

Female Leadership Dilemmas in Primary Schools: A Case Study of 18 Primary Schools in Kambuzuma, Warren Park and Kuwadzana Areas of Harare Province in Zimbabwe

By

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Abstract

This case study qualitatively examined dilemmas that female school leaders in 18 predominantly female headed primary schools in Kambuzuma, Warren Park and Kuwadzana areas of Harare Province face. It used a purposive sample of 54 research participants comprising 12 female and six male heads, 14 female and four female deputy heads, and 18 female teachers-in-charge (TICs). The study found out that Zimbabwean women have been socially, politically, economically and culturally marginalised for a very long time. Female school leaders in spite of their high educational qualifications they raise children and manage homes. They also lacked the support of other fellow female subordinates. The study found out that social and cultural factors intervene to form a barrier to women advancement. The study concluded that female leaders were not as successful as male leaders in schools when it comes to the issues possession of charisma, expertise and staff motivational techniques. The study recommended that education systems should prove that they are gender sensitive by using a quota system throughout their recruitment and promotion policies. Finally, further studies on a much wider and larger scale should be held using quantitative and mixed research approaches in the capabilities between male and female school leaders who hold some educational qualifications and who are given equal opportunities.