

CHALLENGES FACED BY FEMALE HEAD TEACHERS IN THE MANAGEMENT OF PUBLIC SCHOOLS IN DISTRICT HAVELI KAHUTTA

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ABSTRACT

School leadership in Kahutta's school is the role of principle. The purpose of this study was to investigate and identify the challenges faced by female principals in running public schools in the Kahutta district and to purpose strategies to address these challenges. This research was guided by the following objectives: Identify problems that hinder the implementation of effective controls. Evaluate cultural and social barriers that hinder the promotion of effective education management. This research is conducted in Kahutta district. The target group for this study were female principals from the Kahutta district. There are 14 high schools, 23 middle schools and 82 primary schools in Kahutta District. Researchers used questionnaires and interview guides for data collection. The data obtained were both quantitative and qualitative. Data were analysed using her SPSS and summarized into percentage and frequency distributions. Information was presented in tabular and graphical form. The survey found that 54% of teachers agreed that principals practice guidelines were available. 42% of teachers strongly agreed that principals were experienced and 35% agreed that they were experts in administrative skills. About 34% of teachers say their vacancies are advertised correctly. Principals are viewed favourably by teachers because they encourage them to work towards school goals. Principals are effective in time management in managing public schools because they can follow established guidelines and achieve the goals of the institution.

Key Words: Challenges faced by female's head teachers, school management, leadership

1: INTRODUCTION:

School leadership in Haveli Kahutta schools is the function of the head teacher. According to (Griffin, 2001). "good management starts and sustains a slow but steady upward spiral, but bad management makes standards fall with the speed of a lift". The success of any school depends on how effective the head teacher is as an administrator. The status of the head teacher is very central and very complex. They carry out managerial activities because in their leadership, they try to accomplish the school's goals and objectives. In

the execution of their managerial duties, head teachers are faced a myriad of challenges ranging from gender discrimination, discipline issues amongst the staff and students among others. Both male and female head teachers face similar challenges in the management of secondary schools. However, there are some challenges that are unique to female head teachers associated with femaleness.

Several studies over the world have been conducted to investigate the challenges faced by female head teachers on the management of public schools. (Celestin, 2004)

conducted studies in Turkey on Principals' leadership and Gender. The studies revealed that female principals are often faced with societal demands and traditions that males do not face. These included housework, marriage, children and negative attitudes towards females who become principals. According to other studies conducted by Celestin and Yemi in 2004, female teachers faced cultural challenges in management of public schools. The women principals are expected to complete to their family responsibilities as well as their duties of managing the schools. This posed as a major challenge to the female principals.

Other studies done in the USA by (Hoff & Mitchell, 2008) revealed that women in leadership are faced with the dilemma of balancing the societal expectations of women regarding their family responsibilities with that of the leadership at the workplace. (Shakeshaft, 1987) as quoted by (Hoff and Mitchell, 2008) suggested that women have excellent leadership skills but often face obstacles that men may not face. As this evolution continues, the question arises as to whether or not male and female principals lead schools in a similar or different manner, and secondly if the gender of the principal alone has an impact on the perceived leadership abilities of the principal. In 1991, Shakeshaft, Nowell and Perry stated, "we believe that gender affects supervisory style outcome". (Tyree, 1995) as quoted by (Celestin, 2004) suggested that there exists a perception that women lack support from the staff, parents and community that does not exist with male principals. (Bolman and Deal, 2001) suggested that leadership through the perspective of a woman is very different from the traditional view of leadership. These perceptions and attitudes play a critical role on how principals perceive themselves as being an effective educational leader and how, the people these

principals are leading-primarily teachers perceive their leadership as well. (Shakeshaft, 1987) as quoted by (Hoff and Mitchell, 2008) found that teachers preferred working for male principals regardless of their gender.

Research studies in Turkey and USA found that in a number of occasions, gender plays a very limited role as far as leadership is concerned. However, further research (McGee-Banks, 2007) suggests that female principals may face a dilemma that finds an imbalance between leadership roles and expected gender roles. (Khumalo, 2006) conducted studies in the Republic of South Africa on "Challenges faced by women as school managers in Warm baths area." These studies showed that the challenges faced by female managers that hinder them from achieving true parity in relation to their male colleagues could be divided into three categories; those challenges within the school, those outside the school and those within the person herself. (Van der Westhuizen, 1997:545) believes that intrinsic, internal or personal barriers that influence the life of women are generally regarded as the inadequacies, which are within women because of their femaleness.

From the findings of the above studies, social and cultural barriers, negative perceptions from teachers and stakeholders to female head teachers, dual responsibility of motherhood and school manager are major challenges faced by female principals in the management of public schools. The studies reviewed here were conducted in Haveli Kahutta. No studies have been conducted on challenges faced by female head teachers in the management of public schools in Kahutta district and this study wishes to do to fill in the gap.

Statement of the Problem:

This study was analyzed the challenges faced by female head teachers in the

management of secondary schools. There are several dilemmas that complicate roles of women in management. Women have to balance work and family responsibilities yet they have the same amount of time as their male counterparts.

Objectives of the Study:

1. To find out problems that cause hurdles to implement effective management.
2. To estimate cultural and social barriers that cause hurdles to promote effective educational management.

Literature review:

Introduction:

Society and general public seem not to be aware of. The language that all the stakeholders understand in education is good student performance in K.C.S.E. Innocently, they do not know that management challenges are a barrier to outstanding students' performance in national examinations. The literature review will focus on the management of public schools in Kahutta, role of school principals in public school management, Kahutta included, women and leadership, barriers to women's management of public schools and the coping strategies used by female principals to address the challenges they face in management of public schools.

Management of public schools:

The overall management of education in Kahutta is executed by the Ministry of Education. The hierarchical structure of the MOE is divided into four parts: the headquarters at Jogo house "B", forty-seven county headquarters throughout the country, the numerous district headquarters and the public-school level. The management of public schools

in Kenya is vested in the hands of the Board of Governors (BOG) at the school level. The BOGs members are appointed by the Minister of Education and manage the public schools on behalf of the MOE, the Teachers Service commission (TSC) and the Schools Sponsors (Education Act 1980). According to a circular from MOEST (1999) the BOG are mandated by the Minister for Education to execute the following functions such as approving annual budget estimates for the school, receiving grants, fees, subscription, donation and other 14 revenues on behalf of the school, incurring expenditure on various activities of the school in accordance with the school budget, recruiting and hiring school employees including teachers on the behalf of the TSC, paying employees' salaries, ensuring the provision and proper utilization of school facilities and learning resources; ensuring effective and accountable use of school finances, ensuring staff and student discipline and ensuring sound school community relationship. It is not possible for the BOGs to be physically present in the school on a daily basis. The principal, who is the secretary to the BOG, executes the day to day running of the school.

The role of the head teacher in public school management:

The role of the head teacher in public school management is captured in the six administrative task areas proposed by (Campbell et al, 1969). They include:

Curriculum and instruction-

This entails formulating objectives for the school through time scheduling, ensuring that proper schemes of work and lesson plans are well prepared and evaluation procedures are observed. The head teacher supervises curriculum and instructions and safeguards the school records.

Student personnel-

This entails admission of students, placing them in classrooms, dormitories, providing them with necessary facilities, ensuring acceptable social behaviors, setting school rules and regulations and ensuring student safety and health.

Staff personnel-

This entails carrying out a staff needs assessment, reporting staff shortage to the TSC, inducting and orienting new teachers, organizing staff training and development, appraising and recommending staff for promotions as well as providing a conducive climate at the school for all members.

Physical facilities –

It entails provision of all the relevant physical facilities ensuring their proper utilization and maintenance, authorizing and approving the procurement of all teaching-learning equipment in consultation with the heads of departments.

Financial management-

As the chief accounting officer for the school, the head teacher collects fees, prepares budget estimates, monitors expenditure of the school finances, ensures proper bookkeeping of all books of accounts, carries out internal auditing and presents books of accounts for external auditing.

School- Community relations–

As the public relations officer for the school the head teacher markets the school to the surrounding community. Principal's further plan the amount and nature of school community contacts and evaluate their effectiveness. Irrespective of the gender, school principals are expected to be competent in executing their duties along the above task areas. In the execution of their duties, school principals liaise

with the DEOs and PDEs offices which are part of the field services offered by MOE. The field officers report to the Education Secretary (ES) who is in charge of all professional matters of education in Kenya. As the head teacher performs the above administrative tasks he/she is bound to face some challenges that this study attempted to investigate. The study narrowed down to challenges faced by the female head teachers since most studies conducted previously focused on general challenges faced by head teachers in management of secondary schools irrespective of the gender of the principal.

RESEARCH METHODOLOG

In this research quantitative research method was used. Research was conducted through a descriptive survey.

Population and Sampling:

The population of this study was head teachers of primary (82), middle (23) and high (14) schools. The sample of this study consist of 70 head teachers of primary, middle and high level by using random sampling techniques to avoid nepotism or favoritism.

Research Instrument and data collection:

Self-construed questionnaires were used as a research tool. There were total 19 items in the tool. The tool was developed on five-point liker scale. Five options are strongly agreed, agree, undecided, disagree and strongly disagree. Data was collected by personal visit by the researcher in public schools. The statistical tool i.e. percentage and frequency was applied to draw the results. In order to analyze the data statically, charts also were used.

Results and discussion

This chapter describe the results of the study and following tables reflected the

different results and their interpretation.

Table1.1 principle practice guideline available.

Sr.No	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	15	54	1	0	0
Percentage	21%	77%	1%	0%	0%

In above table 1.1 shows that most of the teachers responded that about 77% of teachers agreed with the statement, 21% of teachers strongly agree with the statement, 0% of teachers responded disagree, 0% teachers strongly disagree, 1% teachers' responses on undecided with statement.

Table 2.1 Principals are experienced.

Sr.No	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	42	26	2	0	0
Percentage	60%	37%	2%	0%	0%

In above table 2.1 data shows that most of the teachers responded that about 60% of teachers strongly agree with the statement, 37% of the teachers are agreed with the statement, 0% of teachers responded disagree, 0% teachers strongly disagree, 2% teachers' responses on undecided with statement.

Table3.1 They are expert in managerial skills.

Sr.No	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	28	35	4	3	0
Percentage	40%	50%	5%	4%	0%

In above table 4.3 shows that most of teachers responded that about 50% of teachers agreed with the statement, 40% of teachers strongly agree with the statement, 4% of teachers responded disagree, 0% of teachers strongly disagree, 5% teachers' responses on undecided with statement.

4.1 Consultation is done with the concerned department.

Sr.No.	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	21	48	1	0	0
Percentage	30%	68%	1.4%	0%	0%

In above table 4.1 shows that 68% of teachers are agreed with statement, 30% of teachers are strongly agreed, 1.4% of teachers are response undecided with statement, 0% of teachers are responses disagree and strongly disagree with statement.

5.1 Disciplinary committee existed.

Sr.No	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	15	44	6	5	0
Percentage	21%	62%	8%	7%	0%

In above table 5.1 shows that 62% of teachers are agreed, 21% of teachers are strongly agreed, 8% of teachers are undecided, 7% of teachers are disagreeing and 0% of teachers are strongly disagree with the statement.

Table 6.1 Staff appraisal committee existed.

Sr.No	1	2	3	4	5
Responses	SA	A	UD	DA	SDA
Frequency	7	35	4	23	1
Percentage	10%	50%	5%	32%	1.4%

In this above table 6.1 shows that 50% of teachers are agreed, 10% of teachers are strongly agree, 32% of teachers are disagreeing, 1.4% of teachers are strongly disagree, 5% of teacher's response on undecided with statement.

FINDINGS:

1. Majority of teachers agreed that principal practices available in education sector while minority are strongly agreed in availability of principal practices.
2. Most of respondents strongly agreed that principals are experienced while some agreed and undecided that principal are experienced.
3. Majority of teachers are agreed that they are expert in managerial skills and some agreed that they expert in managerial skills some undecided and some are disagreeing that they expert in managerial skills...
4. Majority of teachers are agreed that consultation is done with the concerned department while minority of teachers strongly agreed that consultation is done with the concerned department and some teachers are undecided that consultation is done with the concerned department.
5. Majority of teachers are agreed that disciplinary committee existed while minority of teachers are strongly agreed that disciplinary committee existed some teachers are undecided and some teachers are disagreed that disciplinary committee existed.
6. Majority of teachers are agreed that staff appraisal committee existed while minority of teachers are disagreed that staff appraisal committee existed some teachers are strongly agreed that staff appraisal committee existed, some teachers are undecided and some

teachers are strongly disagreed that staff appraisal committee existed.

CONCLUSIONS

The following conclusions were drawn.

1. Female head teachers are positively viewed by their teachers and are approachable by the students since they encourage them to work to attain their goals in schools.
2. Female head teachers are effective in regard to time management in the management of public schools since they are able to follow the laid down policies hence achieve the goals of their institutions. Cultural and social barriers interfere with the management of school affairs.
3. Although half of the teachers felt that there was no role conflict between domestic and professional roles of head teachers and the other have felt that there was conflict. The teachers perceived their head teachers as good while the students said the attitude of the head teachers was fair. The students felt that the attitude of the head teacher was fair since they had their own grievances that needed to be addressed.

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