyping and prejudice. The school community expected male head teachers to be better leaders than female head teachers, as a result this posed as a challenge to female head teachers because they had to work extra hard to prove that they were also capable of being good leaders. The findings do concur with Eagly's social role theory that is of the view that success of women and men in fulfilling their roles is dependent on the society's gender expectations (Eagly's *et al*, 2000). Furthermore the findings agree with the feminist theories that are of the view that gender discrimination in the work place do impact on the performances of women in management.

On the contrary, this study revealed that some segment of the society do not agree with the feminist theories because they view female head teachers as better managers than male head teachers as a result women are encouraged to work hard. This is evidenced by studies that have shown that female head teachers are more effective secondary school managers than their male counterparts (Muchelemba, 2004; Mwanza, 2004; Chonya, 2006; Halyoonda, 2008).

The findings of this study also revealed that head teachers are not selected on the basis of management qualification. It was found that head teachers acquired their leadership skills mostly through training on the job.

It has also been observed that apart from using effective leadership styles that help them cope with the challenges they face, female head teachers went through guidance and counseling especially when helping them to cope with psychological challenges. Delegating some of their expected duties both at their work place and at home also helped the female head teachers to cope with dual responsibilities challenges. All the objectives set for this research were met and the conclusions and recommendations in the context of the objectives and research questions are highlighted in the next chapter.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

Apart from the fact that there are fewer women as compared to their male counterparts heading secondary schools in Luanshya district, the study findings showed that female head teachers are faced by a number of challenges such as social and cultural stereotypes, negative attitude from stake holders, psychological factors and the problem of balancing their dual responsibilities.

Furthermore, the findings revealed that head teachers were not adequately prepared in their leadership positions and the Luanshya district management training programs that were offered to school administrators were inadequate. Schools also did not organize training programs for teachers on education management.

In trying to understand the challenges the female head teachers face in their professional work, this paper has revealed that women experiences are often compromised by traditional value systems and institutional arrangement within the schools that are less favorable to women. Instead of devoting their maximum emotional and intellectual energies to the actual management duty, women continue to fight against sexist authorial attitude from their communities and school. The interplay between the social and organization levels becomes noticeable where the social norms and beliefs appear to have a great impact on what happens in the school. For instance, the study revealed that most stakeholders preferred male head teachers to their female counterparts mainly because leadership was believed to be masculine.

Since female head teachers in trying to cope with the challenges utilized participatory and transformational leadership approach that favors feminine values of nurturing and caring, it is therefore imperative to enhance their empowerment by changing the attitudes of men and women towards women in management positions. Consequently a more enabling, women-friendly working environment will be created and their potentials realized.

6.2 RECOMMENDATIONS

From the research study and the experiences shared by the female head teachers and other stakeholders, some recommendations became apparent that could be beneficial to educational administration and female leadership in secondary schools.

6.2.1 Need to promote more Women in Management Positions

Since female head teachers were positively viewed by teachers mainly because they were prudent in the usage of resources and enhanced learners' achievement levels, there is need for them to be given more posts of leadership in secondary schools.

6.2.2 Need to Discourage Stereotyping of Women

As it has been revealed from the study, most challenges female head teachers face emanate from by social and cultural beliefs, therefore there is need to discourage sex stereotyping to enhance successful performance females in leadership positions.

6.2.3 Need for Educational Management Training

The government through the Ministry of General Education should avail funds to schools for mandatory training and development of teacher educational leadership. It should further sponsor serving female head teachers who have not acquired leadership training. This training is hoped to prepare them to face the feminine challenges as the training incorporates gender issues in education.

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APPENDICES

APPENDIX ONE

TIME LINE

	CHAPTERS 1-3	Data Collection	Data Analysis	First Draft Writing	Writing Final report	Final Presentation and Submission
FEBRUARY- 2016	✓					
MARCH-2016	✓					
APRIL-2016		✓				
MAY-2016			✓			
15TH JUNE- 2016				✓		
30TH JUNE- 2016					✓	
JULY						✓

APPENDIX TWO

BUDGET

ITEM	QUANTITY	COSTS(ZK)
Typing, printing and binding	(2) proposals (3) final binding	600
Stationary	[REDACTED]	100
Photocopying/ Internet	[REDACTED]	400
Transport	[REDACTED]	1200
Contingency	[REDACTED]	600
Audio recorder		1200
TOTAL	[REDACTED]	4900

APPENDIX THREE

INTERVIEW GUIDE FOR HEADTEACHERS

PREPARATION FOR LEADERSHIP

1. How long had you taught since leaving college or university before you became a head teacher?
2. Prior to becoming a head teacher were you once a head of department or a deputy head teacher? If so for how long?
3. For how long have you been a head teacher in your current school?
4. What preparation (in terms of training, mentoring...) did you receive to prepare you for your leadership?
5. Have you ever done any in service management course?
6. Are management in service training programs organized in Luanshya? If so would you say you are satisfied with the way they are satisfied?

PERCEIVED CHALLENGES

INSTITUTIONAL CHALLENGES

1. Share your experience if any with regards to resistance from teachers, support staff and parents towards your leadership.
2. Who resisted your leadership, was it females or males or both?
3. Do you think the resistance you received was because of your sex?

SOCIO-CULTURAL CHALLENGES

1. Please share briefly how social and cultural beliefs if any may affect your leadership roles?
2. In your opinion, share how society perceives female head teachers.
3. How does it discourage or encourage females' participation in leadership?

DUAL RESPONSIBILITIES

1. Share briefly your experience regarding role conflict between your domestic work and your professional work?
2. Comment on your family support in ensuring that you put in your level best in your professional work and promotion prospects.

WOMEN'S PERSONALITIES CHALLENGES

1. Share your experience if any when your biological traits hindered the effective management of your school.
2. How confident do you feel in your position as a head teacher? Give reasons
3. How is your working relationship with your teachers and support staff?
4. In your opinion, do you think emotions of women have an influence on their leadership roles? Explain briefly.

COPING WITH CHALLENGES

1. What strategies do you employ to cope up with the challenges that you face as a female head teachers?
2. Is there anything else you would like add?

Thank you for your cooperation

APPENDIX FOUR

INTERVIEW GUIDE FOR TEACHERS

PREPARATION FOR LEADERSHIP

1. How long have you been teaching since leaving college or university?
2. What leadership styles are used by your head teacher?
3. Mention if any, some of her duties that your head teacher delegate to teachers
4. In what way do teachers participate in the running of the school?
5. Does your school organize any training programs on education management?

PERCEIVED CHALLENGES

INSTITUTIONAL CHALLENGES

1. What is the perception of pupils to female teachers in your school?
2. In your opinion, do you think female teachers and male teachers are accorded the same level of respect?
3. What is your attitude towards your head teacher?

SOCIO-CULTURAL CHALLENGES

1. Please share briefly how social and cultural issues if any may affect the management of the school by female head teachers.
2. In your opinion, share how society perceives female head teachers.

DUAL RESPONSIBILITY CHALLENGES

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

PSYCHOLOGICAL CHALLENGES

1. Share if any, when your biological traits bar you from performing school activities effectively.

2. Do you think emotions of women have an influence on their leadership roles? Explain briefly
3. Given a choice who would you prefer between a female head teacher and a male head teacher? Give reasons.

COPING WITH CHALLENGES

1. Suggest strategies one can employ to deal with challenges that are due to role conflict, biological traits and socio-cultural beliefs?
2. Is there anything you would like to add?

Thank you for your participation

APPENDIX FIVE

INTERVIEW GUIDE FOR DESO/ESO

1. Do you as a district, organize in-service management programs to prepare would be head teachers or develop management skills for those already in headship positions? If YES how often? If NO why?
2. What do you think about female head teachers' performance in regard to management of schools?
3. In your experience, how does the society perceive female head teachers?
4. In your opinion, comparing female head teachers with their male counterparts, who do you think is more effective in the management of schools? Explain
5. What common challenges if any do female head teachers face in the effective management of their schools?
6. Suggest some ways in which female head teachers can be empowered to handle the challenges they encounter as they manage their schools.
7. Is there anything else you would like to add?

Thank you for your cooperation

APPENDIX SIX

FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

1. How easily accessible is your head teacher?
2. Share some problems if any that you find with your head teacher.
3. Suggest ways to overcome such problems
4. What is your attitude towards your head teacher?
5. Briefly share some of the problems if any that you encounter with your female teachers?
6. Suggest how the problems you have identified can be solved.
7. Given a choice, who would you prefer between a female head teacher and a male head teacher?
Give reasons for your answer
8. Is there anything else you would like to add?

Thank you for your cooperation

APPENDIX SEVEN

QUESTIONNAIRE FOR TEACHERS

The information gathered on this questionnaire will be treated with the utmost confidentiality and will be used for academic purposes only. Please answer all questions as honestly as you possibly can. Do not write your name or school nor put any form of identification on the questionnaire.

You are kindly requested to answer the questions by either putting a tick in the space () provided next to the answer. Where the question requires an explanation, write in the spaces provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. Sex: Male () Female ()
2. Marital Status: Married () Single ()
3. Work experience
 - a) As a teacher
 - Between 1-3 years () Between 4-6 years ()
 - Between 7-9 years () Above 10 years ()
 - b) As a head of Department
 - Between 1-3 years () Between 4-6 years ()
 - Between 7-9 years () Above 10 years ()

SECTION B: SCHOOL MANAGEMENT

1. What is your attitude towards your head teacher?
Good () Fair () Poor ()
- 2.(a) Does your head teacher delegate some of her duties to teachers?

Yes () No ()

(b) If yes, mention some of the duties she delegates to her teachers.

.....
.....

3. What leadership styles are used by your head teacher?

(i) Dictatorship () (ii) Democratic ()

(iii) Laize faire () (iv) Combination of i, ii & iii ()

4. In what way do the teachers participate in the running of the school?

.....
.....
.....
.....

PART C: PERCIEVED CHALLENGES

INSTITUTIONAL CHALLENGES

1. (a) Does your school organize any training programs on education management for teachers in your school?

Yes () No ()

(b) If No, explain

.....
.....
.....

2. What is the perception of pupils to female teachers in your school?

Good () Fair () Poor ()

3. (a) Do pupils accord male and female teachers the same level of respect?

Yes () No ()

(b) Explain

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.....
.....

SOCIO-CULTURAL CHALLENGES

1. (a) Do culture and social issues interfere with management of the school?

Yes () No ()

2.(b) Explain your answer in (15a) above

.....
.....
.....

3. (a) Do you experience role conflict between domestic and professional roles?

Yes () No ()

(b) Explain

.....
.....
.....

PSYCHOLOGICAL / PERSONAL FACTORS

1. (a) Do your biological traits bar you from performing school activities effectively?

Yes ()

No ()

(b) Explain

.....
.....
.....
.....

2.(a) Does your traditional beliefs work against your profession?

Yes ()

No ()

(b) Explain

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.....

3.(a) Given a choice, who would you prefer between a female head teacher and a male head teacher?

.....
.....

(b) Give your reason(s)

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.....

SECTION D: STRATEGIES TO COPE UP WITH CHALLENGES

1. How do you think one should deal with each of the challenges identified above?

a) Institutional

.....
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.....

b) Socio-cultural.

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.....
.....

c) Personal/ Psychological

.....
.....
.....
.....

Thank you for your cooperation



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
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LUSAKA, ZAMBIA

29th February, 2016

TO WHOM IT MAY CONCERN

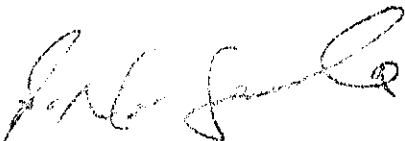
Dear Sir/Madam,

RE: CONFIRMATION OF STUDY - SHIMALUNGWE NKOMBO BIBIAN

Reference is made to the above subject.

This serves as a confirmation that the above mentioned SHIMALUNGWE N. B. of NRC
Number 207645/68/1 and computer number 714800985,
is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open
University (UNZA-ZOU)..... is pursuing a
Master of EDUCATION IN EDUCATIONAL MANAGEMENT programme.

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



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