GENDER GAPS IN SCHOOL ADMINISTRATIVE POSITIONS:

A COMPARATIVE STUDY OF SCHOOL ADMINISTRATORS

IN SELECTED RURAL AND URBAN SCHOOLS IN

CHILANGA DISTRICT.

A QUALITATIVE STUDY

BY

LUKE CHIPETA

A Dissertation Submitted to the University of Zambia and Zimbabwe Open University in Partial fulfilment of the requirement for the award of the Degree of Master of Education in Education Management.

THE UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I **Luke Chipeta** do hereby declare that this dissertation is my work and the works of other people have been appropriately acknowledged. I further declare that this work has never in part or whole been submitted to the University of Zambia/ ZOU or any other institution for the award of any academic qualification.

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DEDICATION

I sincerely dedicate this study to my Parents Mr. and Mrs. Chipeta. Their genuine love, unwavering support and belief in my ability have always spurred me on.

I also dedicate this work to my lovely daughters Kolase and Towela Chipeta who I challenge to reach their academic potential and Excellency.

I also dedicate this study to my dear lovely wife Tikazi Mhone, for her support which inspired me to achieve my academic potentials.

ABSTRACT

Although there is government concern about women opportunities in formal education at all levels, the representation of women in school administrative positions is still inadequate as compared to men. Thus, this research work was a case study aimed at investigating gender gaps in school administrative positions in Chilanga district. Its main objective were to assess the gender gaps in school administrative positions with regards to rural and urban schools in Chilanga district.

The literature reviewed showed the prevalence of gender gaps in education and their consequence on economic growth. The literature reviewed supports two obvious policy recommendations: increasing women's access to education and promote their participation in decision making positions, this includes administrative positions in education sector.

Qualitative methods were used to collect and analyze data from 70 participants who were selected purposively and randomly. This included, the district education board secretary, 2 Senior Education Standard Officers (ESO), 2 top management officials from HR department, 20 school administrators, 5 PTA chairpersons, and 40 Teachers (20 males and 20 females) respectively. Data from one to one semi-structured interviews and questionnaires were thematically analysed. Presentations of the findings were done using tables, direct quotations and simple narrations.

However, the findings of the study revealed that the current situation of gender gaps in administrative positions in both rural and urban schools was as a result of male dominance in administrative positions and qualities for school administrators. Motivation was found to be a leading factor in the current changes in gender gaps in school administrative positions. Gender

roles, education qualification, socialisation, female self-perception and mentor role were revealed to be the factors leading to gender gaps in education.

To reduce gender gaps in school administrative positions, the study recommended that; women share gender roles with their spouses in order to create more time for administrative duties, school administrators to allow more women to be involved in administrative work, female teachers to form professional networking clubs where they mentor each other in order to assist in confidence building, enhancing self-esteem and socialisation and policy makers to come up with a curriculum that include gender issues for the purpose of sensitizing the community on the social/cultural barriers which cause gender imbalance in education administration.

Conclusively, it is hoped that with all the policies being implemented to enhance female participation in decision making positions, this study might contribute a lot in encouraging the women to have small size families and share family responsibility equally with their spouses in order to create ample time for their career progress. This can be done through family planning practices and campaigning for the same. This will reduce the gender gap that exist in terms of administrative positions in both rural and urban schools.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

A fairly established fact is that gender inequality exists in almost every country in the world along several important dimensions. Women are less likely to work than men, and also tend to earn less than men in similar occupations. Access to higher levels of education tends to be restrictive for women in low income economies, (World Bank 2011). A fairly large literature has documented the gender gap in education and labor markets and their consequence on economic growth. The literature supports two obvious policy recommendations: increasing women's access to education and especially their participation in decision making, (Alarm, 2010).

Gender plays an important role in all facets of human life and although great strides have been made against the gender discrimination, still the progress is gradual and slow. More specifically, in the field of school administration and leadership women's attempt to gain equal groundwork with men is quite evident but the former still face gender related barriers that hamper their progress, (World Bank 2011).

This study investigated gender gaps in school administrative positions. This section of the study examined the background information which indicate a gap in gender representation in decision making positions in public schools in Chilanga District. Aim, objectives, problem statement and significance of the study shall also be highlighted in this section. Though women dominate teaching forces from which leaders are recruited, they are poorly represented in educational management (MOE, 2000). There is gender imbalance in school administration though women

prepare for administrative positions. Women have remained in low rank and grades of classroom teachers (MOE, 2000). They are clustered in low and middle job categories (United Nations, 1995).

1.2 Background

Lumby and Coleman (2007) make a strong statement referring to gender as the most pervasive way in which individuals can be marginalized 'both through time and across national borders' when they have to access the field of leadership (p. 4). Historically, the normative view that men dominate in the domain of educational management and leadership or else as Bush (2011) claims 'management is a male pursuit' predominates; a fact that greatly impacts on women who aspire high managerial positions. Nowadays, it is quite evident that diversity in terms of gender becomes more noticeable with women to increasingly gain ground in these posts. However, as Grogan (2005) highlights that although lately the number of women in the superintendence has been doubled, it still remains woefully small with countries where the school leadership is still identified with masculinity.

However, the challenge of gender inequality is not peculiar to Zambia but it is a worldwide problem. In U.S. according to a survey conducted in 1999-2000, data from schools show women under representation as secondary school superintendents. There were only 10.5% of women superintendents in United States in 1996 (Bova, 2000). By the year 2000, the proportion increased to 13.2% (Brunner, 2000). Though the work of these researchers is now somehow outdated, recent studies show that the trend is still in place. There is gender imbalance where the number of women in school administration is still inadequate since it has only changed to 14% by the year 2004. Women teachers fail to choose entry into administrative positions in Montana

in U.S due to family responsibilities that act as a barrier, (Coleman, 2005). This is in line with the situation in Zambia because the family role and responsibilities demand extra commitment in terms of time allocation to child bearing and rearing, (Lungwangwa et al, 1999).

Women in countries like Korea hold only 14% of school administration (Kim and Kim, 2005). In China, the trend is similar; they hold 13% (Su et al, 2000). In South Africa, female teachers are concentrated in lower ranks in teaching profession. Men hold 36% of all teachers and women hold 64%. Out of this, men hold 59% of principal ship and 69% of deputy principal ship with women holding 41% and 31% respectively. (Bell, 1995). Socialization and gender roles in these countries seem to be a strong factor in relation to gender imbalance in school administrative positions among teachers. There is the societal perception that women are emotional and work at emotional levels (Lumby & Coleman, 2007). This perception affects the women decision making and aspirations to decision making positions.

In Zambia, the situation is similar to that of other countries although there are no discriminatory laws (MOE, 2004). A review of gender imbalance in education administration by the year 2000 indicated gender disparities (MOE, 2000). Female teachers serve as administrators in urban public schools and a few in rural grant aided schools. In chilanga district with a total population of 32 schools, 636 female teachers and 312 male teachers, only 13 schools (40.1%) are headed by female head teachers while 19 schools (59.4%) are headed by men, (MOGE, Chilanga 2018). In terms of deputy head teachers, 17 schools (52.1%) in Chilanga have female deputy teachers while 15 schools (46.9%) have male deputy head teachers, (MOGE, Chilanga 2018). The other positions of administration are that of a guidance and counseling, head of department and a senior teacher. Female teachers occupy the lower ranks of administration above mentioned as their male counterparts dominate head teacher ship positions in schools. The realization of

presence of few women administrators is of great concern to the researcher. Women do not play an active role in decision making process in schools in Chilanga district. The impediment factors underlying this will form the basis of the study where the researcher will critically seek to investigate the gender gaps in administrative positions among teachers in Chilanga district.

The vacancies in school administrative positions need to be shared equally between male and female teachers. The women in administration have a role to be active mentors and role models to those aspiring to move up the career ladder (Mwansa, 1995). The gender gaps in administrative positions among teachers in schools is the concern of the researcher. Female teachers are confronted with challenges like gender roles, self-perception, socialization and gender stereotypes, lack of mentors and education qualification. The few schools that are managed by female head teachers tend to have high levels of discipline and academic performance, (Smith, 1996**).** In spite of this the number of female teachers who rise up the career ladder to administrative positions remains limited. As women remain in marked boundaries, their talents and intelligence is underutilized, (Smith, 1996**).** The researcher will seek to assess gender gaps in school administrative positions with regards to rural and urban schools in Chilanga district.

1.3 Statement of the Problem

Although there is government concern about women opportunities in formal education at all levels, representation in administration in education is still inadequate as compared to men (MOE, 1996). Though they dominate teaching profession, there is gender imbalance in education administration. According to Jain (2005) it was observed that female head teachers were only 1000 (25%) and 3000(75%) were male principals out of the 4000 public schools. The gender imbalance in decision making positions has made women stagnate (MOE, 2000). Due to this,

women teachers do not play a significant role in decision making processes in Zambian public schools. Such a state of affairs implies that women chances of influencing important decisions in public schools are limited. There is also an implication that women's needs and interests may not be considered during decision making. The girl child who is meant to be the future women leader lacks a mentor who is important for purpose of increasing self-confidence by serving as a role model, (Coleman, 2005). In view of this, a study is necessary to assess gender gaps in administrative positions among teachers in rural and urban schools in Chilanga district.

1.4 Aim

To assess the gender gaps in school administrative positions with regards to rural and urban schools in Chilanga district.

1.5 Objectives of the Study

1.5.1 General objective of this study is to:

Assess gender gaps in school administrative positions in selected rural and urban schools of Chilanga district of Lusaka Zambia.

1.5.2 The specific objectives of this study were to:

- ✓ To determine the current situation of gender gaps in the administrative positions in schools in Chilanga district.
- ✓ To examine the changes in the gender gaps in administrative positions in schools in Chilanga district.
- ✓ To identify the factors contributing to the gender gaps in the administrative positions in schools of Chilanga district.

1.6 Research Questions

1.6.1 General research question

What are the gender gaps that exist in school administrative positions in selected rural and urban schools of Chilanga district of Lusaka Zambia?

1.6.2 Specific questions of this study were:

- ✓ What is the situation of gender gaps in the administrative positions in schools in Chilanga district?
- ✓ What are the changes in the gender gaps in administrative positions in schools in Chilanga district?
- ✓ What are the factors contributing to the gender gaps in the administrative positions in rural and urban schools of Chilanga district?

1.7 Significance of the Research Study

There has been a general public outcry from the male teachers that administrative positions are not fairly distributed between the rural and urban schools in Chilanga, the complainants are of the view that most female teachers are given preference for administrative positions in urban, while such positions are only given to men in the rural and remote places despite the massive gender campaigns (Researcher`s pilot interview, 2018).

Urbanization particularly in developing world is growing at a rapid pace, making urban systems of governance, performance management and service provision increasingly important for the wellbeing of a large segment of the population. Hence this study is imperative as it will address a vital crosscutting developmental concept of gender, without addressing gender gaps, benefits

from developmental programs related to administrative position, leadership formation and transformation will be undermined as female participation in formal sector is concerned. This study is also significant for government planning and strategy with regards to school administrative structures relating to job performance and policies currently in place or to be introduced in the future in the ministry of education. The results of this study would contribute to the future administrative engagement programs and their applicability to the other government ministries. The study is an addition to the existing body of knowledge and indeed a stepping stone for further research on the similar study topics.

1.8 Purpose of the Study

The purpose of this research was to assess the gender gaps that exists in the administrative positions in the education sector. This study would compare and contrast the rural and urban schools in Chilanga district while developing recommendations for future research. The outcome of this research would contribute to the gag that is claimed to exist in the administrative positions in most schools in the district, and it would help to improve the interaction of males and females in the work place without any limitation set by stereotyped rigid gender roles and prejudices.

1.9 Theoretical Framework

This study adopted the feminist theoretical framework. Feminists believe that the gap between males and females in society is a consequence of the dominance of males. This dominance is reflected in the way customary and legal constraints block women's entrance to and success in the so-called "public World" Tong (2009). Feminism is a particular approach to achieve equality both for men and women that emphasizes the power of an individual person to alter discriminatory practices against women.

Feminist theories focuses on women's ability to maintain their equality through their own actions and choices. For instance liberal feminists argue that society holds the false belief that women are by nature less intellectually and physically capable than men: thus it tends to discriminate against women in the academy, forum and market place, Lorber (2010). Liberal feminists believe that women led lives that were unfulfilling, if not stifling. Women could enjoy a family with children but needed to get involved in pursuits outside the domestic sphere as soon as possible by entering into public life and paid employment.

Nevertheless, the feminist theories and the feminist movements have passionately demonstrated that knowledge cannot be considered neutral or objective. Customarily, researchers have engendered knowledge on the basis of the dominant perspective and behavior in society, which was the male one (androcentrism). As such, knowledge has been blind to the specific historical, political, social and personal conditions on which it was reported, making invisible gender differences. Feminist epistemologies have claimed that knowledge is dynamic, relative and variable and that it cannot be considered an aim itself but a process. Taking into account this idea, the theoretical and methodological proposal of this research shall be based on the principle that gender inequalities and the promotion of women's rights, interests and issues, are the common basis of the feminist studies and their epistemological concerns, despite the fact that there are multiple meanings of gender and the concept of gender itself has been criticized (Butler, 2000; Breines, Connell and Eide, 2000).

1.10 CONCEPTUAL FRAMEWORK

Gender Role Family responsibility Size of family Role of wife Spouse support		

Education Qualification

- Level of education

- Years of experience

Socialization

-Gender stereotypes at work

 -Stereotype at home

-Myths

 -Stories

Gender imbalance in education administration among teachers

-Affirmative action - Gender sensitization -Women professional networking

-Enhanced women career mobility

 -Enhanced women access

 -Women preferential treatment

Female self-perception

-Level of confidence Level of self esteem

 -Women's Choices

Mentor role

 -Coaching

-Sponsoring

-Socialization

 -Women aspirations

9

Conceptual Framework Explanation

The conceptual framework that guided this study based on gender gap in school administrative positions. Different literatures identified various factors that hinder gender equality in school administrative positions. The social model was used to come up with the conceptual framework for this study because the social model looks for explanations neither in women as individuals nor in educational systems, but in society as a whole. Schmuck (1980) refers to this as the "social perspective"(p. 243) and Shake shaft (1989) as the "social structure of society as the root cause of inequities" (p. 83). This model "assumes women and men have been taught to identify their roles and separate" and those institutional and societal practices reinforcing these differences account for the lack of women in school administrative positions (Estler, 1975, p. 379).

However, the framework which was used to guide this study was arranged in three levels. The first level assumed gender roles, socialization; gender stereotypes learned by over time and passed from one generation to the next and cause gender imbalance in education administration among teachers. They dictate whether women would aspire for and take senior administrative positions when promoted. The women self-perception which results to lack of self-confidence and low self-esteem is due to socialization process which has portrayed leadership as a province of men.

In the study the independent variable is the one which the researcher manipulates and makes changes on in order to determine its effect on dependent variable (Mbwesa, 2006). It can have a positive or a negative effect. It is the presumed cause of dependent variable. In the study, the independent variable is of measurement type. Measurement type of variables have already occurred hence the researcher has no manipulative control. In the study the independent variable

include the determinants of female teachers" career mobility. These are gender roles, female self-perception, socialization and sex-role stereotype, role of mentors and education qualification and training.

Gender roles cause gender imbalance in education administration among teachers. The demands of the family on women aspiring for leadership restrict them. This is because they are expected to be more responsible to their families, remain close to the children, husbands and extended family. Self-perception or poor self-image cause gender imbalance in education administration. Women aspiring for administrative positions are likely to report lack of self-confidence than those already there. Women wait for someone else to tap them for the role and encourage them to apply.

Socialization and sex role stereotypes act as an obstacle to gender balance in education administration .Women are oversaturated with a message of female inferiority complex and this makes them shy away from positions. Mentors and role models are crucial for women aspiring for positions in educational administration. Mentors provide career development functions like coaching, sponsoring and advancement. It enables a novice to learn political realities, secrets of moving a project through chain of command and survival techniques not written in any handbook.

Educational qualification and training prepare women as future leaders. The education policy makers must realize the unique needs of women in leadership preparation programs. Women with higher education and training stand a better chance to have career mobility than those without. The second level assumes gender imbalance in education administration which is influenced by a number of factors. Men dominate in administrative high ranking positions as

women take low ranking positions. This is supported by and maintained by socialization through myths, stories and gender stereotypes. Gender based division of labor determine allocation of roles. It also influences attitudes and perceptions of women contribution to the society. This is found in the education system with regard to gender imbalance in education administration among teachers.

The dependent variable is the phenomenon which is the object of study under investigation (Orodho, 2002). It is the object to be assessed. It varies as a function of independent variable. In the study the dependent variable is gender gaps in school administrative positions among teachers in schools in Chilanga district.

The third level assumes that affirmative action, gender sensitization and women professional networking will benefit the underrepresented women. The moderator variable acts as a catalyst of relationship between independent and dependent variable. It modifies the initial effect expected in a relationship between independent and dependent variable (Mbwesa, 2006).

In the study the moderator variable is the affirmative action, gender sensitization and women professional networking. All these policies will take into consideration gender in order to benefit the underrepresented group as a means to counter the effects of history exclusion.

1.11 Limitations of the Study

This research targeted schools within Chilanga district in Lusaka province. Therefore generalization of the findings to other districts and/ or other government ministries within the country was done with caution. However, to curb this limitation, simple random sampling was used to select the respondents and schools in Chilanga to ensure that the information collected was as representational as possible. The researcher could not have gotten all the respondents

during the days of the study so the other data was collected from some secondary sources which may not have been too reliable.

Carry out a comparative study across districts would be more ideal, however doing so would also be a limiting factor in terms of scope of the study, and hence to address this issue and ensure quality of the data to be gathered, the researcher purposely choose one district which was Chilanga district.

1.12 Operational Definitions of Terms

Gender roles: are duties and responsibilities which are considered by the society to be appropriate   for men and women.

Gender gap: Disparity in attainment of senior administrative positions in educational management.

Gender: is socially accepted attributes of an individual related to his or her sex. It is differentiation   in any context and treated as such. In this study it refers to social relationship between men and women, allocation of roles, responsibilities, rights and women obligations in the education system. **Administration:** is the process of creating conditions which people perform work and achieve set objectives.

Practitioner career: these are middle level jobs where one can work comfortable and combine paid and unpaid family work and avoid promotions.

Public schools: these are government established schools that are open to all citizens who meet certain requirements.

Self-perception: this is ones view of self in terms of strengths and weaknesses.

Sex role stereotypes: is behavior classification along sexual lines where they are considered acceptable to men and women.

Gender mainstreaming: Involves ensuring that gender perspectives and attention to the goals of gender equality are central to all activities.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covered the literature that was reviewed which is considered relevant to the study of gender gaps in school administrative positions. The aim of reviewing different pieces of literature is to widen and deepen the scope of understanding of the subject that is being researched and to get some insights on related work that has been done by other researchers.

The chapter begins by reviewing the concept of gender in relation to gender inequality, followed by the key theoretical concepts in relation to the theories of gender and finally it will review the factors that contribute to gender gaps in school administration.

2.1 The concept of gender and gender inequality

In its broadest sense, gender refers not to male and female, but to masculine and feminine -that is, to qualities or characteristics that society ascribes to each sex. People are born female or male, but learn to be women and men. Perceptions of gender are deeply rooted, vary widely both within and between cultures, and change over time. But in all cultures, gender determines power and resources for females and males (World Health Organization, 2001). In other words, gender

refs to the social roles, responsibilities and behavior created in our societies and cultures. The concept includes the expectations held about the characteristics, attitudes and behavior of men and women (femininity and masculinity). For example "men as income earners and „"women as caregivers" (UNESCO, 2003). The roles are learnt and passed on from one generation to the next. It is not biologically determined or fixed forever. They can be changed to achieve equity and equality for both men and women.

Gender is a central organizing factor in societies, and it can significantly affect the processes of production, consumption and distribution of goods and services. In fact, the influence of gender on rural people's lives and livelihoods is so substantial that "by any indicator of human development, female power and resources are lowest in rural areas of the developing world. Rural women make up the majority of the world's poor population, Coleman, M. (2005).

Notwithstanding recent improvements in their status, they have the world's lowest levels of schooling and the highest rates of illiteracy. In all developing regions, female-headed rural households are among the poorest of the poor (UN Millennium Project, 2005).

However, since gender is created by the society its meaning will vary from society to society and will change over time. This is because it carries the ideologies of socio-cultural context in which it is constructed (UNESCO, 2003). In all societies the common denominator of gender is female subordination and universal belief of women separation of public and private spheres into gendered spheres. This gives men an advantage in participating in public spheres, (Deiker, & Lermmer, 1993).

The concept of gender is vital because it reveals how women's subordination and men's dominion is socially constructed. Gender mainstreaming is critical to overcome this. It will

enable men and women have access to opportunities at same level playing ground with men. An important instrument to gender mainstreaming will be competence development that is, the development of awareness, knowledge, commitment and capacity necessary to incorporate gender perspectives into substantive work among professional staff (UNESCO, 2003).

On the other hand, the term gender inequality refers to the disparities that exist among individuals based solely on their gender than objective difference in skills, abilities, or other characteristics. Gender inequalities may be obvious for instance not receiving the same pay for the same job, also gender inequalities can be subtle meaning not given the same subject opportunities for advancement. Despite the strides taken to eradicate gender inequalities over years, the fact that it still remains, (Deiker, & Lermmer, 1993)

Social and economic inequalities between men and women undermine food security and hold back economic growth and advances in agriculture. In other words, gender often constrains women to an unequal position in society in comparison to men. The goal of development interventions, legal and institutional strategies is gender equality. This means equal participation of women and men in decision-making, equal ability to exercise their human rights, equal access to and control of resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods, (Alarm, 2010). Enhancing gender equality and promoting women's empowerment has been enshrined in many international commitments, including the United Nations Sustainable Development Goals (SDGs), the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination against Women. Despite international commitments, gender inequalities persist, (UN, 2014).

One way toward reducing gender inequalities is through the pursuit of gender equity, which means "fairness and impartiality in the treatment of women and men in terms of rights, benefits, obligations and opportunities in this case even in the administration position in the education sector (Moser, 1989).

By creating social relations in which neither of the sexes suffers discrimination, gender equity aims at improving gender relations and gender roles, and achieving gender equality. The essence of equity is not identical treatment, treatment may be equal or different, but should always be considered equivalent in terms of rights, benefits, obligations and opportunities, (Smith, 1996**).**

In the Zambian education sector, women constitute a high representation but their contribution in school administrative positions is insignificant. The underrepresentation is a global issue contributed by personal centered factors like education level, ambition and family commitments. Implementation of gender mainstreaming and situational centered factors like the role models and mentors are important to bring gender balance in education administration among teachers. It is critical to involve women in the administration of schools because they make a significant population in the world. Human rights and affirmative action policies demand their inclusion so that the girl child can model from them.

In conclusion, this literature on gender inequality was used to help the study ascertain the relationship that exist in allocation of administrative positions among teachers in Chilanga district that is between rural and urban schools for this would help to facilitate the smooth running of the institutions and would help reduce some form of discrimination among teachers.

2.2 Gender Roles

Family and home responsibilities, place bound circumstances and effect of spouse are contributing factors to women's career success. This is because the demands of the family on women aspiring for leadership either restrict them or those who hired them believed they will be hindered by family commitments. According to Shakeshaft, (1985) family responsibilities is a factor that directly causes gender imbalance in education administration among teachers. Women fail to choose entry into administration due to family responsibilities according to a study done in Kansas on women teachers (Hewit, 1989). A similar study of Native American Women in Montana also identified family responsibilities as a determinant factor to entry into administration hence career mobility (Brown, 2004). In 2003, Lacey explored 1,344 female teachers in making decisions of not making application to secondary school principal ships. Among the findings, he noted females were more likely to be influenced in their decisions by family responsibilities though they aspired to be administrators. Waynn, (2003) noted that family responsibilities were considered by women in their decisions to apply for administrative positions. Women have tension between time demands of the job and their family responsibilities. Women delay entry into administration compared to men.

Feminine beliefs and ideologies of a perfect family influence ideas of women about work and their working lives. It influences ways in which women choose an occupation and decide to balance paid and unpaid work. It also influences women identities and their sense of satisfaction with themselves as partners, wives, mothers and professional career workers (Adkison, 1981). When Zambian female teachers want to avoid administrative positions due to the family commitments they remain in practitioner career which enables them to combine paid professional work and unpaid family work as they avoid promotion which seem a highly rational choice. To pursue a linear career and compete for promotion women might have to consciously

oppose the ideology of perfect family and motherhood. This is because such powerful ideological forces have had a controlling effect on women's career aspirations and mobility.

Family responsibility creates unique challenges for women who want to advance to administrative positions in their careers. Women continue to be responsible for majority of family responsibilities like care for dependent children). In line with this, time spent fulfilling family responsibilities is time that cannot be spent at work. In addition women belief that family responsibilities act as a barrier to advancement in their careers .This is because it partly affects their colleagues and superiors perception of them. This perception leads to discrimination behavior and create an obstacle to advancement for women especially mothers (Walker, 2003). Having children for a woman will influence woman's use of human capital resources like training, development opportunities and work hours in work place. This in particular relates to attendance of professional development and training which calls for extra time and travelling, an extra commitment in work place. Women with children are perceived to spend some of their time at work on family related matters. Thus, women choose family ahead of career mobility.

In conclusion, this literature on gender roles was use to inform the study that family responsibility is a factor that directly causes gender imbalance in education administration among teachers for it state clearly why women fail to choose entry into administration due to family responsibilities.

2.3   Theories of Inequality

The theories discussed below are based on Coleman's classification in bush and west-Burnham (1994). They include the following: overt and covert discrimination; organizational constraints to woman's mobility, gender-based career socialization; and male cultural domination.

2.3.1   Overt and Covert Discrimination

Overt and covert discrimination refers to open or hidden discriminatory practices in educational management as shown by recruitment or promotion procedures and general attitudes towards women managers. In a survey of female and male managers, Davidson and cooper (1992) in bush and west-Burnham (1994), observed that people tend to show attitude that women are poor training and promotional investments, because they can work on marrying to start a family. In 1993 the cewyd county council in bush and west-Burnham (1994: 180) also reported a negative attitude towards women managers by a male school teacher who said "it grates (irritates) to have a woman in any position of authority over me''. Equality discouraging was a covert form of discrimination applied for deputy headship. A woman lost the job to a male teacher who held a BA Degree qualification even though she held MA degree qualification.

The family responsibilities that women hold in developing countries act as a hindrance to gender balance in education administration (Celikten, 2005). In Zambian traditional societies women are expected to be more responsible to their families, remain close to the children, husband and the extended family. In this case, Zambian women do not desire for administrative positions which mean long working hours, difficult conditions and their husbands" resistance hinder gender balance in school administration. In addition, Zambian women opt not to take managerial positions due to heavy domestic responsibilities and husbands" resistance are identified by female teachers in Zambia as obstacles to gender balance in education administration (Gender in Development Division, 2004).

2.3.2 Organization Constraints to Women's Mobility

Research studies conducted by shakeshaft (1987) and schmuck (1986) and bush and west-Burnham (1994) show that barriers to advancement of women are manifest at every level of an educational organisation including the point of application for promotion. This is because the

positions are dominated by men who happen to be people who set the promotional criteria and do the selection of aspirants. Shakeshaft complains that this state of affairs depresses woman and undermines their confidence.

On the other side the coin Shakeshaft observes that those few women who hold promotional posts are less criticised than their male counterparts at work places. She charged that male educational managers obtain regular and critical feedback in work situations. She also believed that women are more sensitive to criticism and that women are less inclined to advance to managerial positions because of the potential stress of role conflict in these positions. Shakeshft observed that women are likely to be deterred to management position by demanding nature of such jobs and by the male image of management styles, (Shakeshaft, 1987)

Explanations have been given for gender imbalance in education administration based on the socialization and sex-role stereotypes. Organizational socialization is the process by which new leaders become integrated in formal and informal norms as well as unspoken assumptions of a school. Because traditional stereotypes label women as socially incongruent as leaders, they face greater challenges to be integrated into an organization (Lumby, & Coleman, 2007).

Socialization and sex-role stereotypes act as obstacles to gender balance attainment of management positions in schools. Women have failed to advance to high level leadership positions in schools because they are oversaturated with a cultural message of female inferiority complex. This results to women being judged on how "womanly" they are when they behave inferior and shy away from top positions, (Mwansa, 1995).

The belief that the image of leadership is associated with masculine traits has caused gender gaps in the administration of schools in Zambia. The popular traits are masculine by nature and are

male and female accepted. Gender is constructed within organizations and cultural contexts that produce multiple forms of masculinity (Connell, 1996). Schools play a major role in formation and maintenance of masculine traits i.e. program division, sports and discipline systems. The popular masculine traits accepted by all are decisiveness, appearing tough, less talking and putting a social distance between themselves and staff. Women leaders without these traits are viewed negatively. One female head teacher lamented, " I have been asked why women want to deal with all these high school issues that are meant for real head teachers (men)". The shift of masculine model has not changed (Alarm, 2010).

The media portray gender bias on women leaders" image. They are portrayed as seducing their way to the top, devious, immoral and running over everyone in their way. Negative examples of women leaders in books, movies and television influence society's expectations of female leaders (Shakeshaft, 1999). Another form of sex stereotype is related to societal perceptions that women are emotional and work at emotional level. Due to this perception, it is assumed that women cannot be natural and logical decision makers. Shakeshaft, (1999) supported these findings and pointed out that women are too emotional and cannot see things rationally and this affects their decision making. The society has created an environment of un-expectation from women who hold administrative positions. Due to this "un expectation," a more difficult socialization process in the profession occurs with women as opposed to men. The reason for difficult socialization process is male dominance in the profession.

Women are less likely to migrate to new districts away from home than men. Women comfort themselves in established relationships as an important reason to remain in current positions. Gender socialization assumes moving for the man's job but not for the woman's job (Spencer and Kochan, 2000). This factor cause's a gender gap in school administration among teachers.

Women are negatively affected by career planning and career paths. Few women plan to enter administrative positions upon college completion. As one woman put it, "I thought I will teach forever." This is in consistent with the findings of Young, (2001) which observed that not a single woman had planned to enter administration when they joined teaching as a career. There are differences in career planning for men and women. Men plan about their careers from the outset of their educational careers, (Bell, 1995). Women have their career aspirations limited due to gender socialization.

Men and women are judged for managerial positions using physical attractiveness. Physical attractiveness gives men an advantage and a disadvantage for women. Physical strength and athletic appearance facilitate men recruitment to administrative positions. Beauty in women is stereotypically viewed as a negative element. It is an obstacle to hiring women to positions of leadership (Shakeshaft, 1989).

Socialized roles have become so familiar and become unquestioned norms. Since socialization tends to be invisible, it is easy to fall into the trap of believing that women choose these roles. Despite this women have made it to the top. Having a vision and well planned career path with a goal to move up is crucial, (Bush & Bell, 2002).

In conclusion, this literature was selected so that it can inform the study on how organization constraints to women's mobility would affect the allocation of administrative positions in schools, it explains how socialization and sex-role stereotypes act as obstacles to gender balance in attainment of management positions in schools. Women have failed to advance to high levels of leadership positions in schools because they are over saturated with cultural massages of female inferiority complex.

2.4 Education qualification and training with regards to gender gap in school administration

School administration is a job that requires skill and organization. In Cameroon, the Handbook for Heads of Schools stipulated certain guidelines on the role of principals of which included management skills, leadership skills, spirit of dialogue, creation of links, team spirit, good relationships, educational planning and decision making. Okorie summarizes the functions of administrators into being a visionary, being able to promote and protect values, being able to empower teachers, providing instructional leadership and managing school climate. Similar recaps were made by Tamajong & Fonkeng (2010).

Unfortunately, gender gap remains an impediment to potential institutional improvements. Even though effective leadership is more behaviorally derived than gender based, gender remains an obstacle to women seeking and obtaining administrative positions. Bush & Bell (2002) identified three sets of concepts that have been used to understand women's representation in senior posts such as head teacher ship: the socialization of women; organizational constraints on women promotion and theories relating to gender-based careers, especially in developing countries like Zambia.

However, the educational programs that prepare women as future educational administrators must realize the unique needs of women and challenges which need to be addressed in leadership preparation programs. This include learning how to alter negative female perceptions, enhancing decision making skills and working effectively among cultural and political systems (Alarm, 2010).

Educational system in Zambia has done little to alter the educational and career expectations for girls as they go through the education system. It is as if girls and boys are not exposed to the

same educational curriculum due to inequalities seen when it comes to educational and career expectations. The curriculum of education challenge boys and subdue girls when it comes to career aspirations. They become women with no aspirations to move up because their aspirations are channeled to less rewarding and domestic oriented careers from a young age, Obonyo, (1994, cited by Wanjama, 2002). Career choices departments in school should direct students to career choices with minimal gender bias.

The role of an education administrator is to call for efficient utilization of personnel, funds and equipment for efficient delivery of quality education. The head of school should be appointed on the basis of merit, proven competence and possession of education qualification (Adkinson, 2005).

The deputy head teacher should at least serve in administration for three years and be in possession of a bachelor's degree in education before being appointment to head teacher. They should be given intensive financial management course, public relations and human management. Education qualification and training therefore increases the chances of gender balance in management positions. Education plays a major role besides other factors to raise the career ladder of women to senior positions, (Adkinson, 2005).

The economic value of education in Zambia has affected the access of the girl to education. The patriarchal nature of the society has accorded women a low economic status in education. Boy's education is seen to be more economically viable. Parents prefer the boy to remain in school in case of fees problems and the girl to drop out (Ministry of gender, 2014). Limited access to education to the girl child causes gender imbalance in positions of management in education. The gender gaps still exist despite introduction of free primary education (2002) by MMD government.

This trend is reflected in tertiary and high institutions of learning and it translates to work place especially in school administrative positions. The statistics from the national education headquarters show poor representation of women (MoE, 2004). The situation in other institutions of learning is no better. For example out of 26 teacher training institutions in the country only 4 are headed by female principals, out of 122 teacher educators from provincial education officers to the level of district education officer, only few are women (UNESCO, 2005). In public school head teacher ship the trend is similar with only few female head teachers compared to men, MoGE, Chilanga, 2018). Alarm (2010) quoting study by Lodiaga and Mbevi, (1997:5) reveals a pattern in education administration which is not very promising. There is persistence pattern of segregation in which some jobs are readily identifiable as "women's" and others as "men's". Women's jobs often have lower status and pay than men's job requiring the same education and training. This is noted in every country regardless of how much progress has been made in women's professional arena. Educational qualification and training is a factor that determines gender gaps in school administration to an extent. In Zambia today disparities exist in tertiary and higher learning institutions where teachers and future administrators are recruited. Affirmative action and gender sensitization can be solutions by the government in order to narrow the gap between men and women in school administrative positions, (Messa, 2007).

In conclusion this literature was used to find out, to what extent education qualifications and training plays role in the allocation of administrative position in schools. It explains how education qualifications and training would increases the chances of gender balance in management positions it also states that education plays a major role besides other factors to raise the career ladder of women to senior positions.

2.5 Role of models and mentors with regards to gender gaps in school administrative positions

The terms are used interchangeably to refer to agents of professional socialization and growth enhancement. Literature of the last decade has pointed out that, lack of support of role models and mentors is a hindrance to women entry to higher positions in education administration through career mobility (Darwin, 2000).

Role models provide standards to copy or modify. Same sex-role models are the most effective. Elementary school heads more than any other identified with their administrative role models. Mentors provide career development functions that involve coaching, sponsoring and advancement. Mentors serve psychosocial support like motivation, self-esteem and increase mentor support self-confidence by serving as a counselor (Patton, 2009). Women aspiring for school administrative positions have female administrators as their best mentors, (Messa, 2007). Without a mentor only 17% of women are able to advance in U.S school administration. While family support is important for women to be able to gain time and the approval by those affected by the decision to work longer hours, professional mentoring is important to gain knowledge and political information necessary for a woman to position herself as an administrator. Research has shown that women in general lack mentoring since it has been associated with male model of grooming the next generation of leaders (Walker, 2003). There are fewer women in executive positions in education decision making positions from the highest level of a permanent secretary (P.S) to the level of a head teacher according to studies by (Wanjama, 2002) .

Mentors are critical to socialization of women to the profession of administration in education than to being a classroom teacher. Mentoring enables a novice to learn political realities, secrets of moving a project through chain of command, ways of creativity, budget contacts and survival

techniques not written in any employee hand book. Mentoring for academic advancement as documented creates a greater opportunity for the mentee to have career advancement, job satisfaction and increased pay exclusion in male dominated arenas, (Messa, 2007).

Lack of role model in high positions of administration contributes to women low aspirations to positions of leadership in education. Education administration has been a province of men and therefore low chances of women to see other women in school administrative positions and observe how they handle their responsibilities. This is a hindrance to women aspirations to high ranks of education administration (Alarm, 2010). Women as it comes to role modeling are affected by the behavior of men as they find it inappropriate for them to copy. Friends, colleagues and society at large perceive women modeling in men as sex inappropriate behavior. Moreover, men and women have different career tracking, and adapting male behavior is foreign to women. Therefore male role model does not promote aspirations of women to positions of administration, (Messa, 2007).

Traditionally in Zambia women have fewer mentors, formal and non-formal networks than men. This makes it hard for women to get insider information on cultural norms in an organization authority positions which undercut their promotion chances. They lack key information, keep silence in meetings and hence isolation. Women in school administration keep their fellow women in the periphery of administration. There is no sisterhood but they undercut and backstab each other. This can partially explain why women are fewer in school administrative positions as compared to men, (MOE, 2004).

In conclusion this literature was used so that it can inform the study on the role of models and mentors with regards to gender gaps in school administrative positions. It states clearly that mentors are critical to socialization of women to the profession of administration in education

than to being a classroom teacher. Mentoring would enable a novice to lean political realities, secretes of moving a project through a chain of command, ways of creativity, budget contacts and survival techniques not written in any employee handbook. It also states that mentoring for academic advancement would create a greater opportunity for the mentee to have career advancement, job satisfaction and increased pay exclusion in male dominated arena. Lack of mentorship on the part of women would actually lead to a negative impact in terms of administrative advancement in education due to cultural aspect.

2.6 The Gap

AUTHOR	FOCUS	GAP
Mwansa, 1995	socialization and sex stereotypes	Gender imbalance in education administration among teachers
Alarm, 2010	education qualification	Gender imbalance in education administration among teachers
Patton, 2009	Mentor role	Gender imbalance in education administration among teachers
Shakeshaft, 1985	gender roles	Gender imbalance in education administration

		among teachers

From the reviewed literature, it is evident that gender gaps have persisted in the education system in terms of administrative position, these gaps have social and economic implications. While the reviewed literature is sufficient in pointing out that gender inequalities continue to exist in administrative positions, it does not provide sufficient documentation on the factors contributing to gender gaps in administrative positions in rural and urban schools, hence this is the gap the study intents to focus on.

2.7 Summary of Literature Review.

It is important to point out that the literature review is global, drawn from developed countries, and developing countries like Zambia. The review was drawn from published and unpublished sources like journals, newspapers, books, unpublished thesis and dissertations done by researchers globally and the internet. From this review, it is clear that there is global gender gap in school administrative positions among teachers at all levels. The impeding factors range from prescription of gender roles, socialization and sex stereotypes, education qualification to lack of mentors and role models. The researcher shall critically assess the gender gaps in school administrative positions in Public Schools in Chilanga district. This shall be aimed at making some positive contribution to knowledge and practice in education.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This research study was a descriptive case study. This study used a case study as it involved gathering detailed information about a single entity in depth and better understanding of the problem. Qualitative methods shall be used in data collection. According to Greg (2012) a case study is an intensive study of a specific individual or specific context. There is no single way to conduct a case study and a combination of methods for instance structure or unstructured interviewing and direct observation can be used, (ibid). Stone (1991) pointed out that qualitative methods are research methods which seek answers to a question and produces findings that are applicable beyond the immediate boundaries of the study. Further he stated that, the strength of qualitative research method is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue

that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. For this reason, the researcher opt to use qualitative method.

After collecting data through interviews and questionnaires, the researcher analyzed data qualitatively by using major themes derived from interviews with respondents. In this regard descriptions of each theme was done. According to Stone (1991) thematic analysis is used in qualitative research and focuses on examining themes within data. This method emphasizes organization and rich description of the data set. Thematic analysis goes beyond simply counting phrases or words in a text and moves on to identifying implicit and explicit ideas within the data.

3.2 Research Design

Research design is the planning of activities needed to collect, analyze and interpret data. Kothari (2004) describes research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This study adopted a single sample design which is a design applied when the sample size is one or when a number of individuals are considered as one group. The single design is typically used to study the behavior change an individual exhibits as a result of some treatment. The design involved collection of data by administration of interviews and questionnaires to a sample of individuals. It seek to collect data from respondents on attitudes and opinions in relation to the topic of study. The use of single sample design was chosen on the basis of the researcher's intention to conduct the study in a limited geographic scope which is Chilanga district. The single design is primarily used to evaluate the effects of a variety of interventions in applied research, hence the reason why it shall be used in this study. The study identified disparities within Chilanga district community. It identified the type of interventions that could

be designed and implemented in order to reduce such disparities (Mugenda, 2008). Single design shall enable the researcher to learn about and describe the characteristics of female teachers in terms of their education level, job status and career aspirations (Mbwesa, 2006). Single design will also help in making certain simple decisions like how many female teachers are in administrative positions and the factors that influences gender gaps in school administrative positions.

3.3 Research Population

In this study the population consisted of eight (8) purposively selected public schools. The representation was four secondary schools and four primary schools. Four of these schools were in the urban area and other four in the rural area of Chilanga district. Peil (1982) and Dunning (2008) defined the population as all cases or individuals that fit into a certain specification: The target population included the school administrators, teachers, officers from DEBs office and PTA chairpersons that are directly or indirectly affected by the gender gaps in school administrative positions in Chilanga district.

3.4 Sample Size

Peil (1982) and Dunning (2008) explain that the sample population includes the subset of elements which are, ideally, representative of the whole population of which the target groups are the sample. Total sample of 70 respondents' was selected and comprised of the district education board secretary, 2 Senior Education Standard Officers (SESO), 2 top management officials from HR department, 20 school administrators, 5 PTA chairpersons, 20 male teachers and 20 female teachers.

3.5 Sampling Methods

In this study, the sample was drawn using the randomized sampling and purposive sampling procedures. The random sampling was used to select female and male teachers so that any of the individuals in the sample population stood an equal chance to participate in the study so as to overcome the participant selection biases. In the schools themselves and the DEBs office, school administrators, PTA chairpersons and DEBs officers being few in their numbers for which the randomized sampling cannot really be applicable. Purposive sampling was used because a sample was composed of elements that contain the most characteristic representative or typical attributes of the population. They were purposively sampled due to the nature of their position. Purposive sampling is simply a sampling method that targets a particular group of people in order that subjects with similar characteristics are selected for the study, (Orodho, 2003).

3.6 Instruments for Data Collection

Interviews and questionnaires were used to gather information in this study.

3.6.1 Semi- structured interview guide

The semi-structured interview methodology is increasingly widely used in recent social research discourses Lindlof & Taylor (2002), mainly for its flexibility in asking the exploratory leading questions in order to clarify questions and probe for answers from individual participants organized drawn from the small population of PTA chairpersons and DEBs officers. These techniques being participatory in nature, they provide platforms to generate more complete first-hand primary data and datasets than would be available from secondary data sources in the written form.

Semi-structured interviews will be used to elicit information on gender gaps in school administrative positions because interviews help to collect a broad view on the issue under

investigation. Semi-structured interview according to Stone (1991) provides a method for collecting rich and detailed information about how individuals experience, understand and explain events in their lives. Interviews provide greater detail and depth than the standard survey, allowing insight into how individuals understand and narrate aspects of their lives. Additionally, interviews can be tailored specifically to the knowledge and experience of the interviewee.

3.6.2 Standard Questionnaires

The questionnaires form important data collection methodologies in various social research situations that focus on gathering primary data generated from smaller samples as representing the larger populations; and therefore, serve to generalize inferences from the samples to the larger populations; where such standard questionnaires highly randomized and conducted among the sample populations have been extensively used in the variety of social Science research studies, Abbas & Charles (2002). The questionnaire will be used in this study because it permits the collection of reliable and reasonably valid primary data among randomly selected individuals in the highly focused sample population in the short space of time Anderson (1990: 209).

The questionnaire was divided into two major sections; the first contained closed ended questions regarding participants' demographic information including age, family situation, educational background, years of experience and previous professional position, and the second is based on five open-ended questions where the participants will be kindly asked to justify and elaborate their answers. This combination of short closed and open-ended questions achieved better response rates taken for granted participants' limited free time and simultaneously provides the researcher with the necessary input about female participants' different perspectives and personal experiences regarding their motivation in becoming school administrators/teachers,

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the difficulties they face and the qualities of school administrators, the possible reasons for the gender gap in schools and their recommendations on enhancing women's participation on that field.

3.7 Data Analysis

After data collection, an analysis and interpretation of the data was constructed. The study contained many open-ended questions and therefore produced a great deal of qualitative data that was collected by the researcher and analyzed with the use of one of the qualitative data analysis frameworks. Qualitative data are in depth descriptions of circumstances, interactions, thoughts and beliefs from people who have experienced or are experiencing the phenomenon (Patton, 2002 as cited in Srivastava & Thomson, 2009). In this particular study, the analysis was undertaken thematically by identifying and classifying participants' reflections in different themes on the study topic. Gbrich (2007) define thematic analysis as a systematic coding and categorizing approach mainly for exploring large amounts of textual information unobtrusively and for determining patterns of words used as well as their frequency, relationships, and the discourses of communication. However, according to Stone (1991), it goes further than this interpreting and analyzing various aspects of the research topic.

As Bryman (2012) refers it is the most common approach to qualitative data analysis provided by Framework, "a matrix based method for ordering and synthesizing data" (Ritchie et al. 2003:219, in Bryman, 2012, p. 579). An index is going to be constructed with the identified themes and the quoted material is going to be inserted into cells allowing comparisons among the different views of the research participants. The "Keynes" or else the significance of a theme is not dependent on quantifiable measures but on whether it captures something important in relation to the research questions (Braun & Clarke, 2006).

3.8 Trustworthiness.

In qualitative research stability is used as an indication of validity (Burns, 2006). Stability in qualitative research refers to the trustworthiness of data and is concerned with whether the observations are repeatable (Gibbs 2002) during the data collection process. In order to ensure that data is stable and credible, the researcher will continuously reflect on the objectives of the study, to ensure that the participants are guided to remain within the domain of the study. In addition, during the analysis phase the researcher will remain within the scope of the study. Babbie and Mouton (2001) state that the stability of the findings is concerned with the degree to which the findings respond to the focus of the inquiry and not the biases of the researcher. Data will also interpreted from different viewpoints taking into account the ever changing contexts within which the participants will operate.

In quantitative research reliability measures the extent to which the research findings will remain consistent across repeated investigations in different circumstances with different investigators and the extent to which such findings are generalizable (Gibbs, 2002). This study will adopt a qualitative methodology which argue that there are multiple realities and that people construct discourses differently at different times. As a result it is not possible for data to remain consistent across repeated investigations with different participants. Qualitative research is not interested in making generalized statements about human behavior. This approach focus on understanding the meaning attached to a particular discourse at a certain point in time (Schurink, 1998). Qualitative research therefore refers to dependability rather than reliability. According to Lincoln and Guba (1985) the process of allowing for external audits is aimed at fostering the dependability of the data presented during the research process. Therefore, the researcher will ensure dependability of the data by allowing an external person to evaluate the accuracy and to evaluate whether or not

the findings, interpretations and conclusions supported by the data allows researchers to ascertain the extent to which the presented data is dependable.

3.9 Ethical Consideration

The study was guided by the following ethical considerations: participants were allowed to decline or to participate freely through the use of a consent form; names of participants will be kept anonymous; confidentiality of the participants and respondents will be assured in that the information obtained from participants and respondents will not to be used for any other purposes other than the ones intended for in the study; derogatory statements that could harm the respondents will be avoided because dealing with human beings in research requires that research ethics are adhered to. According to Houtenville (2003) research ethics are important in social sciences. On the basis of Houtenville's assertions this study will adhere to ethical principles.

3.9.1   Permission

Getting permission before entering in any site is paramount in research (kumar, 2011). Introductory letters were obtained from the university and the district Education Board Secretary (Chilanga District) stating the aim and the purpose of the study and availed to the respondents. Participants in schools in Chilanga District were asked to give their consent and co-operation.

3.9.2   Informed consent

Informed consent is one of the most important tools for ensuring respect for persons during research. Already prepared written informed consent forms were completed and signed by the informant before the commencement of the interview sessions. A written consent implies that a person receives a written form that describes the topic, aim and purpose of the research and then

signs that form to document his or her consent to participate (Kumar, 2011). In some cases respondents were informed verbally about the purpose of research, how confidential their information would be protected, and that they had the right to withdraw from the study at any time without negative repercussion and that participation was voluntarily

3.9.3 Confidentiality

Respondents were assured of confidentially and a description of the intended use of the data. The researcher promised to protect the respondents' identities from other persons in the setting and from the general reading public. This was because sharing information about a respondent with others for purposes other than research was unethical (Kumar, 2011).

3.9.4 Anonymity

Anonymity entails making use of pseudonyms instead of the respondents' real names, ensuring that the participants are not identifiable in print (Leedy & Omrod 2010). In this study the researcher used numbers from the tables to represent the participants` position in the presentation of the findings, Table 1 is for gender distribution for administrators, Table 2 profile of administrators, Table 3 gender distribution of teacher, Table 4 profile of male teachers, Table 5 profile of female teachers. For example (participant 1 table 4) to mean the first participant in table 4 for male teachers.

3.10. Summary

The main purpose of this chapter was to outline the research methodology used to gather data for analysis of the study and determine the research findings. Qualitative research strategies such as semi − structured interview guides and questionnaires were used and were suitable strategies for collecting data in this study. Data was collected from the District Board Secretary (DEBS), Human Resource (HR), PTA Chairpersons, Head teachers and teachers. The chapter has also described how collected data would be analysed. In conclusion, this research contains enough details to enable one carry out the research.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter is concern with presenting the major findings that emerged from the study. The purpose of the study was to investigate the gender gaps in school administrative positions in Chilanga district in Lusaka Province in Zambia. The findings are represented using a combination of tables and reflective notes to give a voice to the responses provided. Essentially,

the findings appear under themes derived from the data collected from the respondent through interviews and questionnaires.

In this study, a total of 70 respondents was selected and comprise of the District Education Board Secretary (DEBS), 2 Education Standard Officers (ESO), 2 Top management officials from HR department, 5 PTA chairpersons, all these were subjected to one on one interviews, while the 20 school administrators, 20 female teachers and 20 male teachers were subjected to answering the given questionnaires. Gender responses were also considered. This study used both simple tables to present the collected data on the characteristics of the respondents. The finding are based on the following research questions:

- ✓ What is the situation of gender gaps in the administrative positions in schools in Chilanga district?
- ✓ What are the changes in the gender gaps in administrative positions in schools in Chilanga district?
- ✓ What are the factors contributing to the gender gaps in the administrative positions in rural and urban schools of Chilanga district?

4.1 Position of Respondent

4.1.1 Administrators

This section focuses on the analysis of the questionnaires which were completed by the school administrators who participated in this study, using frequency tables. The target sample of administrators who were expected to complete the questionnaire were 20. The questionnaires were packaged according to the number of schools selected for the study. Of the 20

questionnaires that were sent to the schools physically by the researcher, 18 were returned and 2 were not returned. Several attempts were made to obtain more responses, including issuing additional copies to the non-respondents, finally the outstanding questionnaires were returned.

The following tables represent the descriptive statistics for the administrators.

TABLE 1: Gender distribution of administrators

Gender	Frequency	Percentage
Male	14	70
Female	6	30
Total	20	100

The table above represents the gender distribution of the school administrators who completed the questionnaire. Of the 20 administrators who completed the questionnaire, 14 (70%) were male and 6 (30%) were female.

Table 2: profile of school administrators

s/n	Age	**Marital Status**	**number of Children**	**Educational Background (Degree)**	**Years of Experience**	**Previous Professional Position**	location
1	46-55	**Married**	5	Degree	**10-15**	Teacher	Urban
2	46-55	**Married**	4	Degree	**10-15**	Teacher	Urban
3	46-55	**Married**	5	Degree	**15-20**	Teacher	Urban
4	46-55	**Married**	4	Degree	**10-15**	Teacher	Urban

5	36-45	**Married**	**3**	Degree	**<10**	D/head teacher	Urban
6	46-55	**Married**	**3**	Diploma	**15-20**	Teacher	Urban
7	36-45	Divorced	**3**	Degree	**10-15**	D/head teacher	Urban
8	36-45	**Married**	**3**	**Master' deg.**	**10-15**	Teacher	Urban
9	46-55	**Married**	**4**	Degree	**10-15**	Teacher	Urban
10	46-55	**Married**	**5**	Degree	**>20**	Teacher	Urban
11	46-55	**Married**	**3**	Degree	**>20**	Teacher	Rural
12	46-55	**Married**	**6**	Degree	**>20**	Teacher	Rural
13	25-35	**single**	**2**	Degree	<10	Teacher	Rural
14	46-55	**Married**	**2**	**Master' deg**	**>20**	D/head teacher	Rural
15	25-35	**Married**	**5**	Degree	**10-15**	D/head teacher	Rural
16	46-55	Divorced	**4**	Degree	**10-15**	Teacher	Rural
17	46-55	**Married**	**5**	Diploma	**>20**	D/head teacher	Rural
18	46-55	**Married**	**5**	Degree	**>20**	Teacher	Rural
19	25-35	**Married**	**3**	**Diploma**	**<10**	Teacher	Rural
20	46-55	**Married**	**0**	**Master' deg**	**>20**	D/head teacher	Rural

From the above tables, most of the school administrators in Chilanga are aged between 40s to mid-50s and most of them are married with an average number of 3 children and few either single or divorced. Most of them hold a 4-year bachelor degree while few of them have received a master's degree. Their working experience is approximately up to 10 years and few of them hold a higher position than teaching as their previous occupation.

4.1.2 Teachers

This section focuses on the presentation of the findings from questionnaires which were completed by the school teachers who participated in this study, using frequency tables. The target sample of teachers who were expected to complete the questionnaire was 40. The questionnaires were packaged according to the number of schools selected for the study. The following tables represent the descriptive statistics for the teachers.

TABLE 3: Gender distribution of teachers

Gender	Frequency	Percentage
Male	20	50
Female	20	50
Total	40	100

Table 4: profile of male school teachers

s/n	Age	Marital	number	Educational	Years of	Previous	location

		Status	of	Background	Experience	Professional	
			Children	**(Degree)**		**Position**	
1	36-45	**Married**	**5**	Diploma	**10-15**	Teacher	Urban
2	46-55	**Married**	**4**	Degree	**10-15**	Teacher	Urban
3	36-45	**Married**	**3**	Degree	**15-20**	Teacher	Urban
4	36-45	**Married**	**4**	Degree	**10-15**	Teacher	Urban
5	36-45	**Married**	**3**	Degree	**<10**	Teacher	Urban
6	25-35	**Married**	**2**	Diploma	**15-20**	Teacher	Urban
7	36-45	Divorced	**3**	Degree	**10-15**	Teacher	Urban
8	36-45	**Married**	**3**	**Diploma**	**10-15**	Teacher	Urban
9	25-35	**Single**	**1**	Degree	<10	Teacher	Urban
10	25-35	**Married**	**2**	Diploma	<10	Teacher	Urban
11	25-35	**Married**	**0**	Degree	**>20**	Teacher	Rural
12	46-55	**Married**	**3**	Diploma	**>20**	Teacher	Rural
13	25-35	**Single**	**0**	Degree	<10	Teacher	Rural
14	36-45	**Married**	**2**	**Diploma**	<10	Teacher	Rural
15	25-35	**Single**	**0**	Degree	<10	Teacher	Rural
16	46-55	Married	**4**	Degree	**10-15**	Teacher	Rural
17	25-35	**Married**	**2**	Diploma	**10-15**	teacher	Rural
18	46-55	**Married**	**5**	Degree	**>20**	Teacher	Rural
19	25-35	**Single**	**3**	**Diploma**	**<10**	Teacher	Rural
20	36-45	**Married**	**0**	**Degree**	**10-15**	Teacher	Rural

Table 5: profile of female school teachers
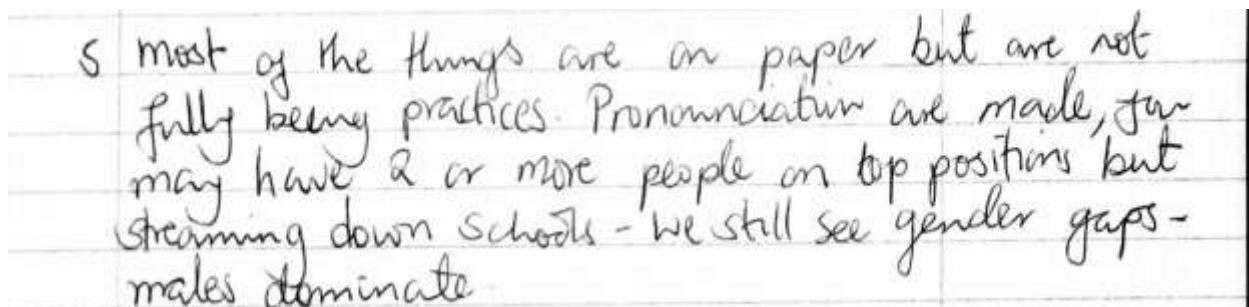
s/n	Age	Marital Status	number of Children	Educational Background (Degree)	Years of Experience	Previous Professional Position	Location
1	25-35	**Married**	5	**Diploma**	**<10**	Teacher	Urban
2	46-55	**Married**	4	**Diploma**	**10-15**	Teacher	Urban
3	36-45	**Married**	5	Degree	**<10**	Teacher	Urban
4	46-55	**Married**	4	Degree	**10-15**	Teacher	Urban
5	36-45	**Married**	3	**Diploma**	**<10**	Teacher	Urban
6	36-45	**Married**	3	Diploma	**15-20**	Teacher	Urban
7	36-45	Divorced	3	**Diploma**	**10-15**	Teacher	Urban
8	36-45	**Married**	3	**Master' deg.**	**10-15**	Teacher	Urban
9	36-45	**Married**	4	Degree	**10-15**	Teacher	Urban
10	36-45	**Married**	5	**Diploma**	**>20**	Teacher	Urban
11	46-55	**Married**	3	Degree	**>20**	Teacher	Rural
12	25-35	**Married**	1	**Diploma**	**>20**	Teacher	Rural
13	25-35	**Single**	0	Degree	<10	Teacher	Rural
14	46-55	Divorced	2	**Diploma**	**>20**	Teacher	Rural
15	25-35	**Married**	5	Degree	**<10**	Teacher	Rural
16	46-55	Divorced	4	Degree	**10-15**	Teacher	Rural
17	25-35	**Single**	1	Diploma	**<10**	Teacher	Rural
18	46-55	**Married**	5	**Diploma**	**>20**	Teacher	Rural

| 19 | 25-35 | **Married** | 3 | **Diploma** | **<10** | Teacher | Rural |
| 20 | 25-35 | **Single** | 0 | **Diploma** | **<10** | Teacher | Rural |

4.2 Current situation of gender gaps in the administrative positions (research question 1)

4.2.1 **Male dominance**

The participants from the study formed a wide range of responses when they were asked their view about women's under-representation in school administrative positions. Taking account of the Chilanga school administrators (see table 1), it is worth pointing out that all of them confess women's underrepresentation in the field attributing different reasons to justify their responses. More elaborately, some mentioned that their under-representation is partly due to the family obligations and professional development. Here is one of the actual words expressed by one of the urban respondent;

(participant 5 table 5)

Five (5) participants two from Chilanga rural and three (3) from urban stated that the females are assigned by the Zambia society to take on the weight of overall domestic and childcare arrangements as well as to develop themselves professionally but up to a certain extent

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Moreover, one (1) participant refers to the under-representation of women as a cause of the normative view bred by the society:

"The society itself produces the stereotypical norm that women are inferior to men and consequently not acceptable in major positions." (Participant 3 table 5)

Ten (10) of the fourteen (14) male administrators indicated that work was very involving to be taken by women. They attributed to this fact that, the society the teachers live in has defined roles and responsibilities for men and women and therefore women should not take positions of leadership. One participant from Chilanga urban stated:

"In Zambia, the society itself produces a model in education where men should be on the top positions and women at the lower levels."(Participant 8 table 4)

Additionally, one of the participants refers to discriminatory attitudes in the organizational structure of education as essential reason for women's under representation. He asserts that the gender discrimination is obvious in the high educational positions with unequal opportunities to be distributed between genders. He considers the fact that the majority of women in teaching posts discloses that they are conventionally predetermined for that.

"Yes, they are under-represented. Men are viewed as more eligible by nature to exert managerial role in education, and they are the ones mostly preferred in the recruiting process." (Participant 5 table 4)

Indeed, two of the school administrators from Chilanga rural recognize the socio-political perceptions and cultural stereotypes as a great difficulty facing in their career. One believes that:

"The social culture is biased attributing specific roles for men and women and legislations established by the governmental system are insufficient to demolish them." (Participant 15 table 2)

DEBs Chilanga admitted that gender gaps in school administrative positions are a serious problem in the district. He stated that:

"There is still lower appointment rate for women in school administrative positions than their male counterparts".

The HR DEBS confirms that:

"Yes, they are under-represented. Men are viewed as more eligible by nature to exert managerial role in education, and they are the ones mostly preferred in the recruiting process."

One PTA chairperson who received a training course on management at UNZA, also shares:

"It could be the case years ago during my headmaster's training but now I think the trend is moving towards the right direction of distributing equivalent opportunities to both genders."

Another participant from Chilanga urban adds:

"I think nowadays the female head teachers are not under-represented. I have noticed that mostly women go for training courses to become administrators and they are more talented with the potential to develop." (Participant 6 table 4)

Moreover, ESO general Chilanga makes a strong remark favoring women's representation in administrative positions stating that:

"The school itself is a female dominated world with both the teaching and managerial

staff to be comprised by women".

In term of support from the community, the study found that most of the women participants indicated that the community supports them to get into administrative positions while others indicated that the community does not support them. This was explained by the fact that female teachers could be working in urban areas where the communities are enlightened and free from the social/cultural beliefs that oppress women. One administrator stated that:

"When I firstly started working as an HOD in the school, I received guidance from

previous HoD. Even the administration and the community around the school were very

helpful and supportive to me. I had to adapt easily and cope with the struggles."

(Participant 2, table 17).

4.2.2 Leadership qualities

Forty five (45) respondents from both urban (26) and rural (19) Chilanga report that no substantial differences in the leadership style between men and women school administrators are indicated. To be more concrete, more than half of the participants from Chilanga urban, although they previously mentioned that they display certain qualities that are identified as feminine, they support that the style of leading between the two genders cannot be differentiated since all leaders lean towards the same goals and aspirations. One respondent elaborates:

"Differences do exist in the way of leading but my opinion is that they depend mostly on the personality traits and not on being male or female." (Participant 7, table 4)

In addition, fifteen (15) of the female participants from the study allege that they do not feel self-confident because of the support and encouragement they receive from their intimate environment and surroundings is insufficient since they regard this position inappropriate for women's standards. Additionally, there are respondents who mention that women's personal attributes and attitudes instigate their under-representation in the management field. One respondent agrees that

"Women own a small percentage in the field compared to men because they feel discouraged to undertake the supplementary duties and therefore they avoid by themselves to take part in hierarchical positions."(participant 12 table 4)

He also highlights that:

"Women are reluctant to take on higher positions in education because this will burden their workload." (Participant 17, table 4)

Similarly, another respondent argues the psychological reasons behind their choice:

"I feel a lot of women do not feel secure to undertake a decision-making role and dare to challenge to become leaders. This is because of family situation they feel more confident in their sphere and safer to take part in their housework." (Participant 3 table 4)

Two (2) cases are also detected in the study where female administrators allege the difference in leadership styles. One refers that women act more professionally in this role, being more

knowledgeable, well informed and prepared before taking on things; while students' needs are their top priority developing therefore a nurturing style in their way of managing the school. However he asserts,

"Men are more rough and quick with their decisions, not so much interactive with the students and they think they are always right." (Participant 9 table 2)

Another also openly claims:

"My main goal is to adopt a caring and participatory style on the way I am leading that encourages inclusiveness and teamwork." (Participant 11 table 2)

She discloses that she is fully conscious and aware of the value of her role and therefore her interaction with the students and teachers takes place on a daily basis.

More particularly, one respondent writes that she is more pedantic, giving importance even to trivial details, patient and organized. Another respondent stated that:

"Women are more consistent, responsible and well-structured in their tasks"(participant 14, table).

While another stated:

"Women are effective, hardworking as well as problem-oriented". (Participant 6, table 4).

One female respondent also describes her ability to execute challenging tasks and to be receptive to new ideas and thoughts while another elaborates more on the acquired knowledge and technique she uses:

"Taking on a principal position, I exhibit a more scientific and pedagogical approach and try to create a suitably organized and pedagogical environment." (Participant 7 table 2)

Additionally, three (3) of the male participants make interesting remarks about women communicative skills. One highlights that:

"Women administrators tries to be interactive and supportive towards the teaching staff, the students and the parents and reflect their needs". (Participant 5 table 4).

One female respondent from the rural part of Chilanga assures:

"I care for my students and employees and I am always there to listen to their problems trying also to encourage them to share their concerns with me." (Participant 18 table 5)

Similarly, one (1) female participant from Chilanga urban states that:

"Two of my strong personal qualities are sensitivity and emotionality towards students' needs and problematic situations". (Participant 5 table 4)

Further, twenty seven (27) respondents ten (10) from rural and seventeen (17) from urban stated that there was need to balance gender when appointing school administrators. One participants stated:

"Good school administration is more attuned to feminine than masculine modes of leadership behavior". (Participant 20 table 5).

While another male participant points:

"Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration". (Participants 16 table 4)

While, DEBS officer concludes by saying:

"The different qualities of leading do not depend on the gender but on individual's personality."

Chilanga DESO adds:

"Teaching experience is a key in being a good school administrator. It is not that one cannot be a school administrator having not been a teacher. A school administrator is a master teacher. The administrator needs to be able to model and offer suggestions on classroom control to the teacher. I strongly feel that one should be careful about moving through the levels syndrome. One of the damage we do to aspiring teachers is to say that if you want to be a school head you have to be a head of department, deputy head teacher and finally, head teacher."

A former deputy Head teacher reflects on her own personal experience:

"I cannot trace any difference on the way I lead with the way that the previous male principal used to before me taking on the position."

4.3 Changes in the gender gaps in administrative positions (research question 2)

4.3.1 Motivation to be a school administrator

The participants who took part in the study cited multiple reasons for being motivated to take on the role of administrators. Twelve (12) of the twenty (20) administrators stated that their primary incentive was their love and devotion towards the learners and the educational field in general. One urban administrator stated:

"I was very determined to contribute effectively and transfer further knowledge and skills not only from my teaching post but also from the managerial one". (Participant 8 table 2)

He further clarifies that:

"This educational contribution was not exclusively focused on learners' progress and learning results but it also extends in the community and broadly in the whole society. (Participant 8 table 2).

Another very well educated school administrator f clearly explains:

"What triggered me to be a school administrator was mainly, my dedication to education and my firm belief that I can achieve substantial reforms improving the educational system?"(Participant 14 table 2)

Additionally, four (4) of the school administrators indicate as a driving force their personal fulfillment and capability of climbing up the career ladder after many years of teaching experience. Interestingly, one female participant comments that:

"This was my ultimate and unique goal when I entered the field of education and without achieving it, I would not be able to feel this personal satisfaction at a professional level. (Participant 5 table 5).

Another one, links her personal fulfillment with the managerial prestige and the high social status that this job position offered her. Another significant incentive that has been cited by two of the school administrators is the financial one.

"The fact that a higher monthly salary is offered in a higher position, and especially through this tough period that Zambia experiences, acted as a strong motivator to convince me to be a school administrator". (Participant 9 table 2)

Also another administrator sincerely asserts:

"I had no doubts to accept the position since the salary for a managerial post is more attractive than a regular teaching salary."(Participant 10 table 2).

One participant affirms that due to her co-workers' encouragement and support she became capable of applying for the position.

"My work mates encouraged me to apply for the vacant of HoD position in my district" (participant 6 table 2).

On the contrary, another participant's motivation laid on the sexist comments that she received in some of her colleagues:

"The spreading rumors within my teaching environment proving my inability as a woman to lead, were my inner strength and belief that I can do it."(Participant 9 table 4).

4.3.2 Promotion involving a transfer

Fourteen (14) of the female respondents would not accept the transfer while others would accept. One rural participant said that:

The female's decision to transfer is determined by factors such as family responsibilities and spouse's acceptance of the transfer". (Participant 13 table 4)

From the study, it was also found that seven (7) female teachers cannot accept a promotion that requires transfer from their current stations near their families due to family responsibilities. In view of this, one respondent stated that:

"Child rearing as a gender role requires one to have a stable job and refrain from migrations". (Participant 11 table 4)

Four (4) participants suggest the change within the working environment and its involving stakeholders towards women's participation. In view of the above, one participant interestingly argues:

"Women would be more motivated to become principals, if transfers come with promotions to higher level of management in the system this would bring the needed change in gender gaps." (Participant 11 table 5)

4.3.3 Commitment to Administrative work

The study revealed that male managers were committed to administrative work as compared to female managers. One of the participants indicated that:

"Women lack a sense of themselves as leaders and perceive they have to further develop their leadership identity than men. They lack leadership identity due to low self-esteem and lack of self-confidence which affect their commitment levels and their career mobility". (Participant 12 table 5)

Sixteen (16) of the female respondents indicated that women care for their families first. One participant said:

"Women are directly involved in caring for their families". (Participant 8 table 5)

Another participant from Chilanga Rural said:
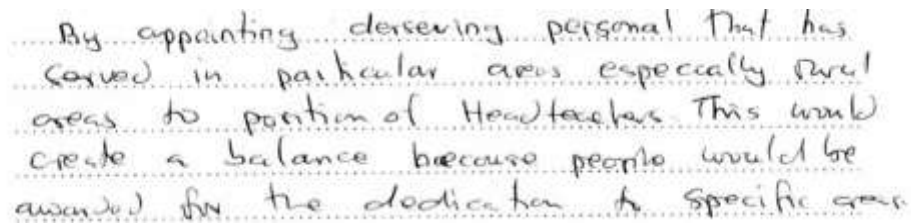
"One of the reasons for the gap was because women share time with work and family responsibilities" (participant 20 table 5)

While another indicated that:

"Women were less committed than men reason been that career women have families and they have multi-task and family duties with career responsibilities". (Participant 12 table 2)

4.3.4 Recommendations to Enhance Women's Participation in school administrative positions

Participants were asked to contribute their suggestions regarding incentives that will trigger women's participation in the sphere. From the study, it was found that Fifty (50) participants insist on the equal distribution of administrative positions in the field. Here is one of the actual words from of a rural participant;

By appointing derserving personal that has served in particular areas especcally rural areas to position of Headtecher This would create a balance because people would be awarded for the dedication to specific area

(Participant 15 table 5)

More specifically, one respondent stated:

"The society should finally accept and embrace the equality of both genders in headship." (Participant 3 table 2)
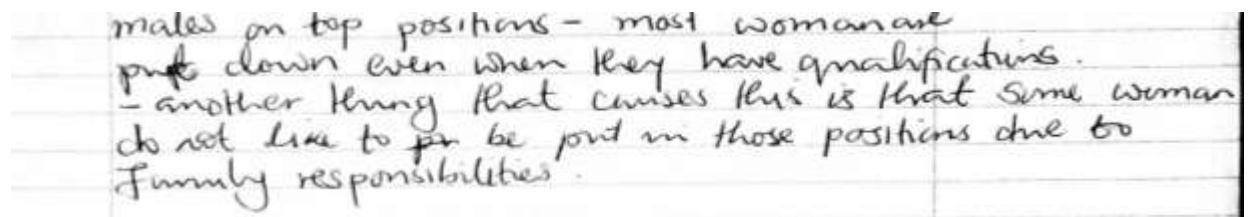
Another suggests:

"More awareness and sensitization in terms of equality issues is needed within the society in order for everyone to keep a critical stance towards managerial hierarchy in schools." (Participant 19 table 5)

Moreover, another participant said:

"The Zambian society should ultimately realize that what it matters after all is the execution of a proper educational deed regardless of the gender interference." (Participant 7 table 4)

An additional recommendation referred by two (2) of the administrators is the provision of support system. The family environment is proposed as a determining factor that will reinforce women's involvement in the field. One (1) rural participant in his own word pointed out that;

> males on top positions – most woman are put down even when they have qualifications. – another thing that causes this is that some woman do not like to be put in those positions due to Family responsibilities.

(Participant 13 table 4).

Six (6) administrators suggest the change within the working environment and its involving stakeholders towards women's participation. One administrator interestingly argues:

> *"Women would be more motivated to become principals, if we change the process of recruiting principals, and more specifically, if we change the face-to-face interviews and the announcement of the final grading in a public evaluation board." (Participant 5 table 2)*

One (1) respondent additionally affirms that both male teachers and administrative staff's focus needs to be changed so as to realize the equal gender division of job opportunities.

She maintains that;

> *"Women are the ones who are required to boost their confidence and self-esteem and enhance their participation instead of doubting about their capability to handle tasks in the appointed position."(Participant 7 table 4)*

Furthermore, a wide range of other recommendations is provided by other participants that could also generate women's involvement in the field. One (1) participant makes reference to the wage differential between female and male administrators.

He suggests that;

> *"More financial motivation needs to be given in order for the women to feel that they are equally treated and to encourage their struggle towards identifying a position." (Participant 8 table 2)*

Moreover, another participant said:

> *"Women themselves should be interested in undertaking the position, empowered to succeed and confident that they can change the norm."(Participant 4 table 4)*

Indeed, coaching is a crucial motivator that will equip them in the beginning of their career with the necessary tools to execute challenging tasks. Apart from the coaching that some respondents recommend, one (1) respondent also adds

> *"The support from the family surroundings in order to help women to create a strong network of social contacts and motivate them to proceed further in their career." (Participant 7 table 4)*

Another participant stated that:

> *"Making reference to the heavy workload, school heads are faced with the challenge of neglecting their family obligations" (participant 10 table 4)*

Two (2) of the participants give as a solution the division of household tasks in the family while four (4) propose the accommodation of work and family balance.

DEBS Chilanga expresses:

> *"The integration of the female gender into headship and the provision of equal chances can be achieved through the supportive structure of the family."*

DESO Chilanga also claims that:

> *"Women administrators should receive encouragement and assistance from their close family circle, parents and husband, in order to extend their social network and be easily acceptable and embraced in the managerial position".*

Similarly, other officials from DEBS and PTA chairpersons make reference to the importance of support systems towards women's empowerment in educational management. DRCC highlights:

> *"Support through coaching to the newly assigned administrators is an asset because they support the right priorities among all tasks."*

The PTA chair pinpoints:

> *"Know yourself; your strengths and weaknesses. Be honest, dynamic and encourage the environment to make suggestions. Create an environment that is open to all. This is the key to women's individual success as administration and further to school's success."*

4.4 Factors contributing to the gender gaps in the administrative positions (research question 3)

4.4.1 Gender roles

The significant factor that the study participants encounter concerns domestic tasks and childcare responsibilities. Almost the fifty two (52) of the participants report that is a great challenge for women to combine both career and family obligations. Two (2) female participants' expresses that the increased workload at school leaves them with limited time to devote to their children and household resulting to family conflicts. In particular, one respondent supports that:

> *"I usually spend extra time at the school which is out of my regular schedule, and my husband complains that I neglect my kids."(Participant 14 table 5)*

Eighteen (18) out of twenty (20) male teachers prefer to get promotion first. Five (5) of the male participants would not support their spouses to get promotions. One participant from Chilanga rural stated that:

"My wife has to take care of the family and being an administrator would comprise this." (Participant 16 table 4)

Another participant said:

> *"The cultural belief of the family and home is a place for women and the men being leaders has contributed to this gap". (Participant 8 table 4)*

4.4.2 Education qualification

Twelve (12) of the male teachers were degree holders and eight (8) had other forms of qualification like post graduate and diplomas (see table 4). The female teachers" current qualification stood at degree for few graduate and most for other forms of qualification ranging from diploma to certificate, (see table 5). One participant pointed out that;

By encouraging both male and female teachers to go for further studies This should be followed by advertising the positions and specifying a particular gender of interest. to be considered for particular ones

(Participant 9 table 4).

Fourteen (14) administrators were degree holders, three (3) master's holder and three (3) diploma. The few cases of diploma holders as administrators is attributed to the fact that diploma teachers were deployed to primary and basic schools by the ministry of education, (see table 2).

One (1) respondent refers to women's personal attributes and qualifications as a great incentive towards their successful participation in the sphere of educational management. She pointed out that;

> *"What triggered me to be a school administrator was mainly, my dedication to education and my firm belief that I can achieve substantial reforms improving the educational system" (Participant 9 table 2)*

4.4.3 Socialization

Three (3) cases of the participants describe the differences in the way women and men work with the former to exhibiting more flexibility, lenience and sensitivity towards problematic circumstances occurring among students, teaching staff or administration whereas the latter adopt a more authoritative and powerful attitude towards them. One participant mentions that:

> *"Women are more conversational and decisive attempting to solve encountered problems through dialogue and daily interaction with the stakeholders; on the contrary men are more aggressive and occasionally neglect the spirit of teamwork." (Participant 12 table 5)*

Another participant said:

> *"Distinct leadership styles depend on the personal attributes and not on the gender". (Participant 2 table 5)*

In this view, one participant finds it typically stereotypical to categorize the administrator's style according to the masculine and feminine image that the norms breed. He insists that:

> *"Both genders are equipped with the same virtues in order to perform their role and their differences lie on their personality" (participant 19 table 4).*

One respondent refers:

> *"These are stereotypes on how women and men lead which support the belief that women are more sufficient leaders because men are viewed as authoritative and determined whereas women as caring sensitive and vulnerable."(Participant 16 table 3)*

4.4.4 Female self-perception

Twelve (12) respondents indicated that women had moderate confidence while seven (7) of them indicated that women had no confidence in rising to the school administrative positions. From the findings of the study, one participant said:

> *"Women self-perception and the oppressive environment they grew up in affects their confidence levels". (Participant 7 table 2)*

DEBS explained that:

> *"Though the community supports women to rise to management positions, women have failed to advance to top level positions in schools because they are oversaturated with a cultural message of inferiority complex". (Participant 16 table 4)*

4.4.5 Mentor Role

The study found that thirteen (13) of the male teachers" respondents had a mentor while seven (7) did not have. The male respondents who had mentors were further asked to mention the reasons why they need mentors. One respondent stated that:

> *"I need a mentor for socialization, to build my confidence and to act as model for others". (Participants 4 table 4)*

Thirty seven (37) participants of respondents underlined lack of mentoring as a huge barrier at the beginning of their career. More precisely, one respondent makes an interesting remark:

"When I first started working as a deputy head in the school, I received no guidance from previous deputy head who was promoted to head of the school. I had to find the courage by myself and cope with the challenges." (Participant 12 table 2)

The study found that some of the female teachers would prefer to be mentored by female administrators while others indicated they would prefer to be mentored by male administrators. The study further indicated that the female mentors were very few. One participant stated started that:

"I would love to have a male than a female because female mentors are few and with attitudes that are difficulty to deal with" (participant 8 table 5)

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This section of the study is a discussion of findings that were presented in the preceding chapter. It provides details of the theme that were presented in brief. The discussion is presented in line

with the objectives of the study and relating to the literature review and theoretical framework for the study. The objectives that guided the study were:

- ✓ To determine the current situation of gender gaps in the administrative positions in schools in Chilanga district.
- ✓ To examine the changes in the gender gaps in administrative positions in schools in Chilanga district.
- ✓ To identify the factors contributing to the gender gaps in the administrative positions in schools of Chilanga district.

The findings of the study from the two instruments namely questionnaire and interview guide were simultaneously discussed based on the themes raised in the presentation chapter. The researcher chose this approach to avoid duplication of work and maintain a consistent idea. Additionally, it was easy to reach conclusions when all similar findings were presented together. In this way incidences of vagueness and repetitions were reduced, if not avoided entirely.

5.1 The current situation of gender gaps in the administrative positions in schools.

5.1.1 Male dominance in administrative positions (see table 1)

The insightful analysis by Estler (1975) and Schmuck (1980) regarding the three models, which explain the women's under-representation in senior educational posts, is consistent with the

findings from Chilanga participants (see table 1) which shows male dominance in administration. More precisely, the two authors present the 'meritocracy or individual model' as one of the main reasons for women's underrepresentation in the field. Indeed, as shown in the analysis, some of the participants justify that what makes women to remain absent is their discouragement to undertake high burden of responsibilities and decision-making roles as well as their low confidence because of the general dim percentage of female in the field. A couple of them also note to behaviors and comments that labeled discriminatory and they face within the working environment, both from their employers and employees, as a reason for their under representation, and this is consistent with the second model, named as "organizational or discrimination model".

Lastly, Estler and Schmuck identify the third model as "woman's place or social perspective model" with focus on the sociocultural norms that generate discriminatory practices and this is also validated by the answers of women teachers and administrators from Chilanga, as they mention that the Zambian society itself produces the under-representation of women because it confines them to stereotyped deputy roles. Nevertheless, the analysis of the responses from the female teacher and administrators from Chilanga urban in the same question prove the inconsistency of Estler and Schmuck's theory since the overwhelming majority of the participant's claim that the number of women gradually increases in the field and no signs of their under-representation are indicated. It is important, therefore, to stress out that women's answers confirm socio-cultural historical contexts supported by the Zambian Government's established policies and regulations that favor gender equality and equal distribution of power between the two genders as it has been mentioned earlier in the literature in chapter 2 section 2.3.1.

5.1.2 Qualities for school administrators in Education

The analysis of the participants from both urban and rural Chilanga reveals that females do exhibit certain qualities in their way of managing the school differentiating them from their male counterparts. Those qualities are considered their dominant ones and have been identified as more feminine according to the above literature while confirming Gherardi's (1994:607) statement that 'we do gender while we work', i.e. generating personal attributes that correspond to our gender. More specifically, participants from Chilanga urban enlist the main feature they exhibit as more organized, interactive and communicative, hard-working and effective, receptive to new ideas, caring and supportive while the participants from Chilanga rural as empathetic towards students' concerns, good listeners, team workers, visionary and ambitious leaders. That is to say, the findings confirm Gray (1993), Morry (1999) and earlier Chisholm's (2001) division between masculine and feminine archetypes in school management with the female paradigm displaying more maternal oriented characteristics. It is also worth mentioning that the findings of both locations allow the generation of stereotypical roles because of the genders' distinctive attributes in the field of educational management.

Further, from the findings of the study it emerged that female teachers do not see the need of having more female administrators in schools. The study revealed that women have moderate confidence levels. This could be the reason behind the failure to see the need of having more women in position of management. Further the nonsupport for need for more women in management positions can be due to negative self-perception which makes women perceive themselves as inferior compared to men. This is further evidenced by female teachers response which indicated that male managers are committed than female managers.

5.2 Changes in the gender gaps in administrative positions in schools in chilanga district.

5.2.1 Motivation to be a School administrators

The focus of this section is to answer the first question about the drive that the research participants had to undertake the position of the school administrator. School administrators from both urban and rural Chilanga came along with a wide range of common motivators that triggered their choice. In particular, they provide as their primary stimulus their dedication towards the students and their commitment to the educational system. They show that their willingness to create the best learning environment for students' thrive led them to the position. They also refer to it as a great opportunity for them to transfer and enhance their knowledge into the managerial world and to be capable of conducting pedagogical and educational reforms contributing significantly in the society. Another motivator stated by the participants is the managerial prestige and high status that the profession offers them as part of their personal fulfillment and professional achievement. On the other hand, the findings present some further stimulators that differ between the administrators of the two areas. In particular, Chilanga urban administrators add their colleagues' supportive attitude or sexist comments they receive as a strong drive to reinforce their choice. This particular attitude is consistent with Mwansa (1997) who mentions that the Zambian educational system shapes women's role to be eligible only for teaching positions, therefore the teaching staff holds a sexist stance when the norms are violated. Also, the participants make reference to the financial aspect of choosing the job, which could be considered a strong motive taking into account the tough economic period that Zambia is exposed to nowadays. The female administrators attribute the cooperation and supervision of the teaching staff as an incentive to take on the position; while, interestingly, one of them reveals her

intrinsic motivation to promote herself, which emerged after her involvement in the field of education.

5.2.2 Recommendations to Enhance Women's Participation in school administration

The data presented in the previous chapter also reveal some of the respondents' recommendations towards encouraging women to achieve senior posts in educational management. It is suggested by the respondents from Chilanga rural radical change in the androcentric system of the society in order to give motives to women to apply for the position; a recommendation that is absent from all the Chilanga urban participants' findings who insist instead that the school is a female driven world with the increasing participation of women in the management sector. This implies that the study gives support to Shakeshaft (1987)'s suggestion about structural alterations in the society in terms of the gender roles is only consistent with the administrators' suggestion from urban and not from rural since the phenomenon is evident in the Zambian society. Participants from both rural and urban recommend the provision of support systems from all the stakeholders involved in the process, an idea that coincides with Tharenou (2005)'s contribution about the social capital and its importance to women's career success.

The DEBS Chilanga also makes reference about the significance of human capital, a suggestion that is reported by the participants from Chilanga rural with women to enhance and deepen their knowledge in the field through training courses. Supplementary administrative staff to contribute in the workload is proposed by the Chilanga urban participants while the ones from rural advise for division of the household tasks. Both recommendations are coherent with Coleman (2005) and Rorrer (2008) who propose balance in the job and family responsibilities and nurturing a culture in school that embraces and tolerates women's family tasks. What is noteworthy is the

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financial incentive that is recommended by the respondents in order for the women to feel equally and fairly treated since the pay differential is a determining factor to discourage them to apply.

5.3 Factors contributing to the gender gaps in the administrative positions in Schools of Chilanga District

5.3.1 Gender roles and Effect of Gender in school Administration

A significant finding that emerged from the study was that the poor representation of women to positions of management in schools is partly explained by the gender roles played by women. This was found to be a factor that affects women before they make decisions on whether to take administrative positions which is involving. Family responsibilities like child problems are a factor women considered before they took administrative positions (see table 1). This finding is consistent with Shakeshaft, (1985) who stated that family responsibilities is a factor that directly causes gender imbalance in education administration among teachers. Women fail to choose entry into administration due to family responsibilities according to a study done in Kansas on women teachers (Hewit, 1989). Waynn, (2003) noted that family responsibilities were considered by women in their decisions to apply for administrative positions. Women have tension between time demands of the job and their family responsibilities. Women delay entry into administration compared to men.

Top management positions of head ship are still dominated by men as revealed by women respondents. According to the findings women were found to be few in administrative positions as compared to men because they opted to care for the family first. This finding is similar to that of Celikten, (2005) who found that the family responsibilities that women hold in developing countries act as a hindrance to gender balance in education administration. In addition to this, women also shared their working time with family duties. Due to this, women were noted to have low access of chances of promotion as compared to men. Another issue that emerged from the findings is that women were uncomfortable with promotions which involve migration and long working hours. This is because they are tied by family issues. This is similar to Davidson and cooper

(1992) in bush and west-Burnham (1994), who observed that people tend to show attitude that women are poor in training and promotional investments, because they can work on marrying to start a family. Additionally, in 1993 the cewyd county council in bush and west-Burnham (1994: 180) also reported a negative attitude towards women managers by a male school teacher who said "it grates (irritates) to have a woman in any position of authority over me''.

5.3.2 Socialization

Socialization was given moderate prominence as a hindrance to female teachers" career mobility. According to the findings it emerged that the majority of women indicated that local communities supported women to rise to positions of management. Though the community supports women, female respondents who indicated nonsupport of women to be managers said that they were used to male school managers. This can be attributed to gender stereotypes which define women roles as caretakers and men as income earners. The findings revealed that principals never considered gender as a dominant factor on duty delegation. In addition the effect of socialization and gender stereotypes emerged clearly where male teachers who indicated nonsupport for their spouses to take management positions preferred to have the men getting promotion first instead of women.

Additionally, respondents revealed that the sociopolitical and cultural structure of the Zambian legislation system promotes gender-stereotyped roles that hinder women to move up the hierarchical ladder of success in education. Indeed, the androcentric view of men undertaking the leading roles and women are eligible for lower levels seems to be deeply rooted nowadays in the Zambian societal context. This is also confirmed by Mwansa (1997), who argue that the conservative Zambian culture influences to a high extent the education field because it

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underestimates the value of women in school management and bears discrimination in terms of unequal distribution of labor between the two sexes.

On the contrary, taking account the female school administrators and teachers responses, it is important to stress out that none of them refers to the Zambian socio-cultural context as a constraint towards their career, a fact that proves the validity of the Zambian Government's established policies about gender equality and equal division of opportunities and power. Chilanga rural participants also reveal the lack of mentoring and support them received in the first steps of their career. As it is previously stated in the literature by both Coleman (2005) and Shakeshaft (2006), the lack of support systems discourages women to surpass difficulties during the first steps in their higher post. Considering the fact that the study participants still comment on the hindrance they faced when they were primarily allocated for the teaching position, it is inferred that they are psychologically stigmatized by disappointment and frustration because of the deficiency of support systems in their new beginning. Similarly, Shake shaft (1989) refers to internal or psychological barriers as "those that can be overcome by individual change whereas external barriers require social and institutional change" (p. 82). Some of the internal barriers ascribed to women include the following: lack of confidence, motivation, and aspirations; deficiencies in credentials and experience; and Socialization and gender stereotyping.

However, inconsistency is reported between the literature and the findings of the female participants who express to a high extent the support and guidance they experienced when they were firstly appointed to the teaching position. Furthermore, the study participants from both rural and urban made` reference to the difficulty to combine parenthood with a demanding work having to handle multiple roles and to be faced with serious family issues. This is supported by

the previous theory stated by Lumby and Coleman (2007) and Lewis (1994) that women are disproportionately responsible for family and domestic maintenance which deters them from higher positions and their acute workload they have to handle produces negative moods and conflicts within their marriage. The study also bear the fact that women are challenged with all forms of discrimination being in that position receiving either direct or indirect comments from their employees, administrators or teachers from other schools. This issue is of crucial importance and commonly appears within teachers' career from both urban and rural Chilanga, therefore, it is consistent with Shakeshaft (1987)'s distinction of two types of discrimination within school administration, i.e. covert and overt, as well as with Lumby and Coleman (2007)'s survey about sexist attitudes disclosed by all different stakeholders within the educational field.

5.3.3 Perceived Differences in the Way Women and Men Lead

Taking into account the third objective of the study and the data findings, it is important to state that most of the respondents do not fully embrace the view of observed differences in the leadership styles of men and women. On the contrary, they claim that dissimilarities do not rely on the gender identity but on each individual's personality and what it highly matters for leaders of both genders is to perform their role suitably and have a clear vision and well-established goals. In other words, the findings do not seem to overlap the reviewed theory, which suggests that the female's unique traits correspond to variations in style with their male's counterparts. Nevertheless, a few cases are noticed in the findings where participants do consider that differences exist with women to handle with a conversational style problematic attitudes arising among students whereas men act more authoritatively and aggressively. Participants from Chilanga rural also allege that women administrators implement a more nurturing approach

towards students embracing at the same time teamwork and collaboration among the stakeholders. Consequently, the above findings confirm the generating theory developed by Fitzpatrick (1983) and Shakeshaft (1987) that the women tend to employ a more collaborative, transformative leadership approach in comparison with the men who favor for a more authoritative and transactional style.

5.3.4 Educational Qualification and Training

From the study, it emerged that the female teachers" current level of education as graduates stood at a lower percentage as compared to the males. The study revealed that majority of the school administrators were graduates and few of the administrators are master's holder (see table 2). There were few female teachers who were holders of master's degree as compared to males. This is in agreement with Shake shaft (1989:89) who argues that lack of confidence; aspiration and lack of personal autonomy are aspects, which are measured by male lenses of definitions. She pointed out that lack of qualification or motivation of females resulted from the burden of family responsibilities lack of opportunities, and lack of condusive work environment for them (1989, p.84). In addition, she elaborates that females' lack of confidence as a product of lack of experience in the sphere of administration and it should also be viewed then, as a product of a system that keeps women separated from experience that would help to develop confidence in the public sphere. Thus, which is often seen as a personal failing of women lack of self-confidence may be more accurately seen because of sex-structured society that generates a belief reinforced by the organizational system that prevents women from developing 'confidence in public sphere activities through male dominated world of professional administration.

5.5 Summary

This chapter presented an interpretation of the finding obtained and demonstrated why the findings were relevant to the research and to other researches carried out. Gender gaps in school administrative position was still a problem in both urban and rural schools in Chilanga district. Insufficient information on the factors of gender gaps lead to the increase of gender gaps in school administrative positions. A number of ways to describe the situation and changes in gender gaps in school administrative positions were solicited from DEBS, ESOs, Head teachers, D/head teachers, HODs and teachers from both urban and rural schools of Chilanga district. It is hoped that the limitations of the research's bias in the findings was kept to the minimum in terms of effects on the respondents' responses.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter presents the conclusions of the study and further makes recommendations to various stakeholders on things that out to be completely altered. The conclusions are closely tied to the study objectives which it sought.

6.1 Conclusion

From the findings it can be concluded that the gender roles has a dominant effect on the gender gap in education administration. This means that women need to share gender roles with their spouses in order to create more time for administrative duties. In addition, teacher's self-perception affects gender gap in education administration because it affects their confidence levels and self-esteem. Confidence building is crucial through the successful women in education administration encouraging their women colleagues. The study further revealed that socialization and gender stereotypes results to gender gaps in education administration among teachers .Gender sensitization is critical in schools to demystify the traditional beliefs about the roles played by men and women. Regarding the role of models and mentors the study revealed that availability of role models and mentors causes gender gaps in education administration among teachers. There is a need for women in leadership positions in schools to mentor their colleagues and set a model for girls. The study finally concludes that educational qualification and training results to gender gaps in education administration among teachers. Women teachers should create time to attend seminars and workshops for purpose of skill enhancement to knowledge.

6.2 Contribution to the body of Knowledge

This study might contribute a lot in encouraging the women to have small size families and share family responsibility equally with their spouses in order to create ample time for their career progress. This can be done through family planning practices and campaigning for the same. This will reduce the gender gap that exist in terms of administrative positions in both rural and urban schools.

6.3 Recommendations

From the conclusions arrived at and the revelations that there are problems causing gender gaps in education administration among teachers in public schools in Chilanga district, the researcher wishes to make the following recommendations.

6.3.1 Policy

The government through the ministry of general education should address gender gaps in education through the affirmative action to provide a firm education foundation for the girl child in order to prepare foundation for leadership in future.

On the issue of professional training and workshops, the government should come up with a policy where attendance of workshops and seminars is a compulsory requirement for all teachers in order to build skills and knowledge on their careers and give women chances to compete favorably with men.

The educational policy makers to come up with policies that create positions specifically for women even in boys" schools in order to eliminate gender gaps in education administration. This

can be done by female teachers acting as head teachers in boys'' schools and not to be limited to girls'' schools.

The government should come up with a policy of posting female teachers to schools near their families as they give them promotions so that migration does not act as a stumbling block to gender balance in education administration

Policy makers to come up with a curriculum that include gender issues for purpose of sensitizing the community on the social/cultural barriers which cause gender imbalance in education administration. This will enable women change their self-perception and view themselves as managers just like their male counter-parts.

6.3.2 Practice

Gender roles should be shared at family level so that the girl child can grow up with a cultural message that there are no jobs that are specifically meant for men and women. The girls will grow up knowing that she can do those jobs done by men and leadership included.

School administrators should allow more women to be involved in administrative work.

The female teachers should have small size families in order to create ample time for their career progress. This can be done through family planning practices and campaigning for the same.

Female teachers should form professional networking clubs where they mentor each other in order to assist in confidence building, enhancing self-esteem and socialization.

The community should support women to take up leadership positions through giving them maximum co-operation when it comes to discipline of the boys who make women shy away from taking administrative positions in boys and mixed.

6.4 Recommendations for Further Investigation and Research

Further analysis and research on this subject is warranted with a more extensive study sample of women administrators and female teachers. This will allow to the research study more solid foundations so it can be generalized to other educational settings or geographical units. It could be also recommendable to extend the research in other geographical regions, both rural and urban ones, in order to draw more valid and representative comparisons than the current research attempt, since a lot of research has not been conducted in that field. It could also be advisable to investigate and identify more about the impact of gender and the different qualities men and women exhibit on school leadership styles and if indeed a dominant style exists. Finally, the combination of quantitative and qualitative approach together to be used in future research would be desirable in order to add depth to the survey data and unfold more themes in gender gaps in school administrative positions. This could be escorted with a larger scale sample in order to acquire a comprehensive picture of trends and patterns.

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APPENDIX I

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

Dear participant,

This questionnaire is part of a master thesis study, which intends to investigate gender gaps in the school administrative position in Chilanga district. The information gathered, will be analyzed and compared by the researcher for the purpose of writing a Master's thesis at the University of Zambia.

In accordance to the ethical considerations of the research, all the information obtained will be handled in confidence. The questionnaire will be anonymous and all the rules of privacy and anonymity will be maintained.

Participation is optional, but your contribution is very valuable. I would very much appreciate if you would spare a few minutes of your time and answer some questions.

PART A: Please tick ✓ the most appropriate response.

1. GENDER:

☐ Male   ☐ Female

2. AGE:

☐ 25-35   ☐ 36-45   ☐ 46-55   ☐ Over 56

3. FAMILY SITUATION:

☐ Single   ☐ Married   ☐ Divorced   ☐ Other:

4. NUMBER OF CHILDREN: _____ (if any)

5. EDUCATIONAL BACKGROUND:

☐ Bachelor's Degree   ☐ Master's Degree   ☐ Diploma

☐ Certificate   ☐ other (please specify).................................

6. YEARS OF EXPERIENCE:

☐ Up to 10   ☐ 10-15   ☐ 15-20   ☐ Over 20

7. PREVIOUS PROFESSIONAL POSITION:

☐ Teacher   ☐ D/head teacher   ☐ Head teacher   ☐ other (please specify)………………….

PART B: Please complete the following questions to reflect your opinions as accurately as possible. The information will be kept strictly confidential.

1. What was your motivation to be a school administrator?

....

2. From your experience as a school administrator, do you think the local community considers gender as a factor in choice of school administrators? If yes, is it male or female administrators? Please explain your response.

…………………………………………………………………………………………………

3. Do you think there are gender gaps in school administrative positions in Chilanga district and, if so, are there psychological, cultural or societal reasons behind this gap? Please explain your response.

....

4. In your eyes what are some of the characteristics and good qualities of women and men school administrative positions?

…………………………………………………………………………………………………

5. Have you perceived any differences in the way women and men lead? Please explain your response.

....

6. Do female teachers readily take administrative responsibilities when given by the teacher service commission? If no, why do you think they decline?

…………………………………………………………………………………………………

7. In your opinion based on experience what problems do women face as they progress in their career as administrators.

…………………………………………………………………………………………………

8. Have you encountered any difficulties (e.g. family life, society, colleagues, employers etc.) being a school administrator? Please explain your response.

....

9. Does the Teaching service commission consider gender in allocation of administrative positions? If no, what do you think the commission should do?

…………………………………………………………………………………………………

10. From your experience as an administrator, do you think we need to have equal numbers of male and female administrators in schools? Give reason for your answer?

…………………………………………………………………………………………………

11. What are your recommendations to enhance gender balance in school administration?

....

Thank you very much for agreeing to participate in this study

APPENDIX II

QUESTIONNAIRE FOR MALE TEACHERS

Dear participant,

This questionnaire is part of a master thesis study, which intends to investigate gender gaps in the school administrative position in Chilanga district. The information gathered, will be analyzed and compared by the researcher for the purpose of writing a Master's thesis at the University of Zambia.

In accordance to the ethical considerations of the research, all the information obtained will be handled in confidence. The questionnaire will be anonymous and all the rules of privacy and anonymity will be maintained.

Participation is optional, but your contribution is very valuable. I would very much appreciate if you would spare a few minutes of your time and answer some questions.

PART A: Please tick ✓ the most appropriate response.

1. AGE:

☐ 25-35   ☐ 36-45   ☐ 46-55   ☐ Over 56

2. FAMILY SITUATION:

☐ Single   ☐ Married   ☐ Divorced   ☐ Other:

3. NUMBER OF CHILDREN: _____ (if any)

4. EDUCATIONAL BACKGROUND:

☐ Bachelor's Degree   ☐ Master's Degree   ☐ Diploma

☐ Certificate   ☐ other (please specify)..................................

5. YEARS OF EXPERIENCE:

☐ Up to 10   ☐ 10-15   ☐ 15-20   ☐ Over 20

6. PREVIOUS PROFESSIONAL POSITION:

☐ Class Teacher   ☐ Subject teacher   ☐ other (please specify)…………………

PART B: Please complete the following questions to reflect your opinions as accurately as possible. The information will be kept strictly confidential.

1. Explain what you understand by Gender gaps in school administrative positions?

....

2. Do you think there are gender gaps in school administrative positions in Chilanga district and, if so, are there psychological, cultural or societal reasons behind this gap? Please explain your response.

………………………………………………………………………………………………

3. In your view what problems do male teachers face as they progress into school administrative positions?

....

4. If you were to be given a choice, would you like to work under a male or a female school manager? Give reason for your answer

....

5. Do you think there is a difference between a male and a female school administrators? If yes, what is the difference?

....

6. In your view do you think it is important to have more women as school administrators? If yes, for what purpose?

....

7. Do you think both men and women stand equal chances of promotion? If no, who stands a higher chance? Give reason for your answer.

……

8. Suppose your spouse was given a promotion as school administrator, would you support her to take it? If no, give reason for your answer.

……

9. Suppose you were to choose a career mentor, would you choose a male or female? Give reason for your answer

……

10. Do you think there is a relationship between promotion and academic advancement? If yes, give reason for your answer.

……

11. What are your recommendations to enhance gender balance in school administration?

....

Thank you very much for agreeing to participate in this study.

QUESTIONNAIRE FOR FEMALE TEACHERS

Dear participant,

This questionnaire is part of a master thesis study, which intends to investigate gender gaps in the school administrative position in Chilanga district. The information gathered, will be analyzed and compared by the researcher for the purpose of writing a Master's thesis at the University of Zambia.

In accordance to the ethical considerations of the research, all the information obtained will be handled in confidence. The questionnaire will be anonymous and all the rules of privacy and anonymity will be maintained.

Participation is optional, but your contribution is very valuable. I would very much appreciate if you would spare a few minutes of your time and answer some questions.

PART A: Please tick ✓ the most appropriate response.

1. AGE:

☐ 25-35   ☐ 36-45   ☐ 46-55   ☐ Over 56

2. FAMILY SITUATION:

☐ Single   ☐ Married   ☐ Divorced   ☐ Other:

3. NUMBER OF CHILDREN: _____ (if any)

4. EDUCATIONAL BACKGROUND:

☐ Bachelor's Degree   ☐ Master's Degree   ☐ Diploma

☐ Certificate   ☐ other (please specify).................................

5. YEARS OF EXPERIENCE:

☐ Up to 10   ☐ 10-15   ☐ 15-20   ☐ Over 20

6. PREVIOUS PROFESSIONAL POSITION:

☐ Class Teacher   ☐ Subject teacher   ☐ other (please specify)………………….

PART B: Please complete the following questions to reflect your opinions as accurately as possible. The information will be kept strictly confidential.

1. Explain what you understand by Gender gaps in school administrative positions?

....

2. Do you think there are gender gaps in school administrative positions in Chilanga district and, if so, are there psychological, cultural or societal reasons behind this gap? Please explain your response…………………………………………………………………………………………

3 .From a female point of view, do you think women administrators in schools are few or many? If few, why do you think they are few?

………………………………………………………………………………………………

4. Suppose you were to be given a position that calls for long working hours, would you take it? If no, why would you decline?

………………………………………………………………………………………………

5. In your opinion what factors do you think hinder movement of women to top management positions?

………………………………………………………………………………………………

6. What problems do women face as they progress to administrative positions?

………………………………………………………………………………………………

7. Suppose you were promoted and the new position requires you to migrate away from home, would you take it? If no, why would you decline?

………………………………………………………………………………………………

8. In your opinion as a female teacher, do you think we need more women in school administrative positions? Give reason for your answer.

…………………………………………………………………………………………………

9. What do you think is the number of women in administrative positions in schools? If few what could be the reason for this?

…………………………………………………………………………………………………

10. Suppose you were to be given a choice, would you prefer to work with a male or a female school manager? Give reason for your answer

…………………………………………………………………………………………………

11. From a female point of view, do you think the local community support women as leaders in schools? If no, why do you think there is no support?

…………………………………………………………………………………………………

12. Do you think women are as good as men in decision making? If no, give reason for your answer.

…………………………………………………………………………………………………

13. As a female teacher do you think there are enough mentors for the future female administrators? If no, give reason for your answer.

…………………………………………………………………………………………………

14. What do you think is the relationship between promotions and educational qualification?

…………………………………………………………………………………………………

14. What are your recommendations to enhance gender balance in school administration?

....

Thank you very much for agreeing to participate in this study.

INTERVIEW GUIDE FOR DEBS OFFICERS AND PTA MEMBERS

Gender gaps in school administrative positions; a comparative study of selected rural and urban schools case of Chilanga district of Lusaka Zambia.

Interview Questions

4 What is your understanding of Gender gaps in school administrative positions?

5 Do you think there are gender gaps in school administrative positions in Chilanga district and, if so, are there psychological, cultural or societal reasons behind this gap? Please explain your response

6 In your own views, do you think we need to have equal numbers of male and female administrators in schools? Give reason for your answer?

7 Do you think women are as good as men in decision making? If no, give reason for your answer.

8 Do you think the local community support women as leaders in schools? If no, why do you think there is no support?

9 In your opinion what factors do you think cause gender gaps in top administrative positions in schools?

10 Do you think both men and women stand equal chances of promotion? If no, who stands a higher chance? Give reason for your answer.

11 Does the Teaching service commission consider gender in allocation of administrative positions? If no, what do you think the commission should do?

12   Are there measures that are put in place to reduce gender gaps in school administrative

positions? If yes how effective are they?

13   What are your recommendations to enhance gender balance in school administration?

DATA	ACTIVITY	EVALUTION

APPENDIX V TIMELINE

Jan – Mar	Submission of research topic	
Mar - May	Writing of a concept paper	
June - Aug	Writing of a proposal	
Aug – Oct	Data collection, presentation Discussion, conclusion and recommendation.	

APPENDIX VI

COVER LETTER FOR DATA COLLECTION

Dear Sir/Madam,

RE: REQUEST FOR DATA COLLECTION

I am a post graduate student pursing a Masters of Education Degree (M.Ed) at the university of Zambia/ ZOU. As part of the course I am required to submit a research project on;

Gender gaps in school administrative positions: a comparative study of school administrators in selected rural and urban schools in Chilanga district. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used for publicity. Your name will not be mentioned in this report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours Faithfully

Luke Chipeta

Comp #: 716814266

The University of Zambia/Zimbabwe Open University

APPENDIX VII

Participants consent letter

The purpose of this research is to assess the gender gaps that exists in the administrative positions in the education sector. This study would compare and contrast the rural and urban

schools in Chilanga district while developing recommendations for future research. The outcome of this research would contribute to the gag that is claimed to exist in the administrative positions in most schools in the district.

I understand that the research is being carried out in part fulfilment of the requirements leading to the award of a Master's degree in Educational Management.

I ……………………………………………………………… agree to be interviewed and take part in this study about the gender gaps that exists in the administrative positions in the education sector. I understand that my participation is on a voluntary basis and am free to withdraw from the study anytime. I also understand that all the information I will provide will be confidential and my name will be anonymous throughout.

I agree to have the interview recorded.

Signed: …………………………………………

Date: …………………………………………...

APPENDIX VIII

BUDGET

ITEM	COST	TOTAL AMOUNT

Paper	3 Reams at K64 each	K192.00
Printing of documents	4 X K250	K1000.00
Binding of documents	4X K30	K 120.00
Photocopying		K100.00
Transport		K300.00
Food		K100.00
Miscellaneous		K1000.00
TOTAL		K2 800.00