FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

Prospects of women empowerment towards occupying influential posts in primary schools: a case of kwekwe urban schools.

BY

SIDINA AGNES

R15006Y

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE IN SOCIOLOGY OF EDUCATION.

GWERU

ZIMBABWE

2016

MIDLANDS STATE UNIVERSITY

RELEASE FORM

NAME OF AUTHOR: **SIDINA AGNES**

TITLE OF PROJECT:

Prospects of women empowerment towards occupying influential posts in primary schools: A case of Kwekwe Urban schools.

YEAR GRANTED: 2016

Permission is hereby granted to the Midlands State University Library to produce single copies of this project and to lend or sell such copies for private, scholarly or scientific research purposes only. No part of this project may be reproduced or transmitted in any form or by any means without the author's written permission

SIGNED: ………………………………………………………….

PERMANENT ADDRESS: House No. 7-2 Mkoba 13, Gweru

DATE: November 2016

MIDLANDS STATE UNIVERSITY

APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University acceptance; a dissertation entitled "Prospects of women empowerment towards occupying influential posts in primary schools: A case of Kwekwe Urban schools." Submitted by Agnes Sidina in partial fulfilment of the requirements for the Master of Education Degree in Sociology of Education.

………………………………………………….

Dissertation Supervisor –Dr. N.Shoko

…………………………………………………..

Dr.C Manyumwa

Chairperson, Department of Educational and Foundations Management and Curriculum Studies

………………………………………………….

Executive Dean, Faculty of Education-Prof Mangwaya

MIDLANDS STATE UNIVERSITY

ACCEPTANCE LETTER

This dissertation "Prospects of women empowerment towards occupying influential posts in primary schools: A case of Kwekwe Urban schools" was prepared under the direction of the candidate dissertation supervisor. It is accepted by the Department in partial fulfilment of the requirements for a degree of Master of Education in the Faculty of Education, Midlands State University.

The dissertation supervisor and the student's department chair, as representatives of the Faculty, certify that this dissertation has met all the standards of scholarship as determined by the Faculty of Education concurs.

……………………………………………

Dr. N. Shoko

Dissertation Supervisor

…………………………………………...

Dr.C.Manyumwa

Chairperson, Department of Educational and Foundations Management and Curriculum Studies

……………………………………………….

Executive Dean, Faculty of Education-Prof.Mangwaya

NOTICE TO BORROWERS

All dissertations deposited in the Midlands State University library must be used with the stipulation prescribed by the author in the preceding statement. The author of this dissertation is:

Agnes Sidina

House Number 7-2

Mkoba 13

Gweru

Zimbabwe

The Supervisor of this dissertation is:

Dr. N. Shoko

Department of Education Foundations, Management and Curriculum Studies

Faculty of Education

Midlands State University

Private Bag 9055

Gweru

Zimbabwe

AUTHOR'S STATEMENT

By presenting this dissertation as a partial fulfillment of the requirement for the master of Education Degree from Midlands State University, I agree that the library of the Midlands State University shall make it available for inspection and circulation in accordance with its reference governing materials of this nature. I agree that permission to quote, to copy from or to publish this dissertation may be granted by my supervisor under whose direction it was written, by The Faculty of Education Coordinator of graduate research or by me, such quoting, copying or publishing must be solely for scholarly purpose and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without my written gain.

…………………………………..

Signature of Author

DEDICATION

I dedicate this project to my late husband Zeloth, children Nosizi and Nothabo.

ACKNOWLEDGEMENTS

ABSTRACT

The study explored the prospects of women empowerment towards occupying influential posts in primary schools. Three primary schools from Kwekwe urban circuit and the district office respectively constituted the population of the study. The study was guided by the feminist perspective. Data was gathered from heads, deputy heads, teachers' in-charge and education inspectors by use of descriptive survey design. The research was guided by four research questions that focused on barriers, strategies, policies or programmes that influenced the success of women and how successful the strategies could promote the economic empowerment of women towards occupying influential leadership roles. The study established that gender inequality was caused by the impact of culture which necessitated gender roles, political disempowerment, gender stereotyping, role conflict and religious sects. The study found out that there is generally low level of women's representation in leadership roles. However, the government, education stakeholders and community have the mandate to increase the levels of women participation representation in leadership roles by implementing the existing policies and laws which include gender affirmative action, gender policy and Sara Longwe empowerment model.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

The chapter focused on the background to the study by looking at the following aspects: background, problem statement, objectives, research questions, significance of the study, delimitations, limitations of the study, definition of terms and summary of the chapter.

1.1 Background of the study

Every individual is entitled to enjoy his or her rights to the maximum possible potential regardless of sex, race, colour, tribe, religion and the nature of disability that could be affecting him or her (The Universal Declaration of Human Rights, 2005). However, noteworthy is gender differences and disparities with regards to decision –making powers, participation and achievement that have the greatest effort which triumph in different societies that need to be taken into consideration. Gender inequalities and discrimination in all spheres of life greatly affected women than men to a larger extent, whilst the Universal Declaration of Human Rights, being the cornerstone of the human rights (2001), asserts that all human beings are born free and equal in dignity and rights, the traditional interpretation of these rights has generally failed to encompass forms of violence against faced by women which has revealed their unfair practice and marginalisation at workplace.

Women are compelled to harsh domestic labour, segregation from productive ideas and marginalisation usually resulting into poverty, unemployment, social discrimination. Women depend upon charity, donors and to some extent well-wishers and the state at times. This is a result of systematic discrimination and it is being challenged by feminism, Young Women's Empowerment Model and Gender Affirmative Action.

Feminism as postulated by Schaefer (2006) is a social political movement geared at defending and expanding the rights of women. It is a cause and a result of the changing positions of women in society. Apparently, it is an ideology which recognises the systematic discrimination against women on the grounds of gender,(Sanderson, 2008). Feminism is aimed at correcting the undesirable situation of women. The movement empowers people to remove barriers for women empowerment. Women gain flexibility and control to gain dignity, autonomy, equality and solidarity associated with women's rights and calls for a political commitment to remove barriers for women empowerment (Babikwa, 2004).

The study looked at the ways in which various organisations that could drive women's participation and empowerment. In addition, the study dwelt on how multi-stakeholders promised to empower women as it brought together different member categories in an appropriate form of interdependence. The study explored and examined the influence of the feminist perspective on a range of current approaches to promote economic empowerment of women in various organisations and communities at large.

The rights of women are integral to a democratic society. Using the similar wave length, Mawere et al (2011) posited that the human rights of women and the girl child were inalienable, integral and indivisible parts of the universal human rights. However, there are multi-feral challenges bedevilling the Declaration of Beijing of (1995) which called for

women's freedom and maximum participation in all spheres of life. These challenges were found to compromise the effectiveness and efficiency of implementing educational programmes. Chief among these according to Marcus et al (2003) was from Judeo-Christian standpoint, which led to the belief that God created the world that everything is as it should be. Therefore this brought about negative attitudes on the social status of men over women. This virtually inculcated dominance of men in every aspect of life. Culturally, male dominance was installed enhancing female oppression by men.

Support systems are rendered on different levels towards the success of feminism in order to eradicate women's oppression by men internationally. For instance Tsang (2003) argued that all nations, including Zimbabwe, should be part of the international human rights signatories, such as the Covenant on Civil, Political Rights, the Covenant on Social and Economic Rights and the Elimination of all forms of discriminations against women. In support of the above, the researcher found it imperative for schools to provide gender education from grassroots levels to universities in order to empower the girl child.

1.2 Statement of the problem

Participation is regarded to be the most vital means for empowerment in any community. Women contribute the largest group of people in the community who are excluded and marginalised in all spheres of life. They are compelled to social, economic, cultural, poverty and political disempowerment challenges. Many communities face difficulties in addressing barriers to women participation in various organisations. The study aimed to explore the influence of feminism towards participation and economic empowerment for women. Its potential was geared to influence the policy makers and the general populace to foster

women's empowerment and alleviate discrimination and prejudice against women which was often reinforced by many associated myths and stigmas.

1.3 Significance of the study

The results of this research would undoubtedly raise multifocal benefits towards different sectors of the society. Chief among these are the benefits directed towards the female students themselves in that there would be equalisation of opportunities and respect for basic human rights to participation and empowerment. The study would also help in addressing the needs of women and girl children to be accepted and treated as equal human beings. It could also assist in ensuring enactment of laws and policies which aimed at improving the status of women at work places, schools and society in general.

1.3.1 Civil society organisations

Civic society organizations including non-governmental organizations have the mandate of also fighting for the plight of the women and girl children which could also be benefited from the research study. These could use the study as a tool to lobby the government and the community at large to find ways and approaches to ensure participation and economic empowerment of women in all spheres life of.

1.3.2 The community

The study would be of significance to the community in that if policies were made that promoted women empowerment and participation in order to economically empower women,

the society would be made free from the dependency syndrome of women as they would be self-productive in terms of economically productivity and self-reliance.

1.3.3 To the researcher

The researcher would also gain an in-depth knowledge on the prospects of women empowerment towards occupying influential posts. Hence, her knowledge would be widened on the subject.

1.4.0 Research questions

1.4.1 Main research question

How successful are particular participatory and economic empowerment strategies towards occupying influential posts?

1.4.2   Sub-questions

1.4.2.1 What are the main barriers to economic empowerment of women?

1.4.2.2 What are the factors that influence the success of women and economic empowerment strategies and approaches that affect them in occupying influential posts?

1.4.2.3 What are the policies, or programmes that influence women empowerment and participation in economic empowerment within the organization?

1.4.2.4 How can these strategies be successful in promoting the economic empowerment of women?

1.5 Delimitations of the study

This study mainly focused on exploring the feminist perspective towards the empowerment of women in occupying influential posts in schools in the Ministry of Primary and Secondary Education. The research was confined to Kwekwe Urban Circuit Schools. The research was restricted to fifty respondents: twenty-five males and twenty-five females, who included five education inspectors, five heads of schools, five deputy heads, five TICs, and the rest, were senior teachers.

1.6 Limitations of the study

In carrying out the study, the researcher experienced two major constraints, namely lack of cooperation and monetary constraints. Participants did not open up easily and organizations were too restrictive on the required information as they were not certain of what the exposed information would be used for. Financial constraints were experienced as the study was not being sponsored by well wishers.

1.7 Assumptions of the study

The psychological harm inflicted on women due to lack of participation and economical disempowerment was discovered to going a long way as far as women and work empowerment was concerned. There are a lot of women empowerment models that were not being implemented, among them the Young Women's Models and the Affirmative Action models which, when used together with the feminist perspective, promised to yield good

results as they were advocated by women themselves to address their plight. Another assumption was that, a successful model that could be used to disseminate the discrimination and prejudice against women had not yet been identified through feminism, Young Women's Models and Affirmative Action Models. They seemed not to have been effective basing arguments on the plight of rural women. The study had the potential to influence civil organisations to lobby the Government and community to find suitable strategies to eradicate patriarchy of disempowerment.

1.8 Definition of key terms

The following key terms used in the research were defined contextually as follows:

1.8.1 Affirmative Action

Affirmative action is viewed as the corrective or compensatory measure for past injustices or gaps and an accelerator for the process of equitable development. It is an intended justice measure through deliberately according previously excluded or disadvantaged sex group preferential treatment to increase the group's representation in areas of education, employment, business and politics. It is meant to eradicate all forms of discrimination across the board.

1.8.2 Discrimination

It is defined as an act of unfair treatment against individuals which restricts them the rights and opportunities to own resources.

1.8.3 Economic Empowerment

This refers to being able to engage freely in economic activities by bridging barriers that prevent the accumulation of material asserts through education, skills development employment and income generation activities in order to live a productive life.

1.8.3 Feminism

Feminism is seen as a social and political movement aimed at defending the rights of women which bring positional changes.

1.8.4 Patriarchy

This is a social system that propagates male superiority, power and control over demarcation line between males and females. It also creates a social stratification with males at the top. Thus, women are perceived perpetual minors who cannot take independent decisions (Meena, 2002).

1.8.5 Support system

This refers to additional material provided to people for use so as to facilitate their participation.

1.9 Summary

The chapter opened its work by outlining the background to the study. It unfolded to articulate the statement of the problem as well as the significance to the study. This was closely followed by the way the study would be used through policy making, civic society organisations and how the community would benefit from it. The chapter went to clearly reveal the research questions. Delimitations and limitations of the study were also accommodated by means of highlighting and discussing them. It further unrolled to cater for assumptions of the study as well as contextual definition of key terms. The summary of the main issues discussed closed the work of this chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE REVIEW

2.0. Introduction

The previous chapter covered the background of study, statement of the problem, purpose of the study, significance of the study, limitations and delimitations of the study. In this chapter the researcher reviewed literature related to research problem. The results of work by various authors on prospects of women empowerment were indeed invaluable in as far as the occupation of women to influential posts in the primary education system was concerned. In order to contextualize the study, this chapter defined feminism as the key concept which guided this study and highlighted its major components. The impact of feminism was viewed globally as scaling down to the Zimbabwean context in particular. Subsequent observations carried out in the review of related literature indicated that feminism was geared to improve the status of women in all spheres of life. The aim of this study, therefore, was to fill the gap of empowering women in occupying influential posts in leadership roles. Before embarking into feminism as a whole, researcher found it paramount to highlight feminism as a theoretical frame work of the study.

2.1 Theoretical framework

Theoretical framework as cited by Bogdan and Biklen (2007) is a perspective that is used as a way of looking at the world of work. Similarly, Rukuni (2001) denoted that theoretical

framework is what one uses as a frame of reference. Therefore, theoretical framework is the lens one uses to guide an investigation to avoid unsystematic and aimless research. It also relates to the philosophical basis on which the research takes place and forms the conduit between the theoretical aspects and practical components of the study under research.

In this research, the researcher employed the feminist paradigm because it sought to explain how gender was constructed in society and how women came to occupy subordinate roles. The feminist perspective has the view that gender inequalities are rooted in capitalism and ownership of private property (Bryson, 1992). Men were regarded as powerful because they owned more means of production than women who were the oppressed and exploited class just like the proletariats (Matsa in Mawere, 201). Giddens, (2011) postulated that gender inequality is further produced by reduced access for women and girls to civil rights, participation and allocation of social resources such as education and employment. Using the similar wave length Chuma (2009) had the view that education played a fundamental role for social transformation of women's lives by doing away with poverty and other cultural, social and religious factors that impeded upon their empowerment.

Feminism is generally considered to be a social movement championed by women in a bid to challenge patriarchy. Patriarchy according to Haralambos and Holborn (2004) was referred to male domination. Feminism is a paradigm that contains several loosely conceived theories distinguishable by the way they view issues. Theories contained in the feminist paradigm included radical feminism, liberal feminism, Marxist socialist feminism and black and post-modern feminism all aimed at alleviating patriarchy.

This study was grounded particularly on the Liberal feminist theory which according to Haralambos and Holborn (2004) holds that:

Individuals are born free and equal; however, inequality between men and women comes through socialization, gender stereotyping, prejudice and sexism. Women suffer unjust discrimination as a result of the laws (social, legal and cultural) that act as social constraints. Attitudes, stereotypes and biases against females constrain women.

Basing on the above arguments, one can conclude that people are born free and are equal in all endeavours of life. As such, inequality is however brought about by factors such as gender stereotypes, culture, attitude, policies to mention but a few. This notion is supported by Punch (2006) who postulated that, liberal feminist strongly believed that women were equal to men with regard to equal opportunities in the various institutions of society and equal participation in the management of society. These theories were expanded upon the work of earlier sociologists who argued that social laws are always historically specific.

According to Gwirayi (2010) the theory sees sexual inequalities as culturally rather than biologically determined whereby culture acts upon as a hindering factor for the realisation of women in developmental issues in the society. The theory holds that, it is society that socializes boys and girls or males and females into specific roles in their respective societies (Schaefer 2006). Again if girls and women are more represented, there would be higher returns. For example, the research which was conducted by UNICEF (2002) showed that there were fewer female school heads in Zimbabwe, although the number of female teachers was greater than that of their male counterparts. That increased the advocacy for the manpower development studies right across the nation. This was initiated in order to close the gap between males and females in occupying leadership roles. This was also observed by Gordon (1995) in his study of ten schools. All ten schools had male heads while six had male deputy heads, and four had female deputy heads. It revealed that leadership positions were not fairly distributed.

Despite the Zimbabwean Ministry of Primary and Secondary Education has put stringent measures to appoint women into leadership positions, women seen to be reluctant to apply for these posts because women are trying to avoid a situation whereby they are stigmatized by male colleagues making reference to affirmative action as their reason to be in leadership positions even when they deserved it. It was also noted that most School Development Committee chairpersons were male despite the fact that women vote in their large numbers they opt to vote for males indicating the conceived ideas on male dominance. This reinforces the perception that women teach and men control (Mawere et al, 2011).

This study was grounded on the feminist perspective which affords female teachers opportunities to express their views, and the liberty to say out their experiences and their perceptions. Their perceptions of participation in leadership are interrogated and they, themselves identify the impacts of these factors on their participation in leadership roles. The study critically examined whether what was said by policy makers and other influential people was reality or unworthy.

2.1.1 Feminism

According to Mannathoko(1992) cited in Gwirayi(2010) defined feminism as a political movement which aimed at transforming gender relations oppressive to women while, Acker (1987) cited again in Gwirayi (2010) argued that feminism was an attempt to redress women's subordination to men. On the same note, Magezis (1996) cited in Mawere etal (2011) saw feminism as a social movement aimed at improving women's rights by promoting equality between men and women for political, economic and social spheres of life. Concurrently, Ritzer (1992) cited in Gwirayi (2010) posited that, feminism was cantered on

the situations and experiences of women in society that produced a better world for women. Feminism is therefore aimed at improving and uplift the welfare of women in society. It holds the belief and claim that women should have the rights, powers and opportunities as men. Fonow and Cock (2005) denoted that the second world feminism was primarily concerned with establishing gender as a social construct and challenging the biological determinism of sex. The transformation of social life particularly the pursuit of justice, harmony and empowerment for women is central to the feminist enquiry.

2.1.2 History of feminism

Feminism is rooted back from the ninth century to date and contains several loosely conceived theories distinguishable by the way they view issues. It rose as a challenge to functionalism which is conservative and views sexual division of labour and the subordinate position of women as functional for the stability of society. It was a reaction to the biological theories that viewed the position of women as natural. Feminism also questioned the dominant views or philosophies that viewed women as less humane than males, (Sandi, 1997). The feminist movement gave rise to a body of theories which attempted to explain discrimination of women. The theory is not unified but is made of a variety of theories that focus on women though differing in causes of subordination and strategies of women's liberation. It is a social and political movement aimed at defending and expanding the rights of women. It is both a cause and a result of the changing positions of women in society. It is also an ideology, which recognizes the systematic discrimination against women on the grounds of their gender. Feminism gives commitment to work towards correcting the undesirable situation of women. It challenges the idea that gender like sex is natural. Harding

(2008) alluded that women are a subjugated group with specific experiences that have been overlooked traditionally in knowledge production. Concurringly, Zvobgo (1986) asserted that during the colonial era, women were not accorded opportunities to head schools. It is paramount to note that the researcher adopted feminism in an attempt to try and elucidate how gender could be constructed in society in order for women to occupy subordinate roles. Common aspects shared by feminists include among others; the notion that gender is not a natural but a social construct, the view that women are unfairly treated in all spheres of life and a strong belief that strategies can be developed to make the world a better place for women. The theoretical framework of this study despite having many of such, was based on feminism which is meant to develop and empower women in all aspects of life towards occupying influential leadership posts.

2.2 Barriers to economic empowerment of women

Politics was found by the researcher to be one of the main barriers to women economic empowerment which has resulted in their failure to occupy top leadership posts. Globally, women have been politically disadvantaged in occupying top political posts, as compared to their male counterparts who have dominated the political arena. This has been observed by the office for Democratic Institutions and Human Rights of Bosnia and Herzegovina (2002) which has asserted that participation in electoral processes involved not only voting, but also active participation from both sexes. Political participation derived from the freedom to speak out, assemble and associate with others. This gave individuals particularly men the ability to take part in the conduct of public affairs, and the opportunity to register as candidates, to campaign so as to hold office at all levels of government institutions. However, women have

not been accorded this opportunity despite having similar qualities, and being the rightful calibres with required characteristics. Imperative to note is the fact that, under international standards, men and women have equal rights to participate fully in all aspects of the political process. In practice, however, it is difficult for women to exercise this right. In post conflict countries in particular, political participation has become the major barrier to women participation, hence, special care is needed to ensure that their rights are respected at all levels. Political parties are the most important institutions affecting women's political participation (Robson, 2011). In most countries, political parties determined which candidates were suitable to be nominated and elected by laying down their criteria. They usually have no doubts for such posts to be filled by men hoping that men were better equipped in issues that achieved national prominence.

The marginalization of women in general has reduced their prospects in participating in economic and empowerment issues. Politics has traditionally been a male domain that many women have found it unwelcoming or even hostile. Walby, in Smelser (1994) posited that societies, in which traditional or patriarchal values remain, often look down upon women entering politics and occupying influential positions. A case in point is that of Zimbabwe where women education was seen as insignificant and they never had permanent positions in government. Consequently, very few women took up political influential leadership posts would be victimised and lost their property.

To this effect, women representation in the decision-making category was minimal, resulting in the passing of decisions which were biased in favour of men. In support of this view, Scheafer (2006) postulated that the few women who went on maternity leave would rejoin the Ministry to ensure that they would remain junior at their places of employment, and thus maintained their lower salaries which deprived them, in times of competition with men, from rising to the top. In addition to dealing with unfavourable cultural predilections, women were

more likely than men to face practical barriers to entering politics, including a paucity of financial resources, lower levels of education, less access to information, greater family responsibilities and a deprivation of rights that had left them with fewer opportunities to acquire political experiences. Expectations were only noted in cases of those who had relatives who were male, who would encourage them to withstand stiff competition and compete with their male counterparts. The research found out, with great concern, that most women generally lacked political stamina and networks necessary for an electoral success.

Barriers to women's political participation have often been magnified in post conflict societies, which have been characterized by militarism, a volatile security situation, and the political dominance of a small group of elites. The absence of well-established political parties and the failure to include women in peace negotiation bodies has created conflict and instability in the implementation of peace and harmony in society.

It is, however, clear that women seeking involvement into politics must desperately turn to political parties for their recognition. Northhouse (2010) observed that the recognition of women spurred some studies in different areas particularly in leadership roles. By so doing, this increased the number of women in leadership positions whereby some female presidents emerged, for example, in the United Kingdom Prime Minister Magaret Thatcher, India's female president Indira Gandi and president Veronica Michelle Bachelests of Chile to mention but a few who were voted into power.

Similarly, Zimbabwe has of late recognized the importance of involving women into economic empowerment positions to redress the imbalances that were prevailing in the past, for the country's benefit, and politics has since been the greater field where women had been accorded the opportunity to occupy office as leaders. In its political manifesto, Zimbabwe clearly stipulated that for three individuals occupying office as leaders, one should be a

female representative. In other words, women constitute a third of the total number of elected politicians. This has increased the number of female leaders in the political arena. The study made by Khumalo (2013) revealed that, the SADC declaration on gender led to the consideration of women participation in politics resulting in the introduction of the quota system where one third of parliamentarians had to be women. Women now have access to top positions and participate in electoral and legal reform processes.

Women have shown to be transformational and effective leaders whose leadership is more effective in the contemporary society (Book, 2002) cited in Northhouse (2010). The author further elucidated that women led in a more democratic and participative manner than men who at times are coercive. As such, this study interrogated respondents to find out whether women were effective and more democratic than men in leadership. On the same note, Jakobsh (2004) posited that communication in leadership was the most women style of leadership where female leaders played roles in which dialogue, nurturing and problem solving was central to every issue. The patriarchal and hierarchical leadership roles have always been associated with men who used power and were coercive in expressing their views. It is imperative that women are more open to alternative approaches that are more communicative and participative in nature. The aim of these approaches, according to Jakobsh (2004), was to involve the broadest range of individuals in decision making. The above assertion was depicted in chapter four where findings revealed female leadership and their prospects into leadership positions. Imperative to note was the fact that besides political laws, culture was yet another factor which hindered women participation in economic empowerment.

According to Gwarinda (1985) viewed culture as might be thought of as lived experiences, a set of meanings and practices that are constituted in the day to day life of a people within a given mode of production. He further posited that, culture is a set of lived dominance and

subordination of particular classes so that social practice translates itself into culture within the parameters of ownership, production and control in a given society.While, Gwirayi (2010) saw culture as a quality within individuals deemed to possess characters that were expected in a particular society. Cultural diversities among teachers and the society at large contributed significantly on how individuals coped with leadership roles since there were various norms, values, attitudes and expectations that impeded against the upward mobility of women on society.

Imperative to note is the fact that various studies revealed that culture negatively impacted on gender equality in leadership roles. Factors such as gender stereotypes, patriarchy and socialization have emerged due to culture. Higgs and Smith (2000) alluded that women's experiences that vary hugely depending on their country of origin, religious beliefs and their social history. Carman (2002) denoted that the prudent and wise ways of professional glass ceilings were not universal but were always dictated by norms and values of the society.

A seemingly related scenario to the above assertions have prevailed in Zimbabwe with regard to issues that concern educational policies which affect the education of women and girl children with pertaining to culture. The school transmits culture to its learners in form of knowledge and skills through the hidden curriculum. Haralambos and Holborn (2004) argued that, the transmission of culture in schools through the curriculum was geared to improve life chances of the disadvantaged, yet it could also perpetuate the existing class, racial and gender divisions in society. Noteworthy, was fact that the hidden curriculum imposed the feelings of those in power. In this scenario, the hidden curriculum was seen as a potent agent in communicating gender appropriate behaviour to the subjects.

Additionally, the institution for traditional leadership is hereditary; leaders are selected using the customary laws of succession. Traditional leaders are selected by their families but have

to be confirmed by the president through local government. The patriarchal nature of customary generally results in the exclusion of women from key traditional leadership positions. Fascinating to note, is the fact that Zimbabwe has only five substantive female chiefs who comprise of three from Matabeleland and two from Mashonaland. Though there are female chiefs, there is strong resistance from traditionalists who hold that women are not allowed by custom to preside over men in any circumstance (Centre for Conflict Management and Transformation, 2013). This therefore, indicated the highest levels of inequality between males and females in the occupation of influential leadership positions.

Muchenje in Shizha (2013) argued that school dropout phenomenon took a gender dimension with more girls dropping out than boys due to the impact of culture. Culturally boys were said to the owners of their parents' property unlike girls who leave in order to be married elsewhere. Viewing in the same way the Oxfam education report (2006) argued that gender imbalance in education was caused by cultural beliefs, poverty, pregnancy and early marriages. The report further concurred that when parents had financial difficulties, they opted to educate their sons rather than their daughters. This brought about the future projection of return in investment. Most families have the view that girls marry out of the family and their demand for female labour is greater, hence they view it has non beneficiary to them.

Teacher's expectations and attitudes, according to Muchenje in Shizha (2013) were viewed as having an effect on children's actual performance. Negative teachers' expectation towards the girl child tended to affect their inspirational and motivational levels. Hence, this led to self-fulfilling prophesy and contributed to girls' failure to access education (Gwirayi, 2010). Lack of diversity in the school curriculum had caused gender inequalities. An irrelevant complex, rigid and congested curriculum favouring boys   normally creates a situation whereby girls are put off and predisposed to the learning situation. Concurrently, Wootherspoon (2004) and

Azzam (2007) contended that the influence of school related factors which included school related factors which comprised the nature of school curriculum, resources, students-teacher relationships, poor facilities and inadequate resources were some of the conditions that affected girls' performance, hence, ultimately created gender disparities and inequalities.

Another barrier which impeded women into leadership positions were gender stereotyping. Daniel (2013) defined gender stereotyping as a generalized view of preconceptions about attributes or characteristics that ought to be possessed by or the roles that were or should be performed by women or men. According to Chauraya and Mugodzwa (2011) gender stereotypes were socially constructed ideas or beliefs about men and women which were not necessarily true but taken as truth by society. They were maintained, perpetuated and transmitted from generation to generation by social institutions like the family, the school, the media, religion, culture among others.

According to Haralambos and Holborn (2008), gender stereotypes are oversimplified untrue generalization about a group. It is a creation of fixed impressions about roles and relationships between men and women hence women are hindered by stereotypes from their counterparts and family members. Parsoloi (2012) concurred in the research conducted in Kenya when he indicated that women's careers revealed that there was an influence by gender stereotypes. For example, people perceived that men were better leaders or drivers who could execute their roles well as evidenced by various gender roles experienced in the community and society at large.

Gender roles are duties, chores, tasks, responsibilities or assignments that a particular cultural group consider appropriate for its males and females on the basis of the meaning attached to their sexual identity. These roles are not a direct or an inevitable product of males' or females' biology for example, caring for children by females and mending a puncture for

21

males. All these are linked to gender stereotyped roles that were created by socialisation. These were learnt and vary within and among cultures, are dynamic, interchangeable and can be affected by factors like class, religion, age, race, education, geographical location and ethnicity. Chauraya et al (2011) posited that historically, wives were expected to be subordinate to their husbands and to manage their households even when additional household labour was purchased. Hoobler, Lemma and Wayne (2014) in their study on factors that affected participation in leadership and decision making carried in Ethiopian they said that, gender roles discouraged women from aspiring the positions that placed them in a situation of greater power or prestige than her husband, nor could they expect their husbands to relocate to any other places.

This typically to a Zimbabwean situation where by when one is promoted, she/he is moved from urban areas to rural areas or can be moved from the current school to another one where conditions would be unfavourable. This situation could discourage women to participate in leadership roles. In this regard, it is apparent that factors that impact on women's aspirations and access to leadership can be affected by gender roles. Reports had shown that minorities have faced discrimination in education for many years, and this discrimination produced unfair advantages for whites and males in education. By so doing, action policies were developed in order to correct decades of discrimination (Anorld and Scott, 2008). These action policies came to be known as Affirmative Action which has come up with various diversified measures meant to address the plea of women.

2.3 Factors, strategies and approaches that influence the success of women in economic empowerment in occupying influential posts

22

Gender affirmative action is a corrective and or compensatory measure for past injustices or gaps and an accelerator for the process of equitable development. It is an intended justice measure through deliberately according the previously excluded or disadvantaged sex group preferential treatment to increase the group's representation in areas of education, employment, business and politics among others (Appiah, 2011). Concurringly, Allen (1991) has it that, Affirmative Action encompasses all the positive steps taken to increase the representation of women and or minorities in areas of employment, education, business and culture from which they have been previously excluded. He further posited that, the impetus towards affirmative action is redressing the disadvantages associates with past and present discrimination of women and the desire to ensure that public institutions such as schools, universities, hospitals and police force are representative of the population they serve. Gender affirmative action is therefore meant to redress the effects of past discrimination rather than discriminative situations.

One of the ways in which gender affirmative action could be used in order to achieve gender parity in education is that, government should implement policies that promote gender parity. Once gaps in policy and programming are identified, awareness about their importance is raised and allies are identified, the   government should design policies and programs that address areas of gender based discrepancies in access, achievement and acceptance (Hansson, 2004). The government should also integrate gender into national frameworks and policies. It should also design policies and programmes that address areas of gender based discrepancies in access, achievement and acceptance such that gender parity could be achieved in the education system of Zimbabwe. For instance, lowering of entry points at universities such that more girls can access higher education.

2.4 Policies, or programmes that influence women's participation in economic empowerment within the organization

Empowerment as defined in the Zimbabwe National Gender Policy (2004) is the creation and expansion of one's knowledge, decision-making skills and other power basis, giving an individual capacity to exercise influence and leadership alone with relevant experiences and skills so that she would compete with her male counterparts. Women's empowerment is enabling women to take an equal place with men and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men (Longwe, 2001). Women Empowerment means having control or gaining further control, being able to define and create from a woman's perspective, being able to influence social choices and decisions affecting the whole society, being recognized and accepted as equal citizens and being able to make a contribution at all levels of society and not just in the home. It is having one's contribution recognized and valued, having a say and being listened to. Empowerment is a multi- dimensional social process that helps people gain control over their own lives. It is a process that fosters power (that is, capacity to implement) in people for use in their own lives, their communities and their society by being able to act on issues that they define as important (Page and Czuba, 1999).

The empowerment for women in particular brings to the process of empowerment an existing experience and history, as women bring to the process of empowerment societal values, stereotype, myths and beliefs which for a long time have made women accept inferiority. Women empowerment involves the undoing of internalized oppression and the rejection of the definition of feminist, (Longwe, 2001).

Empowerment of women's education is regarded as the most important pathway in promoting social, political and economic development in any given country. It is reviewed that education is a right and a paving way for economic growth as well as human development UNESCO (2005) denoted the notion that education is one of the most fundamental ways to reduce poverty, gives people opportunity to improve their lives, productivity and foster participation in civil society.

PLAN Zimbabwe pursued various specific programmes aimed at empowering the girl child. In 2013 the organisation celebrated the International Day of the Girl Child, consequently by launching the programme "Because l am a Girl". This campaign from the statement it entails carries with it, a lot to tell. The campaign was not meant for girls' access to education but also was geared to fight against sexual violence and improve the status of girl children as well as empowering them. This had also been revealed as a way of alleviating the negative impact of culture that hindered girls' access to education.

Women seemed to be drawn back by the failure to access required qualifications in education needed for them to be promoted. Therefore lack of education resulted in less interests into promotion. This have been revealed by Kagoda (2012) in her research on the barriers to leadership and challenges faced by female heads in educational institutions in Uganda noted that lack of relevant experiences and skills among women was because they had been held back by the education system, culture and general lack of interest among themselves. Fundamentally, women should be educated and encouraged to participate in leadership roles in order to satisfy their needs. There should be networks formed at the primary level. This would make it possible for female school heads to be mentored or counselled. Kagoda (2012)

said that most participants affirmed that they normally got support from their relatives or male peers. They felt lonely since no female teachers supported them. Furthermore, gender studies should be taught from primary to tertiary levels. Gender awareness can help reduce incidences of gender discrimination and sexual harassment in the education system. To eradicate the problem of role conflict among women in leadership, child day care centres should be established by government to help working women. In that case they would be motivated to participate in leadership roles.

Sarah Longwe's empowerment framework model, which focused on key areas such as the level of equality of empowerment such as access, participation, acceptance and control enabled individuals, particularly women to empower themselves and rise to influential positions like their male counterparts. The words of a Chinese proverb, "women hold up the sky" conjures up a compelling image of women's resilience and strength in holding their lives together and providing a future for their families given the opportunity to access resources such as land, soft loans and education. This brought in access as one of the levels of equality. The framework also looked at access, access to factors of production such as land, labour, credit, training, marketing facilities and all public services and benefits which empowered women.

Apart from access, conscientisation was yet another core element of the framework. This element of the framework model recognizes that discrimination creates gender related problems and women may themselves contribute to this discrimination. Women are seen to be equal to men in making decisions. Hertzorg (2011) maintained that, conscientisation the recognition of structural forces that disadvantaged and discriminated against women coupled with a collective aim to address these discriminations for example, decisions on health with specific reference to methods of family planning. Women can also make decisions on job opportunities such as teaching, engineering and law. They can as well take part in decision

making especially in the formulation and implementation of national policies. Notwithstanding, women need to be mobilized such that they see themselves as role players when it comes to occupying influential positions.

Mobilization, as the third pillar of the empowerment framework, is the action level which complements conscientisation-the means towards conscientisation. It involves women's coming together for the recognition and analysis of the problems that oppress them. The identification of the strategies to overcome discriminatory practices follows in mapping collective action to remove the practices of subjugation. At this level, information may play a critical role in making women connect together; learn from the successes of women's similar strategic actions elsewhere, and to link up with the wider struggle. Mobilization implies getting people with the same interest to work together, raising their self-esteem and self-confidence. The essence of mobilization lies in the fact that, women develop abilities to think critically, foster decision making and collective action in making informed choices and ensure participation in all walks of life.

Control is yet another core pillar of Sara Longwe's empowerment framework. Control according to Sara Longwe's (2001) empowerment framework, is the level that is reached when women have taken action so that there is greater equality in decision making over access to resources, so that women achieve direct control over their access to resources. They would have taken what is rightly theirs and no longer wait indefinitely to be given resources merely at the discretion of men or by notion of patriarchal authority. As such, women's power to control their own lives and to become independent and self-confident is the most substantial part of empowerment, and in the empowerment process, the ultimate goal is equality in control. Hence, control over economic resources is the key issue in the equality between males and females. Control over oneself and one's own life forms the foundation for

empowerment. The ability to control one's own life and key resources is arguably a crucial factor influencing women's status and their urge to occupy leadership positions.

2.5 How these strategies can successfully promote the economic empowerment of women

According to Barmao and Mukhwana (2013) in their research towards an improvement of women representation in Kenya indicated that there were important issues which could be used to improve female teacher participation to leadership positions in order to reduce inequalities in the education system. They noted that it was important for women to have the capacity to analyse, organise and mobilize. This would result in the collective action needed for collective change. It is often related to a rights-based approach to empowerment and the empowering of women to claim their rights and entitlements (Piron and Watkins, 2004).

Some of these factors included strengthening the monitoring system, eliminating gender stereotypes and ensuring that there was frequent training of women on leadership skills. Stromquist (1993) noted that the redefining of rules and norms and the recreating of cultural and symbolic practices, was paramount to women empowerment. From their findings, affirmative action, strengthening of the mentor system and training on leadership skills could help improve female teacher participation in leadership roles generally and the schools in particular. As such policy should be formulated to mitigate the marginalization of women from family to national level.

According to the ZANU Manifesto (2015) it was not possible to isolate national policies for the education of girls and women in Zimbabwe from socio economic policies and the

economic empowerment, legal and political statuses of women. Educational policies both prior to and since independence have been an integral part of overall government policies, operating within the context of a patriarchal society. Since independence the stated policy of the government has been based on the policy of the ruling party, ZANU (PF). Of the fundamental human rights and freedoms that need to be   recognized by ZANU (PF), one is gender specific, that is, the right of women to equality with men "in all spheres of political, economic, cultural and family life. Men and women will enjoy equal pay for equal work" (ZANU (PF) Manifesto, 2015). Education is seen as a human right, necessity and an important instrument for the achievement of equity.

2.6 Summary

In this chapter, the researcher gave a conceptual framework of empowerment strategies of women in order to facilitate the prospects of women towards occupying influential leadership posts in the education system. Related literature was reviewed with regard to women empowerment strategies basing on the feminist perspective. In reviewing various   literature to the research topic, the researcher made an attempt to link between literature and the research topic aiming to show how literature informed the research. Basically, this marked the starting point to her findings. The next chapter focused on the methodology which the researcher used in gathering data in response to research questions.

RESEARCH METHODOLOGY

3.0. Introduction

The previous chapter elucidated extensively the studies used to interrogate issues surrounding women's failure to occupy influential leadership positions in the education system and to explore opportunities for women in such. This chapter outlined the techniques and methods which were used for the study. The type of research design, the target population, sampling techniques, data collection methods and instruments used by the researcher for gathering data were discussed showing their merits and demerits in relation to the study. Data collection procedures, data management plan and the data analysis plan were also highlighted.

Research methodology as defined by Rajaseker (2013) is viewed as a systematic way to solve a problem, or a science of showing how research is to be carried out. It involves procedures by which researchers go about their work of describing, explaining and predicting phenomena in order to come up with tangible results. The aim of the research method chosen for this study was to provide a framework for the study.

3.1 Research Design

Chiromo (2006) defined a research design as an overall plan for collecting data in order to answer one's questions while Kumar (2011) saw it as a "… a plan, structure or strategy of investigation so conceived as to obtain answers to research questions or problems." A

research design is a blue print for collection, measurement and analysis of data. It takes into account the researcher's expectations, and it clearly spells out from whom and how data is going to be collected. The research design employed in carrying out the study was the descriptive survey design.

3.2 Descriptive research design

Jackson (2009) denoted that a descriptive survey design is used to gather data from participants through interviews and questionnaires and the respondents' findings are described to ascertain their validity and reliability Furthermore, he opined that a descriptive survey design attempts to describe a situation, problem or phenomenon basing on the characteristics of subjects under study in a cost effective way.

While, Burns and Grove (2003:201), view a descriptive research survey design as designed to provide a picture of a situation as it naturally happens." Creswell (2012) and Kumar (2011) asserted that a descriptive research survey attempts to systematically describe a situation, problem, phenomenon, service or programme and or attitudes towards an issue. This research design was found to be appropriate for the study as the information gathered enabled the researcher to describe the characteristics of subjects under study in a cost effective way as it eased statistical analysis.

3.3 Population

The term population as applied to research according to Kumar (2011) and Punch (2009) refers to any group of individuals that have one or more characteristics in common that are of

interest to the researcher. Population is also defined by Gall (2006) as a group from which the researcher would generate results of a study. In a way, it can be defined as a group which consists of all the subjects that have the same characteristics. The target population for the survey is the entire set of units for which the survey data are to be used to make inferences. It defines those units for which the findings of the survey are meant to be generalized. For the purpose of this study, the target population was drawn from Kwekwe education inspectors, heads of schools, deputy heads and teachers-in-charge (TICs).

3.4 Sampling and sampling procedures

A sample is a "subgroup of the target population that a researcher plans to study in order to generalize about the target population" (Creswell, 2012:142). Mutubuki (2014:130) maintained that, sampling refers to taking a proportion of individuals, or cases from a larger population, studied as representative of that population as a whole. The researcher collected information from a subset of the population in such a way that the knowledge gained was representative of the entire population. The researcher used the purposive or judgmental sampling technique. The purposive sampling technique is a type of non-probability sampling where the researcher consciously selects particular elements or subjects for addition in a study so as to make sure that the elements have certain characteristics pertinent to the study, (Lathan, 2007). On the same note, Thomas (2009) viewed purposive sampling as the selection of units based on personal judgement rather than randomization. In order to maintain the best representation, credibility and validity of the sample technique, a judgement of the best sample was used and participants were chosen based on the importance of each participant and the information likely to be collected during the research.

3 5.Research Instruments

Data was collected through the use of questionnaires administered to education inspectors and heads of schools, as well as using interview schedules for deputy heads and TICs.

3.6 Interviews

The researcher used interviews to collect data from the subjects. According to Cohen, Manion and Morrison (2011:409), an interview is "a flexible tool for data collection which enables multi-sensory channels to be used; verbal, non-verbal, spoken and heard." Kvale (1996) in Cohen, Manion and Morrison (2011), remarked that an interview was an "interchange of views between two or more people on a topic of mutual interest that sees the centrality of human interaction for knowledge production and emphasizes the social situatedness of research data." On the same note, Groves and Mathiowetz (2000) described an interview as a face to face inquiry with individuals in order to gather information on a particular subject.

The above definitions point to the fact that interviews aim at soliciting for detailed information, in form of narratives or stories, of people's experiences, local histories, and shared knowledge as well as to get verbal pictures of systematic behaviours of people. Interviews are crucial for getting the story behind the participant's experience. In this research, the researcher employed the structured type of interviews which according to Corbetta (2003) stated that structured interviews are interviews in which all respondents are asked the same questions with the same wording and the same sequence." Since respondents were asked directly, this technique allowed the interviewer to clarify her questions. The

interview method also made it possible for the researcher to probe for more explanations where clarity from interviewees was needed. Each participant was free to answer any question willingly without being coerced.

An interview guide was used as a prompt to remind the researcher of the key concepts to be covered. The interviews were on conversational basis with subjects encouraged to expand and explain rather than restricting answers to factual basis only. The main reason for the use of interviews as a data collection instrument for this research was the intention of getting, besides objective information in relation to the study, the interviewee's impressions, perceptions, and interpretations related to the prospects of women empowerment towards occupying influential leadership roles. This method was preferred because of its originality. Data collection was instant, further questioning allowed explanation of reasons thus ensuring greater data accuracy. Additionally, nonverbal responses were observed and taken note of. This improved the quality of responses as it gave light to the respondents on what was really meant by the questions asked. On a different note, the interviews enabled the researcher to gather in-depth information to corroborate with the information obtained from questionnaires.

The structured interviews in particular, gave the researcher control over the topics and format of the interview. This was because a detailed interview guide was used. Consequently, there was a common format, which made it easier to analyse, code and compare data (Gillham, 2002).

Interviews facilitated cross-comparison of answers, compensated for variability in research skills across different interviewers.

The language of the interviewer was adapted to the ability of the education level of the interviewees and as such misinterpretations concerning questions were minimized.

However, the researcher encountered some challenges with the use of interviews. One of the weaknesses of the standardized approach inherent to structured interviews was that it did not permit the interviewer to pursue topics or issues that were not anticipated when the interview instrument was written (Gray, 2004).

Interviews in this study forced the researcher to reduce the scope and sample of data collection since they were time consuming, and the time allocated for each interviewee was extended due to probing.

The results of multiple interviews contradicted each other and, therefore, were difficult to analyse. There was a possibility of the language barrier on some respondents as English was used as the medium of communication. However, the researcher used clear and concise questions to solicit information from the research subjects.

Furthermore, in trying to avert or lessen the shortcomings associated with an interview, that is the structured type in particular, the interview questions were made open ended and their phraseology was made in simple and straight forward terms. Additionally, the interviewer gave the interviewee ample time to respond to questions asked.

3.6.1 Questionnaires

According to Tuckman (1988), questionnaires are used by researchers to convert into data the information directly given by a person. If properly constructed and administered as was condoned by Best and Khan (1993), questionnaires serve as the most appropriate and useful

data gathering device in a survey research. On the same note, Bell (2010) defined a questionnaire as a written form of questioning.

In a way, a questionnaire can be viewed as a sheet of paper(s) or document containing a set of questions that are designed by a researcher for the purpose of collecting data. Cohen et al (2008) postulated that, "the questionnaire is a widely used and useful instrument for researcher used open ended and closed ended questions in order to allow respondents to give divergent responses and save time. Clarity and precision were strictly adhered to in order to improve the quality and credibility of data collected. Due care was taken to avoid loaded questions which would cause ambiguity on the respondents. Respondents were also entitled to justify their responses to questions.

The questionnaires used created room for anonymity which provided responses without prejudice (Leedy, 1993). Furthermore, they were reported by Haralambos (2004) to provide data which could easily be quantified. The author further argued that, questionnaires tended to be more reliable by encouraging greater honesty. Best and Khan (1993) argued that questionnaires could be completed at the respondent's own convenient time. One can argue that questionnaires are also economic in terms of both money and time. Cohen and Manion (1997) concluded on such merits by stating that they required less skill to administer.

On a different note, there were short comings experienced through the use of questionnaires.

According to Tuckman (1988) questionnaires have been known to suffer misinterpretation by respondents. He further suggested that the respondents could lie if they wished to because they were likely to remain anonymous. On a separate note, Cohen and Manion (1994) observed that questionnaires had a low rate of return especially if they were posted. The author further argued that, questionnaires were less flexible because once they were distributed one could not modify them.

To avert problems of the questionnaires being misinterpreted, the questions were phrased using simple and straight forward terms. Questionnaires were also personally handed to respondents. Their names were noted and the researcher made a follow up to the non-returned questionnaires in order to ensure a hundred percent response rate.

3.7 Data Presentation and Analysis Plan

Barrit (1986) in Leedy (2003) highlighted that the task of the researcher was to "try and go onto the heart of the matter, looking for themes that lay concealed in the examined events of everyday life in order to find meaningful shared themes in different people's descriptions of common experience. The analysis of research information entailed establishing the frequency of certain ideas, attitudes and or concepts within a particular body of material (Coolican, 2004). Related data was grouped together for successful comparison to be made. The data analysis procedure was split into data reduction, data display, and data analysis. Data reduction entailed screening data to remain with that which was relevant for the study. Data display was done in such a manner that data was sorted, presented and summarized to enable analysis. It was aggregated in tables. Analysis was intended to verify results so that the researcher could draw closer to a clear depiction of trends to arrive at certain conclusions and be in a position to make significant recommendations to stakeholders.

3.8 Data Validity and Reliability

Validity is the extent to which a component of research such as instruments reflects or measures what it really intended to measure (Best and Khan, 1993). Since validity is achieved when an instrument measures what it really intended to measure, the instruments of this study elicited the responses that had reference to the specific subject. Validity of instruments is achieved by answering the question: 'does the instrument measure what it is purported to measure? How accurate does it measure? What is it supposed to measure?' In this study, the researchers had interest in face, content and, construct validity. Face validity was achieved by ensuring that each question in the instruments used was related to the topic under investigation. On content validity, the researcher requested other students and her supervisor to scrutinize the instruments and give feedback before implementation. To achieve construct validity, the researcher constructed her questions in such a way that they were not confusing but asked exactly what they intended to. Furthermore, the researcher also designed the sample size in such a way that it represented the population of ultimate interests. This was crucial because, sampling is the key to population validity (Best and Khan, 1993).

Reliability deals with accuracy and a consistence of test items. According to Oppenheim, (1992) reliability is when test items are re-tested and or administered for the second time and produces the same result. Thus, reliability of the questions may be achieved through pre-testing. In this study, to make sure that the questions elicited the same and desired information from the respondents, pre-testing of instruments was conducted. The pre-testing of interviews was of greater importance because this enabled the researcher to redefine, refine and adjust the interviews questions to be more relevant. On the same note, questionnaires were also pre-tested and adjustments were made particularly on the structure of the questionnaire where spaces provided limited responses to open ended questions. The

researcher redesigned the questionnaire, increasing the spaces for open ended questions but just enough to reduce waffling and deviation from the question on the part of the respondents. In this respect, McLeod, (1993) maintains that, pre-testing provides extra information that leads to the improvements of the study since it reduces the number of errors and increases the reliability of the instruments used and the results they provide.

3.8.1Ethical issues

The researcher respected and preserved the rights of all participants to respond voluntarily and willingly to the interviews and observation. No force or influence was used. All respondents were treated equally with respect regardless of the sex, culture, religious and political affiliations. The researcher used fair and non-cohesive methods of selecting participants which honoured their dignity, self-esteem and self-concept. The participants were informed earlier about the purpose of the study and were also assured security and confidentiality on their information and participation during this study. The researcher also assured the subjects that their information was not to be divulged to any person. Before they were involved in the study, the researcher asked them to complete Consent Forms in which they were allowed to withdraw at any point during the research study if they felt like doing so. Data was kept in a computer in a password-protected file which could be destroyed at any given time after use; hence this made the data to be firmly secured.

3.9 Summary

The previous chapter discussed the methodology that was used in the research. The researcher employed the descriptive survey design. Data gathering instruments such as questionnaires and interviews were discussed respectively. In the following chapter, the researcher presented the collected data in form of frequency tables, pie charts and bar graphs, as well as analysed the data collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapter described the research design that was used to gather data on prospects of women empowerment towards occupying influential posts in primary schools in Kwekwe urban schools. The researcher felt that there were insignificant numbers of women who were participating in leadership positions as heads of schools, deputy heads, teachers-in-charge or even at higher levels as education inspectors. Therefore, it was fundamental for her to carry out an investigation to establish why women leaders were so few. Data were collected from three primary schools in Kwekwe urban. These included five heads, five deputy heads, five teachers in charge and five education inspectors. Furthermore, data were gathered from magazines, circulars and education statutes to mention but a few. The questionnaires and interview schedules as well as documentary analysis were used in the research for data collection. The questionnaire and interview schedules were designed basing on the research sub-questions. The purposive sampling technique was used in order to solicit data from the schools. The major purpose of this chapter is to present data, analyse and interpret it. The chapter is divided basically according to the research sub- questions which are:

- What are the main barriers to economic empowerment of women?

- What are the factors that influence the success of women and economic empowerment and strategies that affect them in occupying influential post?

- What are the policies or programmes that influence women empowerment and participation in economic empowerment within an organisation?

- How can these strategies be successful in promoting the economic empowerment of women?

The chapter commenced by presenting the demographic details of the research participants and it was then followed by data which was generated from the research questions.

4.1Data presentation and analysis

4.1 Demographic Data

The researcher commenced by attempting to establish the characteristics of the respondents, as shown figure 4.1
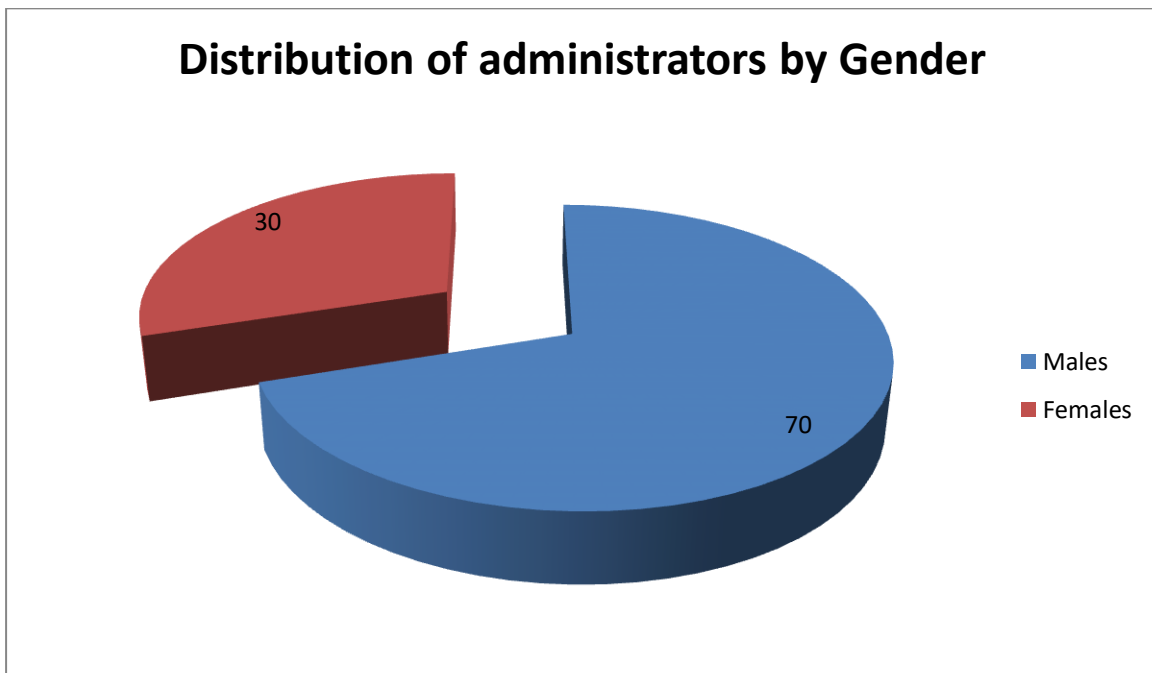
Figure: 4.1 Distribution of administrators by Gender (N=20)

Figure: 4.1 shows that 30% were females who comprised two school heads and one education inspector. Seventy percent (70%) males were all involved in the administration constituting the greatest number. This signified that females were dominated by males in leadership roles. Marcus et al (2003) concurringly argued that the major feature of social status of men and women was the dominance of men virtually in every aspect of modern life, this being the effect of culture.
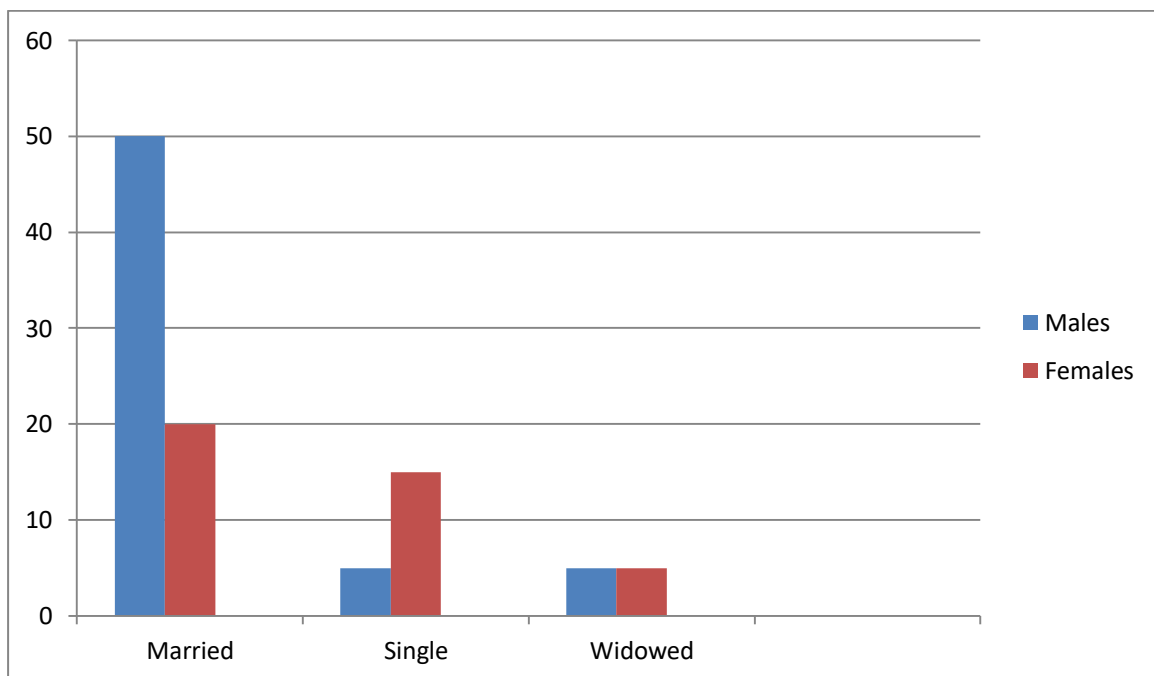
Figure: 4.1:1 Distribution of Administrators by marital status (N=20)

The information in figure 4.1 1shows that most of the administrators were married which also reflected that the majority of administrators were mature in executing their duties. Hence, if all were given equal opportunities to lead could perform very well.

Table 4.1 Ages of the administrators who were interviewed and questioned (N=20)

Age	FREQUENCY (F)	PERCENTAGE (%)
25-35	0	0
35-45	4	20
45-55	8	40
55-65	6	30
65 and above	2	100
Total	**20**	**100**

Table 4.1 was mainly done to check the maturity of the administrators comprising of heads, deputy heads and education inspectors. The table basically showed that most of the administrators' age range was 45 to 65. This explained that they had the necessary knowledge which was required on leadership. Hence, they could withstand various challenges and pressures found within an organisation.

Table 4.1.2 Distribution of Administrators by Qualification (N=20

CATEGORY	FREQUENCY	%
Academic: 'O' Level 'A' Level	 18 2	 90 10
TOTAL	**20**	**100**
Professional: Certificate Diploma Degree Others	 6 10 4 0	 30 50 20 0
TOTAL	**20**	**100**

Table 4.1.2 mainly summarized the academic and professional qualifications of administrators who participated in the study. The information illustrated that both administrators and education officers 90% had 'O' level as minimum academic qualification. Only 10% of the population had 'A' level. Most administrators had diplomas and certificates in education. This meant that, to be an administrator one ought to have a certain profession, be it a certificate, diploma or a degree.

Table 4.1.3 Distribution of administrators by experience (N=20)

The information summarised the experience of administrators in their leadership roles.

LEADERSHIP EXPERIENCE	FREQUENCY (F)	PERCENTAGE (%)
0-10 years	8	40
11-20 Years	7	35
21-30 years	4	20
31 and above	1	5
Total	**20**	**100**

Table 4.1.3 has shown that most (40%) of the administrators ranged from 0-10 years as heads, deputy heads, teachers in charge or education inspectors in their leadership experiences while the most senior administrators is between 21-30 years in administration. This implies that the number of seasoned administrators becomes fewer according to their experiences.

Table 4.1.4 Distribution of administrators and teachers in Kwekwe Urban Primary Schools (N=20)

CATEGORY	FEMALE		MALE		TOTAL	
	F	%	F	%	F	%
EDUCATION OFFICES	1	20	4	80	5	100
SCHOOL A	15	75	5	25	20	100
SCHOOL B	29	76	9	24	38	100
SCHOOL C	32	86	5	14	37	100

Analysis and interpretation of responses to research questions

The information in Table 4.1.4 shows that the cluster sample had more females who were qualified as teachers like their male counter parts and if given opportunity to participate in leadership, could out number their male counterparts in leadership roles in the primary education sector. However, only a few had been accorded that opportunity. This explained that there was patriarchy in as far as leadership was concerned.

Similarly Marcus et al (2003) postulated that men often occupied the most important and visible roles of executives, politicians or public leaders, for example heads of schools within which if women held such positions were expected to subscribe to male norms.

4.2.1 Opportunities for women participation in leadership roles

The researcher went on to ask questions that could assist her to map out the opportunities available for women to participate in leadership positions. She sought to establish the

proportion of males versus females in the sampled schools in relation to the proportional representation of these genders in leadership positions. Most respondents revealed that if women were taken equally as their male counterparts, they would definitely occupy influential leadership roles.

90% of the respondents agreed that women are equally intelligent and competent as their male counterparts which makes them able to understand and supervise their subordinates well. Almost all the respondents had the view that women can be absorbed in influential posts such as politics, industry, chieftainship, churches and other administration programmes. All the respondents agreed that women should be encouraged to apply for influential positions when vacancies arise as strategies that can be employed to absorb more women into influential leadership positions.

When asked about balancing the inequalities prevailing in allocation of responsibilities 80% of the respondents agreed that the quarter system , where at least one quarter of people in any organisation should be women, should be represented in every organisation to address gender imbalance. This has been alluded to by the Nziramasanga Commission (1999) which stipulated that for every three representatives one should be a female.

4.2.2Women participation and empowerment challenges

Table 4.1.5 Respondents views and perceptions (Education officers, heads of schools and deputy heads)

Views and perception about women in leadership roles	A	SA	D	SD
Women constitute the greater numbers of the population yet they are not accorded opportunities to participate in leadership roles.	5	5	7	3
Female heads have the same qualifications as their male counter parts	7	2	8	3
Female heads are more effective and efficient executing their duties than their male counter parts	12	6	2	0
Female heads get similar remuneration to their male counter parts yet they remain marginalize in terms of economic empowerment opportunities	0	0	7	13
Total	**24**	**13**	**25**	**16**

Key: A = Agree; D = Disagree; SA = Strongly Agree; SD Strongly disagree

The information revealed that 38, 5% of the respondents agreed and strongly agreed that female heads constitute the greater numbers of the population yet they are not accorded opportunities to participate in leadership roles, that they also have similar qualifications as their male counterparts. They also concurred that female heads are more effective and efficient in executing their duties than their male counterparts. This indicated that female heads are better and democratic office bearers while 61.5% disagreed with the questions asked, it was felt that female heads are not democratic leaders, they wanted to be felt and always have negative attitudes towards other women as they do not have the same qualifications in most instances that makes them to apply when vacancies are advertised.

Probably the respondents who disagreed with the qualifications of female heads and males were not aware of the pre-requisites for promotions needed these days. It clearly showed that females are stigmatized, marginalised and looked down upon as incapable to rule and reign over men. This also showed that some participants have not yet recognized that females have equal opportunities as their male counter parts thus hindering stigma towards women anticipating to become leaders. Hence culturally, women are regarded inferior and incapable yet they constitute the greater numbers and are equally important to their male counterparts in the society. Worth noting is the fact that the social stereo types are hard to be eroded in our Zimbabwean culture.

The research went further to find out other challenges that could be hindrances for women to take up leadership positions in the society. These were revealed by the interview guide as follows:

Table 4.1.6. Findings on hindrances to women taking up leadership positions

Variable	Respondents N = (20)	
	F	%
Women fear change which has caused them to resist abandoning their families to remote areas where most vacancies would be applicable.	2	10
Women do not want to academically advance themselves as they feel content staying with their families.	4	20
Women lack the suitable qualifications of becoming leaders	0	0
Women are too reluctant when posts are applied for because they always want to work with their spouses guarding them jealously from 'mistresses.'	6	30
Women lack financial resources' support and advice while men always favour themselves for further studies.	8	40
Totals	**20**	**100**

Data gathered from the interviewees from table 4.1.6. revealed that 10% of women fear change associated with abandoning their families, while 20% concurred that women do not want to academically advance themselves, they would rather maintain the status

quo. 30% of the respondents feel that women are reluctant to apply for leadership posts, and this according to 40% of the respondents is due to lack of financial and moral support from their husbands if married.

Furthermore, the findings from interviews of education inspectors revealed that;

Table 4.1.7. Findings from education inspectors on challenges of women in taking leadership roles

•	*Women easily loose temper and may realize that after a conflict has happened.*
•	*Some women apply leadership styles which brings about problems at home to suit school life,*
•	*Some women lack courage and the knowhow on how to execute certain administrative issues, hence they tend to delegate their subordinates.*
•	*Women also were said to be lacking confidence and suffered from inferiority complex when addressing a crowd at any gatherings or meetings thus, they would always delegate males to carry out such duties on their behalf.*
•	*Some respondents argued that qualified females with degrees are denied the opportunities to lead by their spouses.*
•	*Female teachers lack support from their families, relatives or even colleagues hence they view it unimportant to be promoted or leave their homes for promotions as heads of schools.*
•	*Female leaders also said that the society is failing to value the leadership of women.*
•	*Other respondents' concluded that females are affected by religious views which stipulate that a married woman should always be under their husbands.*
•	*Another female head argued that the society believes that leadership rests upon men therefore men should always lead.*

The data gathered from educational inspectors revealed that the challenges faced by women taking up leadership roles were : lack of self confidence and courage, inferiority complex, cultural and religious perspectives, temper, and lack of support from family, relatives, community and society in general. This causes women to remain marginalised and excluded from the promotional prospects.

The study further elucidated further ways on how to solicit for solutions to eradicate patriarchy (male dominance).

4.2.3 Possible Solutions

To solicit for the strategies that could be employed to mitigate the suitable measures of eradicating patriarchy, the educational administrators (heads, deputy heads, T.I.C. and education inspectors) called for the emancipation of more women into leadership roles. It came out that:

- *Leadership roles should start at home, primary schools up to tertiary levels. The quarter system to select learners or political leaders should be maintained as 1:1 female teachers should be encouraged to participate when posts have been advertise*

- *Females should be encouraged to pursue their studies so that their qualifications do not betray them.*

- *Educational campaigns to be done so that female teachers are encouraged to boost their confidence.*

- *Workshop should be held, giving them more responsibilities so that they practice leadership roles.*

- *Trips can also be made, visiting successful women heads as well as other organizations.*

- *Respondents also suggested that women should be taught to disengage themselves from the African taboo that "women are inferior compared to men and that they are incapable".*

The evidence generated from interviews and questionnaires are consistent with the need to eradicate salary discrepancies as another key driving factor that has influenced women's failure to take up leadership positions in the ministry of Primary and Secondary education. Most female teachers have seen it reasonably unproductive to leave their families without

sound remunerations. Basing also on HIV and AIDS pandemic, they have seen it difficult to sacrifice their families at the expense of non-financial benefits to meet their basic needs. This implied that the nature of promotion does not bring about the much needed income in pursuit of the avenues of standardised expectations of life.

Furthermore, the findings from the study also unpinned the prevalence of religious and traditional practices that still hinder girl child and women empowerment. These have been heavily impeded by cultural practices, gender disparities and other women marginalisation factors.

- *The salary discrepancy between teachers and administrators should be made quite significant, so that more women get attracted into leadership roles. The findings were also consolidated by the interviews from teachers in charge who despite manning the infant departments have less or little powers compared to those of substantive posts.*
- *These unanimously agreed that certain aspects of empowerment procedures should be carried out in order to improve women empowerment towards occupying influential posts. They all concurred that:*
- *Massive awareness campaigns to take up leadership positions should be made available.*
- *Avail more opportunities for women empowerment into leadership roles such as involving them into decision making and also offering scholarships to women to study business and to attain other important managerial skill.*

4.2.4. Discussion and   Interpretation

This study has established that politics, culture, gender roles, gender stereotyping, religious sects, lack of confidence, lack of courage and inferiority influx were some of the major

reasons which hindered women's prospects of empowerment towards i occupying influential posts. The findings of this study are consistent with the previous findings done by various authors who viewed in the same way. Similarly, Zvobgo (1986) asserted that during the colonial era women were seen not participating in leadership roles that no female heads were allowed to head schools. Furthermore, he argued that it was necessitated by various factors and chief among these were religious sects and culture. However, after attaining independence in 1980, policies were made available that realised the quality of both women and men. Research findings unpacked that female participation in leadership was propounded by the human rights which gave the Zimbabwean girl child, through the Education Act of 1987 the right to education, regardless of colour, gender, religion, tribe or place of origin. This gave the girl child the opportunities to access education from primary to university levels. The education act created more chances for women to be absorbed into primary schools. This made the Convention on the Elimination of All forms of discrimination against women in 1991 to be utilised in the education sector.

Responses given indicated that most women were firm in their leadership. However, they used democracy in order to improve efficiency. That being the case, women were viewed to be rough and unkind to their subordinates. Northouse (2010) supported Hampton (1986), that democratic style increase participation and efficiency. However, most women worked well with the subordinates of male counterparts in order to accomplish their goals. Dictatorship in women leadership was evident when most women felt that they were taken for granted and would want to prove that they were not reluctant, incapable or incompetent to follow government statutes.

The findings revealed that Affirmative Action (1995) was implemented in Kwekwe District were some female heads were promoted to headship including the researcher herself. It also shows that feminism had taken its cause of action since the female head interviewed have

vast experience in leadership positions. Women's opportunities into leadership have been realized as they are equally paid as their male counter parts. This was cited in the Zimbabwe Women Resource Centre and Network (1997). The policy opened doors to females with similar qualifications that were equivalent to their male counterparts to take part in leadership roles. This created equal opportunities for qualified women to lead. The school establishment provided have shown that women in Kwekwe district outnumber men by 80%. This showed that women have greater numbers in the teaching field compared to men; however there are less in the leadership positions. The cluster sampled revealed that 61.5% men were in the leadership positions while 35.5% were only involved. One education inspector disclosed that 25 out of 130 heads in the district which is 19.2% were females in substantive positions while 70 (53.8%) were males with substantive positions. The remaining 35/100 heads which 27% comprised of both females and male who were on acting posts.

Other women action groups including ZIMTA have opted for women take up leadership roles which was implemented in the district. This had been supported by a survey done Khumalo (2013) which revealed that although women have made gains in terms of accessing vital resources that are useful for social mobility in Zimbabwe and world over, they still need to be socially empowered in order to hold relative positions which are privileged to their male counterparts.

Other findings on barriers of women in leadership were revealed as those were bound to family roles, like, child bearing and housekeeping. This was a drawback which even hindered most females from advancing their education. Shahra (2006) asserted that women worldwide take greater responsibility in child bearing. Respondents also said that men favour themselves on financial resources, it is the male who goes for further studies first before the than the woman asked to do so. Haralambos and Holborn (2008) argued that patriarchy was evidenced in accessing resources such as education.

It has been discovered that when women faced challenges they resorted to dictatorship because they felt that men and other women seemed to under rate them. Findings showed that women leaders also used defensive attitude when they came across challenging issues. Holy (2003) alluded that sometimes women got aggressive when they received negative reactions from their followers. This was why at times they used the situational approach by Fiedler in Schermerhorn (2001).

The findings also established other major causes of under representation of women in leadership roles cited by the respondents, as lack of support from family members, relatives and other colleagues. Chief reason behind this was that of stereotyping. (Gender Resource Book for Teachers 2000). The relatives always thought that women should be confined to reproductive work and domestic chores. Being a head was seen as a men's occupation. Some females were denied their rights by their spouses even if they have the qualifications. Chafetz (1990) alluded that another cause or barrier to women participation in leadership roles was sex dissemination. This surely had been noticed during the interviews that major representations in top committees like NAPH, BSPZ and zones were led by men. Yet "*There is room at the top" ZWW* (1995) Therefore, it could be said that men predominated in decision making positions still do not appreciate the leadership of women although policies were enacted.

Findings have also revealed that female heads and some females not yet heads need senior mentors to mentor them into leadership roles. Jakobsh (2004), also said that women needed mentors. Female leaders needed support and guidance from mature leaders so that their leadership roles were not hindered. The cited barriers above discouraged many females to participate in leadership roles. The main causes cited being male dominance, patriarchy, stereotyping, lack of support from family, relatives, colleagues. Solutions to these barriers were also alluded to as discussed below.

Possible solutions to encourage more women into leadership roles were given; firstly women were to be encouraged and be given chances to pursue their studies so that their qualifications do not betray them; in order to educate the society about the rational of women taking up leadership roles. Workshops were be held giving females more responsibilities so that they would practice leadership roles. This was also cited by Mawere et al (2011) who eluded to that these awareness campaigns that they were supposed to be done by both females and men.

The Zimbabwe Women Recourse Center and Network (ZWRCM) (1995) cited that CEDAW, CAD and the Ministry of Gender was supposed to carry out these awareness campaigns through teaching women their rights and removing barriers already existing which included African taboos that regarded "Women inferior to men "that they were to be abolished. This disengagement could only be done through training programmes by women and Gender (WAG) Gender and development (GAD) and women in Development (WID) to address women's rights and policies which empowered women with some of the policies cited by Mawere et al (2011) which included the: Women's Convection and The African Charter on Human Rights including People's Rights or the Protocol to the African Charter on the rights of women to mention but a few. These departments were created to mentor and train women to change their attitudes. Respondents also felt it necessary for female teachers as well as those in leadership roles to make trips, visiting successful women that were already in leadership so that they could copy how and what others are doing. Through visits and discussions with teachers, stimulating them to think critically on issues of gender would help them develop critical and independent thoughts in order to develop attitudinal and behavioural changes. Gender Resource Book for Teachers (2000).

Respondents alluded that the government should give more incentives to female heads who had already taken up the challenge so that more women were motivated. They also revealed

that salary discrepancies between ordinary teachers and administrators were to be raised so that women get attracted into applying for leadership positions when vacancies arise.

4.3 Summary

Chapter 4 presented analysed and discussed data from gathered from questionnaires and interviews. The organisation of the chapter followed the order of the research questions. Data was presented in tables. The patterns followed were described as informed by the principles of the descriptive survey design. The study established that there are fewer females in leadership positions yet women occupy the greater percentage in the teaching sector. The next chapter will be a summary of the study, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter focused on the presentation analysis, interpretation and discussion of data for the prospects of women empowerment towards occupying influential posts in primary schools in Kwekwe District. Data was collected using three instruments and was presented in tables. The sub-research questions were used as guiding principles for organizing the chapter. The presentation of data was such a way that enhanced the triangulation of instruments. Chapter five gives a summary of the study, makes conclusions and recommendations based on the research findings.

5.1 Summary

Chapter one helped to contextualize the study by unpacking the background information to the study. The same chapter went on to give the statement of the problem, purpose of the study and outlined the main research question and the sub-questions. The significance of the study, limitations and delimitations of the study were clearly explained. Chapter two focused on review of related literature to the problem under study. This chapter also gave a clear framework on the prospects of women empowerment opportunities and participation towards occupying leadership roles.

Guided by the research questions, the chapter further reviewed related literature with regards to women empowerment challenges and suitable measures that could be used to eradicate patriarchy. In reviewing literature, the researcher made sure that the literature was in coherence with the research topic, thus, illustrated how the literature informed the research. The research employed the descriptive survey design.

Questionnaires and interviews were discussed respectively as the instruments that were used to gather data from the respondents.

Chapter four presented, analysed and discussed the data that was gathered from questionnaires and interviews. The framework of this chapter was guided by the sub questions of the research. Tables were used to present data using patterns and frequencies with were described in order to inform the main beliefs of the descriptive survey design.

5.2 Conclusions

Based on the findings of this research, it was concluded that despite having greater numbers of female teachers in primary schools both nationally and globally, very few females occupied influential leadership positions, this being necessitated by gender disparity, gender inequality and patriarchy among others. Gender inequality in schools was caused by culture, gender roles, gender stereotyping, role conflict and religious sects. These combined with marginalization of females in terms of acquiring educational and empowerment opportunities resulted into women taking up subordinate roles to men. It was also concluded that the under presentation of women leaders prevailing in Zimbabwean schools had enhanced negative attitudes for women aspiring to become leaders since they feel insecure due to the fact that men are always represented by greater numbers. The study reviewed that traditional and

religious practices still hinder women's prospects towards occupying influential leadership posts. However, strategies to eradicate challenges which caused women's failure in participating in leadership roles were identified. Suitable measures against these challenges have also been unpacked. It was also established that more women could be emancipated into leadership through massive awareness campaigns.

The researcher also realized that women could be empowered by employing various methods such as:

5.2.1 Availing policies which eradicate women discrimination and encouraging women to start small medium entrepreneurship which will assist them to gain decision making and management skills.

5.2.2 Empowering girl- children through education to become self-motivated in leadership so as to eradicate early marriages which hinder their growth and development.

5.2.3 Availing gender degrees which stipulates a woman as a single independent entity capable to solve various challenges within the society. Furthermore, more female heads should be appointed in leadership positions by making use of the affirmative action, quota system and other women empowerment policies.

To a great extent, society should be sensitized on gender disparities and gender inequalities with the aim of deconstructing these cultural views. At school levels, all teaching and learning materials that perpetuated gender stereotyping should abolished.

5.3 Recommendations

Basing on the findings of the study, the researcher recommended that:

5.3.1 Schools should create gender responsive environments that are gender sensitive in order to empower the girl child.

5.3.2 Political parties should adopt internal democratic structures by placing women in proportional systems, establishing voluntary targets or quotas to ensure a specified minimum number of women are put forward as candidates.

5.3.3 Government should provide support to ensure the election of women candidates by making it certain that women are fully represented in political leadership and policy committees through;

- the provision of support and training to women who have been elected to office to enable them to function more effectively in their new roles.

5.3.4 The civil society should identify women willing to run for office by providing training and other support for other candidates through;

- lobbing to ensure issues of special concern to women and legislative changes to advance women's empowerment and develop cross party networks of women.
- developing and disseminating gender sensitive messages from media coverage of women's issues.
- persuading international donors to support projects aimed at advancing women's political participation as a way of alleviating barriers to women political participation.

Ministry of Gender and Women Affairs have the obligation to educate women to take up leadership roles in order to enhance their rights and eradicate barriers that hinder them into occupying leadership by;

- inviting women leaders at meetings to deliberate on the importance of women leadership.

- educating the general populate about the importance of women to take part in leadership position.

The Ministry of Primary and Secondary education should improve the salary discrepancies between ordinary teachers and heads so as to motivate females to participate into leadership roles.

5.3.6 Finally, the government should provide workshops and open learning in order to improve women empowerment.

5.3.7 Colleges should also train teachers to develop goals of women empowerment in the teaching of entrepreneurship skills in trying to achieve the goals of the ZIMASSET.

5.4 Recommendations for further study

The researcher recommends that women should have a self drive for personal professional development plan in order to improve their qualifications so as to fit in any posts without any reservations.

REFERENCES

Acker, S. (1987). *Feminist theory and the study of gender education in International review of Education,* 33 (9) pg 633-722.

Babikwa, D. J. (2004). '*Tension, C ontradictions and Inconsistencies in Community-Based Environmental Education Programmes*: Thesis of defective educational theories in Southern African Journal of Environmental Education, 21, (2004) pp. 61-80

Best, J. W. and Kahn, J. V. (1993). *Research in Education*. London: Routledge.

Boddan, R. C and Biklen, S. K. (2007). Qualitative Research for Education: An introduction to Theories and Methods (5th Edition) New York, NY, Pearson Education.

Bryman A. (2012). Social Research Methods, (4th Edition) New York, NY: Oxford University Press

Bryson, V. (1992). *Feminist political theory:* Basington: The Macmillan Press.

Centre for Conflict Management and Transformation (2013). *Cultures in Conflict: Challenges of marriages and Divorce Under Zimbabwe's Dual Legal System*; Harare: Retrieved from http://www.ccmt.co.zw.

Chalfant, H. P. and LaBeff, E. E. (1988). *Understanding People and Social Life: Introduction to Sociology* St. Paul, Minnesota*:* West Publishing Company.

Chamaz. K (2006). Construction grounded Theory: A Practical Guide through qualitative analysis, London: SAGE Publications.

Chiromo A. S. (2006). *Research Methods and Statistics in Education*. Gweru: Midlands State University.

Chirove, B. R. S. (1985). *Educational administration and management,* Harare: Mazongororo Printers.

Chuma P. (2009). *The possible causes and effects of teacher attrition rates in selected secondary schools in Mwenezi District:* Gweru, Midlands State University.

Cohen, L. And Manion, L. (2011). *Research Methods in Education.* London: Routledge.

Cohen, L. Manion, L and Morrison, K. (2002). Research Methods in Education: Routledge Falmer

Cohen, L. Manion, L and Morrison, K. (2002). Research Methods in Education: (7th Edition). London: Routledge Falmer.

Coolican, H (2004). Research methods and Statistics in Psychology. (4th Edition). London: Hodder Arnold.

Coolican, H. (2004). *Research Methods and Statistics in Psychology.* (4th edition). London: Hodder Arnold.

Corbetta, P. (2003). Social Research Theory: Methods and Techniques. London: SAGE Publications.

Creswell, J. (2012). *Research Design: quantitative, qualitative and mixed methods approach.* Thousand Oaks: Sage Printers.

Creswell, J. W. (2009). *Basics of qualitative research*: Thousand Oaks: Sage Publications

Creswell J. W. (2012) *Qualitative inquiry and research design: choosing among five approaches (3rded). Thousand Oaks. CA: Sage*

Czuba, C. E (2003) *Empowerment:* What is it @http:/www.Czuba@carn/cag.uconn.edu. accessed 19/09/09

Daniel. S. (2013). Contention of change. New York: New

David, M. and Sutton, C. D. (2004). *Social Research –the Basics*. London SAGE Publications.

Fonow, M. and Cook, J. (1991). *Back to the future: A look at the second wave of Feminist epistemology and methodology*: Bloomington. Indiana University Press.

Giddens,A. (2004). *Modernity and Self-Identity. Cambridge:* Polity Press.

Gillham, B (2000). *The research Interview*. New York: Continuum..

Gordon , R. (1995). " *Causes of underachievement. The influence of Teacher Attitudes and Expectations on the Academic performance of Secondary School Girls" In Zimbabwe Journal of Education Research*. Occasional Paper number 8. Human Resources Centre University of Zimbabwe (p1-75)

Gray, D.E (2004). *Doing Research in the RealWorld*. London: Sage Publications.

Haralambos, M. and Holborn, M. (2004). *Sociology: Themes and Perspectives.* London: Collins Education.

Harding, S (1986). *The Science Questions in Feminism*. Milton Keyenes: Open University Press.

Khumalo, P.T. (2013). *Gender studies*. A Module for Women Empowerment and Development. Harare: ZPH Publishers.

Kumar, R (2011). *Research Methodology*: A Step-by-Step Guide for Beginners, (3rd Edition). London: Sage Printers.

Kumar, R. (2011). *Research Methodology: A step-by-step Guide for Beginners* (3rd edition). London: Sage Printers.

Kvale, D. (2007). *Interviews*. London: Sage Publications.

Leddy, P.D (2010). *Practical Research, Planning and Design;* the American University: McMillan Publications

Longwe, S. (2001). *Gender Equality and Women's Empowerment*, Presented at working Seminar on Methods for measuring Women's Empowerment in a Southern African Context. October 1718, 2001 Windohoek, Namibia

Longwe, S. (2001). *Gender, Equality and Women*. Retrieved from http:/www.quets.kwinnoforum.se/measuring/Namibiarepot.htm. Accessed 31/07/09.

Macions, J.J. (1989). *Sociology: Second Edition.* Englewood Cliffs: Prentice Hall.

MacNamara, C. (2009). *General Guidelines for conducting interviews*. Retrieved January 7, 2010, from http://www.nova.edu/ssss/QR/QRIS-3/guide.pdf.

Marcus, M. And Ducklin, A (2003). *Success in Sociology*. London: John Murray Publishers.

Mawere, D., Chauraya, E., Matsa, W., Mugodzwa, T., Matope, N., Manizani and Mukoni, M. (2011). *Introduction to Gender Studies*, A Students Guide, Harare: Booklone Publishers.

Mawere, M. (2012) *In Zimbabwe Secondary Schools*. A case sfudy for Chidzamira, Gutu district, Retrieved from www.soegra.com/ijert.hpn

McMillan, J. H and Schumacher S. (2010). *Research in Education Evidence Based Enquiry (7th Edition New Jersey):* Pearson Education Inc.

Meena, R (1992) *Gender in Southern Africa: Conceptual and Theoretical Issues.* Sapes Book, Harare. Towards Earth Summit 2002 Social Briefing, Paper Number 2.

Meena, R (2002). *Gender in Southern Africa: Conceptual and Theoretical Issues*. Sopes Book, Harare: Towards Earth Summity (2002) Social Briefing, Paper Number

Michael, T.K and Wendy, H (2007). *Beyond Theoretical and Methodological pluralism in Interpretive research. The example of symbolic interactions ethnography. A journal of communications of the associations for information systems* 19, (2007) 589-600.

Miles, M. and Huberman, M. B. (2011) *Qualitative researchers companion*. Thousand Oaks: Sage Printers: New York: New York Printers

Mutubuki, E.H. (2014). *A Research Study on Gender Inequalities in Science and Mathematics in Selected Secondary Schools in Zimbabwe*, Harare: University of Zimbabwe.

O'Donnell, M. (1992) *A new introduction to sociology:* London: Thomas Nelson

PLAN (2007). *Because I am a girl. The state of world's girls 2007,* PLAN, London.

PLAN Zimbabwe (2013), *Annual review:* Harare: PLAN.

Pourns, W. and Grooves. S.K (1997). *The Practice of Nursing Research Contact*: Critique and Utilisation. London: W.B Saunders.

Punch, K (2005). *Introduction to social Research: Quantitative and Qualitative approach*, London: Sage Publication.

Punch, K. (2005). *Introduction to Social Research: Qualitative and quantitative approach.* London: Sage Publications.

Punch, K. F. (2004). *Introduction to social research quantitative and qualitative approaches.* London Sage Publications.

Ritzer, G (2015). Introduction to Sociology (2nd Edition) Los Angeles: Sage

Robson, C. (2011). *Real World of Research*. TJ International Ltd. Pedstow.

Rukuni, M.N (2001). *Introduction to research methods*. Harare: The Zimbabwe Open University.

Sizha E. (2013). *Restoring educational dream: Rethinking educational transformation in Zimbabwe.* Pretoria: Africa Institute of South Africa.

Smelser, W.J (1994). *Sociology.* Cambridge, Blackwell Publishers.

Stromquist, N.P. (1990). 'Gender inequality in education; Accounting for women's subordination' in British Journal of Sociology of Education, II, pg 2.

The Democratic Institution and Human Rights of Bosnia and Herzogovinia (2002). Assesment of the Election law for the 5 October 2002 *Elections*, Warsaw.

Thomas, G (2009). *How do you Research Project*: Prentice-Hall International.

Thomas, G. (2009). *How to do your Research Project*. London: Sage Printers.

Tracy, S. J (2013). *Qualitative Research Methods: Collecting evidence, crafting analysis, communications impact*. Westsusser: Blackwell.

Tsanga, A.S. (2003). *Taking Law to the people: Gender Law Reform and Community Legal Education in Zimbabwe.* Harare: Weaver Press.

Tuckman, B. W (2009). *Conducting Additional Research* (5th Edition). For the Worth, TX Harcourt Brace.

Universal Declaration of Human Rights (2001). *Guidelines for Implementing, Monitoring and Evaluating Gender Responsive Plans for EFA.*

Zimbabwe National Gender Policy (2004). Government Printers: Harare.

Zimbabwe Education Act (1982) Government Printers, Harare.

Zimbabwe National Gender Policy (2004) Government Printers, Harare.

Zimbabwe Labour Relations Act (1982) Government Printers, Harare.

QUESTIONNAIRES FOR EDUCATION INSPECTORS

The researcher is a Master of Education student at Midlands State University (MSU). She is conducting a research on Prospects of Women Empowerment towards Occupying Influential Posts in Primary Schools in Kwekwe District particularly in Kwekwe Urban. You are kindly required to respond to the questions on this questionnaire accordingly and be honest as possible. Your personal identity should not be indicated on this questionnaire. The result of this study will be used for academic and professional purposes only and will be treated with utmost confidentiality.

Please tick in the provided boxes

Write briefly about your views on the spaces provided on the questionnaire

……………………………………………………………………………

SECTION A: DEMOGRAPHIC DATA

1. Sex   Male ☐   Female ☐

2. Marital status: Married ☐

                  Single ☐

                  Widowed ☐

3. Age: 25-35 ☐

                  35-45 ☐

                  45-55 ☐

                  55-65 ☐

           65 and above ☐

4. Academic Qualifications

              'O' Level ☐

              'A' Level ☐

              Other ☐

5. Professional Qualifications

Certificate ☐

Diploma ☐

Degree ☐

Other ☐

6. Grade**:** Substantive Head ☐

Substantive D/head

Acting Deputy Head ☐

7. For how long have you have been on the post named above? ☐ Years

SECTION B: OPPORTUNITIES FOR WOMEN PARTICIPATION IN LEADERSHIP ROLES

8. Schools Establishment

Females ☐   Males ☐

9. If women are taken equally as their male counterparts do you think they will get into influential leadership roles?

Yes ☐   No ☐

If   yes,
Explain…………………………………………………………………….…….

10. From the above statement, which are other organizations that can absorb women in influential posts?

....

……………………………………………………………………………………

11. What strategies can be employed for such organizations to absorb more women?

……………………………………………………………………………………..

………………………………………………………………………………….

12. Which policies or programs can be used to influence women participation and empowerment within organizations?

....

……………………………………………………………………………………..

SECTION C: WOMEN PARTICIPATION AND EMPOWERMENT CHALLENGES

13. Women constitute the greater numbers of the population yet they are not accorded opportunities to participate in leadership roles.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

14. Female heads have the same qualifications as their male counterparts.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If you strongly agree, give reasons

………………………………………………………………………………….

………………………………………………………………………………….

15. Female heads are more effective and efficient executing their duties than their male counterparts

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If strongly agree, give reasons why…………………………………………………..

…………………………………………………………………………………………......

....

16. Though female heads get similar remuneration to their male counterparts, females remain marginalized in terms of economic empowerment opportunities.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If strongly agree give reasons why economic empowerment opportunities seem biased

….…………..…………………………………………………………………………

…………………………………………………………………………………………..

17. State reasons why you think female heads are outnumbered by their male counterparts in the   District

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………

18. Is it true that influential posts are always dominated by male counterparts?

Yes ☐   No ☐

Explain………………………………………………………………………………….

19. What do you think are the major barriers for females to occupy influential posts?

......................................……………………………………………………………

…………………………………………………………………………………………

20. Is it true that culturally women are viewed as inferior to men?

Yes ☐   No ☐

21. Are female heads viewed as equally important as their male counterparts in the community?

Yes ☐   No ☐

If No, Explain……………………………………………………………..………

………………………………………………………………………………

SECTION D: SUITABLE MEASURES TO ERADICATE PATRIARCHY (Male domination)

22. How can more women be emancipated into leadership?

…………………………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

23. What do you think can be done to minimize discrimination against women in leadership?

....……………………

…………………………………………………………………………………………………
……………………………………………………..………………………………..………
………………………………………………………………………………………

24. What role can be played by the government, Civic organizations and the general populace in emancipating women in economic participation and empowerment?
…………………………………………………………………………………………
……………………………………………………………………….....................

QUESTIONNAIRES FOR HEADS OF SCHOOLS

The researcher is a Master of Education student at Midlands State University (MSU). She is conducting a research on Prospects of Women Empowerment towards occupying Influential Posts in Primary Schools in Kwekwe District particularly in Kwekwe Urban. You are kindly required to respond to the questions on this questionnaire accordingly and be honest as possible. Your personal identity should not be indicated on this questionnaire. The result of this study will be used for academic and professional purposes only and will be treated with utmost confidentiality.

Please tick in the provided boxes

Write briefly about your views on the spaces provided on the questionnaire

…………………………………………………………………………………

SECTION A: DEMOGRAPHIC DATA

1. Gender   Male   ☐ Female   ☐

2. Marital status: Married   ☐

                            Single   ☐
                            Widowed   ☐

3.   Age 25-35   ☐

                    35-45   ☐
                    45-55   ☐
                    55-65   ☐

          65 and above   ☐

4. Academic Qualifications

                                    ☐
          'O' Level
          'A' Level   ☐

          Other ....

5. Professional Qualification

Certificate ☐

Diploma ☐

Degree ☐

Other ☐

6. Teaching Experience in years ☐

7. Area of Responsibility…………………………………

SECTION B: OPPORTUNITIES FOR WOMEN PARTICIPATION IN LEADERSHIP ROLES

8. Schools Establishment

Females ☐   Males ☐

9. If women are taken equally as their male counterparts do you think they will get into influential leadership roles?

Yes ☐   No ☐

If   yes,
Explain……………………………………………………………………..………
……………………………………………………………………………………..…..

10. From the above statement, which are other organizations that can absorb women in influential posts?

....

……………………………………………………………………………………

11. What strategies can be employed for such organizations to absorb more women?

……………………………………………………………………………………..

…………………………………………………………………………………….

78

12. Which policies or programs can be used to influence women participation and empowerment within organizations?

....

…………………………………………………………………………………..

SECTION C: WOMEN PARTICIPATION AND EMPOWERMENT CHALLENGES

13. Women constitute the greater numbers of the population yet they are not accorded opportunities to participate in leadership roles.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

14. Female heads have the same qualifications as their male counterparts.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If strongly agree, give reasons

…………………………………………………………………………………….

15. Female heads are more effective and efficient executing their duties than their male counterparts

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If strongly agree, give reasons why…………………………………………………………..

………………………………………………………………………………………….......

....

16. Though female heads get similar remuneration to their male counterparts, females remain marginalized in terms of economic empowerment opportunities.

Strongly Agree ☐   Agree ☐

Strongly Disagree ☐   Disagree ☐

If strongly agree give reasons why economic empowerment opportunities seem biased
….……………..……………………………………………….…………………………
………………………………………………………………………………………..

17. State reasons why you think female heads are outnumbered by their male counterparts in the District.

…………………………………………………………………………………………
…………………………………………………………………………………………

18. Is it true that influential posts are always dominated by male counterparts?

Yes ☐   No ☐

Explain…………………………………………………………………………..

19. What do you think are the major barriers for females to occupy influential posts?

...........................…………………………………………………………………
…………………………………………………………………………………………

20. Is it true that culturally women are viewed as inferior to men?

Yes ☐   No ☐

21. Are female heads viewed as equally important as their male counterparts in the community? Yes ☐   No ☐

If No, Explain……………………………………………………………..………

……………………………………………………………………………………

SECTION D: SUITABLE MEASURES TO ERADICATE PATRIARCHY (Male domination)

22. How can more women be emancipated into leadership?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

23. What do you think can be done to minimize discrimination against women in leadership?

....…………………

………………………………………………………………………………………………

………………………………………………………..…………………………………..………

24. What role can be played by the government, civic organizations and the general populace in emancipating women in economic participation and empowerment?

………………………………………………………………………………………………

…………………………………………………………………….............................

INTERVIEW GUIDE FOR BOTH EDUCATION INSPECTORS AND SCHOOL HEADS

1. What can you say are the reasons for having fewer female heads in schools?

2 (i) As a substantive leader, have you ever urged your female teachers to go for further studies?

(ii) If so, what do you think are the hindrances that make them fail to take up influential leadership roles after having acquired necessary qualifications?

3. What problems do female heads encounter from their male counterparts and teachers whilst executing their duties?

4 (i) Are female heads represented in influential posts such as the Better Schools Programs?

(ii) If so, are males comfortable in seeing women in such influential leadership posts?

If no, give reasons why.

5. What do you think can be done to redress gender disparities and gender in balance in women participation in leadership roles?