

1 MILLION TEACHERS

MARKET RESEARCH PROJECT

INJINI | COHORT 4 *Incubation Programme*

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INTRODUCTION

1 Million Teachers (1MT) is an EdTech startup that was founded in 2016 with a mission to train thousands of teachers in Africa by developing their skills and instilling motivation in them to take pride in their profession. Some of their main objectives are to assist teachers in continuously developing their profession and to encourage more people to enter the teaching profession, as there is a huge lack of teachers in Africa.

The 1MT program goes beyond training teachers, it also provides teachers with pathways to lucrative professional teaching careers and job satisfaction. The programme offers financial incentives and stipends for completing the programme, both of which are proven methods of psychologically encouraging participation in such programmes. The 1MT programme has multiple learning journeys, and once equipped, teachers who have reached the highest level of training can become trainers themselves, thereby also enabling them to earn extra income.

1MT was part of the Injini Cohort 4 Incubation Programme, and as part of the support offering made available to them, they were able to explore some key market research questions with the assistance of Injini's Data Insights Manager. The main objective for this research project was to exhaustively research the factors responsible for the performance of the best and most committed teachers in Africa. The follow-up involved devising a reasonable plan of action that 1MT can take in efforts to influence more teachers to carry out their continuous professional development.

FACTORS RESPONSIBLE FOR THE PERFORMANCE OF TEACHERS

The teaching profession is one that requires continuous professional development so as to maintain a high level of performance. Research shows that the performance of teachers is affected by several intrinsic and extrinsic factors. These include lack of training programmes, lack of support from school management, sub-standard working environments, poor wages and minimal teaching experience. These factors and more are significantly more pronounced in Sub-Saharan Africa. The political climate, poverty and misuse of government funds are some of the other factors that affect the teaching profession in this context.

The research below is taken from multiple countries and highlights factors that affect the performance of teachers. Though the research is from different environments, many of the learnings can be applied to other regions. One key finding uncovered in this investigation is that the school leadership's attitude towards professional development should be the first to change to ensure that the overall culture around teacher professional development can be improved in schools. Thereafter, school leaders will be in a better position to carry out professional development themselves, and then encourage their teachers to do so as they put systems in place to support this change.

Factors that affect the performance of teachers working in secondary-level education. D. Hasbay, E. Altindag. 2018

Key excerpts from the article:

Study reveals that teacher performance was affected mostly by management factors, followed by working environment and wages.

It is determined that the right attitude of school managers, with proper and efficient communication and career investments and developments for teachers, has to be increased.

Consultation with teachers on school-related decisions, giving a right to speak, and the implementation of thoughts that teachers give to administrators in their decisions are the different factors used to increase teacher performance.

Career investment and career development for teachers is another important factor that enhances teacher performance in school by school management.

Knowledge of the possibilities of progress within the organization increases work desire. Prominent possibilities for promotion within the institution for teachers is another important factor to enhance motivation. Further, the individual's career development goals are emphasized on the management side to enhance motivation.

Factors Influencing Teachers' Performance and Retention. S. Tehseen, N. Hadi. 2015

Key excerpts from the article:

Article about teacher performance in Malaysia

According Mary (2010) both intrinsic and extrinsic motivation leads to a teacher's superior performance. These motivational factors such as allowances, salary and recognition.

According to Maicibi (2003), increasing workload, class of large sizes, other topics and programs, and changing curricula are major demotivator factors in many countries. In addition he argues that the size of classes and heavy load make teachers to become resistant against new teaching methodologies and other innovations in the field.

Factors influencing on retention of school teachers:

- Teacher Characteristics - teacher background and work experience influence turnover
- Student Body Characteristics - schools with more low-income background or with low-achievement potentials experience high teacher turnover
- Teacher's satisfactions with their salary - teachers' salaries contribute to their retention in a school
- Working conditions - teachers leave jobs for reasons including lack of school administrative support, student discipline problems and poor student motivation
- Teaching experience - turnover issues with teachers usually occur in their first few years of teaching
- Principal Leadership - the quality of the relationship between staff and their principal has a significant impact on staff productivity and loyalty
- School Contextual Factors and Teacher Turnover:
 - Teacher Influence, Administrative Support, Staff Relations, Facilities, Safety

Challenges Faced by Educators in the Implementation of Continuing Professional Teacher Development (CPTD): Gauteng Province. B. Gomba

Key excerpts from the article:

There is generally non-participation of educators in the system due to inaccessibility of IT, resources (gadgets) and expertise to use the online resources, particularly for those schools where the network is poor.

The following recommendations were suggested:

- An ICT literacy programme to be made available for teachers which emphasises the value of professional development from the initial process of training and the need for continuity throughout the teaching career.
- A link should be established with teacher centres for teachers to access technological resources with ease whilst providing support officers to help with IT skills.
- Teachers who fall within the retirement bracket can be excluded from participation.
- It is important to run CPTD informational workshops at least once every year with emphasis being put on the development role of CPTD.

Professional development in sub-Saharan Africa: what have we learned in Benin? R. Kelani & C. Khourey-Bowers. 2012

Key excerpts from the article:

There are considerable differences in the nature and provision of PD (Christie et al. 2004), probably due to the fact of rampant poverty and the legacy of late colonialism in African countries.

Moreover, in-service training is more underdeveloped or non-existent.

Training formats used in West Africa include lectures, workshops, seminars, colloquia, demonstrations, simulations and micro-teaching.

A Comparative Study of Teachers' Continuing Professional Development In Nigeria and England. S. Adagiri. 2009

Key excerpts from the article:

According to the national policy on education, in Nigeria, teaching as a profession is perceived as a form of public service which requires expertise, knowledge, and specialised skills which are usually maintained through vigorous and continuous training (TRCN 2008).

Evidence from research in Nigeria indicates that after teachers have been trained there are no adequate programs put in place for their professional development to further equip them for the realities of the schools and the profession (UNESCO 2007).

TEACHER EDUCATION IN NIGERIA: FOCUS ON EFA IMPLEMENTATION. UNESCO. 2006

Key excerpts from the article:

Teacher Training in Nigeria: Continuous Professional Development is offered by COE, FOE, NTI and TRC. For School Administrators NIEPA gives training. NCCE and NUC are in charge of Curriculum Development and Quality Assurance.

Teachers' Continuing Professional Development as Correlates of Sustainable Universal Basic Education in Bayelsa State, Nigeria

Key excerpts from the article:

The findings of the study showed that there were no adequate professionally trained teachers under the Universal Basic Education (UBE) programme in the state.

Among other things, it is recommended based on the findings above that:

- Consistency in professional development among teachers must be considered as vital to the sustenance of the UBE programmes in the state;
- Teacher professional development fund be instituted through legislative process whereby companies operating in the area should contribute at least 0.5 to 1% of their profits to it as part of their social responsibility
- It is inevitable that well trained teachers are a prerequisite for the sustenance of the UBE scheme and so, funds allocated for such should not be diverted or corruptly misappropriated.

TARGETING SCHOOL ADMINISTRATORS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

School administrators have a lot of responsibilities, which include managing schools, functioning as heads of the school, heads of departments, managing and hiring teachers and financial planning. School administrators are also key to teachers carrying out their professional development. 1MT wanted to find out ways of influencing the behaviour of school administrators when it comes to continuous professional development.

Below are two formulated plans on how to interest school administrators in professional development. 1MT will likely need to create courses that align with the responsibilities of school administrators, so as to attract them into the teacher training system. After they have seen the benefits of the development programmes they can influence the teachers in their schools to also carry out continuous professional development. Two main approaches were developed for the 1MT team to pursue when it comes to targeting

school administrators with hopes of reaching and influencing more teachers to carry out continuous professional development training.

PLAN A - Targeting Senior and Head Teachers

Questions:

1. How do teachers become head teachers?
2. How do teachers become senior teachers?
3. How do senior teachers become head teachers?

Approach 1 : Short Term Project

For this approach 1MT can potentially develop courses and target current head teachers of schools. 1MT will need to identify the main issues or responsibilities of head teachers. Once 1MT has created the courses that are meant to provide the head teachers with a way to solve the problems that they face in their day-to-day duties, they should be drawn in and appreciate the benefits of continuous professional development. This approach is likely more challenging, but if done well, could achieve results in a shorter period of time.

1MT could also work with respective federal governments to mandate continuous professional development for head teachers. This top-down approach could be a way to enforce participation, though it could turn into more of a box ticking exercise with lack of full engagement.

Approach 2 : Long Term Project, Likely Easier

For this approach, 1MT can develop courses for current senior teachers who are likely to become head teachers in the future. Similar to the approach for head teachers, 1MT will need to develop courses that will help senior teachers with their current responsibilities in their specific contexts and also prepare them for the responsibilities that will come when they are head teachers. This process is meant to educate them on the importance of continuous professional development for themselves, and by extension, the other teachers they are responsible for as well. This approach will likely entail a long term project, but could be easier to implement.

PLAN B - Targeting Professional Bodies

Questions:

1. How are the Professional Bodies in the different African countries involved in the continuous professional development of teachers?

Most African countries have Professional Bodies that are in charge of the teaching profession, but they do not always have the influence to mandate teachers to carry out their continuous professional development. 1MT can identify and work with these professional bodies with the hopes of encouraging more teachers to carry out their continuous professional development. 1MT can also work on improving the way these bodies function, drawing encouragement from African countries that have well functioning systems. One of the changes that 1MT can encourage the Professional Bodies to make includes giving out licenses when teachers follow through on their continuous professional development, which will likely empower them to find work opportunities or get a promotion.

The excerpt below is from the South African Council for Educators (SACE), which is responsible for directing how continuous professional development for teachers is implemented in South Africa. This is an example that 1MT can use when engaging with other professional bodies from other African countries, so as to inspire them with what is working from a similar developing market.

SACE Act no.31 of 2000 as amended by the Basic Education Laws Amendment Act (2011)
Section 5(b) of the SACE Act prescribes the professional development mandatory functions in terms of promoting, developing and maintaining the image of the profession, managing a system for promoting the Continuing Professional Development of all educators (CPTD Management System), advising the Minister on various teacher education and development matters, and researching and developing a professional development policy. In addition, the SACE Act stipulates the professional development discretionary functions in terms of developing resource material and conducting training programmes in consultation with the employers, compiling and printing a professional journal, and establishing educator professional assistance facilities.

BEST PRACTICES FOR ENCOURAGING SCHOOL LEADERSHIP TO BE COMMITTED TO TEACHERS' PROFESSIONAL DEVELOPMENT

There are several factors that affect teachers' involvement in professional development, and support from school leadership is a key one. Given that the leadership of a school is vital to its teachers carrying out their professional development, the 1 Million Teachers team wanted to find information from different African countries about these determining factors. The articles below include research from various African countries and provide perspective on how school leadership affects teachers' professional development.

Factors Influencing Teachers' Active Involvement in Continuous Professional Development: A Survey in Trans Nzoia West District, Kenya. M. David, H. Bwisa. 2013

Key excerpts from the article:

The government of Kenya echoed the same view in the Sessional Paper No. 6 of 1988 when it said that "there is urgent need to develop and promote teacher education programmes if the administration of education in the country is to succeed and national development is to be accelerated" (MOEST, 1988).

Unless all the teachers are involved actively in professional development this will affect the social and the economic contribution they make to the communities and societies of which they are part of.

Kenya Education Staff Institute (KESI) is charged with the responsibility of training and in-servicing teachers but unfortunately it does not have adequate human and financial resources to undertake this task.

Traditional approaches to CPD such as formal courses or one-off seminars are criticized for their shortcomings of being unable to get teachers prepared for the new role of knowledge facilitator rather than knowledge transmitter (Darling- Hammond, 1998).

The teachers who participated more in continuous professional development had college level of education as compared to teachers who had university level of education. The analyses further showed that the male teachers participated more in CPD as compared to the female teachers.

This research analysis clearly showed that the teachers felt that their employer was not committed in ensuring that teachers participated in CPD activities.

The school support involves the school head teachers, head of departments and the school management board being committed in ensuring the teachers attend continuous professional development. Regarding the school support to CPD, 36.9% of the respondents felt that the schools were supportive enough to the teachers who were or wanted to participate in CPD activities.

In analyzing government created opportunities for continuous professional development, 59.70% of the respondents felt that the government was not offering opportunities for the teachers to participate in CPD. This analysis revealed that the teachers felt that the government had not created enough opportunities for the Kenyan teacher to be actively involved in continuous professional development.

This is because the presence or absence of a career development opportunity can influence the active participation in CPD. This shows that the majority felt that the opportunities for career development were limited.

4.6 Challenges Faced by Teachers During CPD The respondents were further asked to list other factors that they considered to be challenges and consequently influencing their active involvement in CPD. The findings were grouped and presented in a frequency distribution as shown in table 4.1 below.

Table 4.1 Challenges of CPD

Challenges	Frequency	Percent
Finances	54	94.50
Time	28	49.00
Lack of school support	22	38.75
Irrelevance of CPD	17	29.80
Lack of Fair opportunities	16	28.00
TSC & MOE policy	09	15.75
High workload	09	15.75
Monotony of content	07	12.25
Lack of monetary value in CPD	07	12.25
Lack of interest to CPD	06	10.50
Family commitment	06	10.50

Recommendations

The teaching profession should be seen as a continuum which includes initial teacher education, induction and continuing professional development. For this to be actualized the work environment should favor professional development.

Leadership support for school-based professional development for primary school teachers: the use of TESSA OERs in schools in Kenya. J. Cullen, F. Keraro, and J. Wamutitu. 2012

Key excerpts from the article:

There is not sufficient capacity to meet those demands through teacher training or continuous professional development (CPD) courses at Higher Education Institutions (HEI)s and teacher training colleges. In many countries in Africa, particularly but not exclusively in the rural areas, in-service training or CPD outside the school is difficult for teachers to access or to finance.

However, leadership is critically important for this kind of school based teacher education. Without the direct and strategic support of school leaders, it is difficult to organise and sustain this kind of CPD. This paper explores the ways in which Egerton University, Kenya, is working directly with headteachers, deputy headteachers, subject panel heads and teachers in collaborating schools to encourage them in their use of school-based professional development using the TESSA OERs.

Pupil teacher ratio (PTR) at primary level averages 45:1 across SSA, the highest of all regions in the world, and this figure increased by 8.2% 1999-2005 (UNESCO 2007a). The challenge is to improve the quality of teaching in classrooms which are overcrowded and under-resourced.

Primary school headteachers will also often be unqualified – in the sense of lacking either a professional qualification in headship or a degree (Bush and Oduro 2006). In some national contexts primary head teachers face the conundrum that because they do not have a first degree, they are not eligible for postgraduate educational administration courses (Onguko et al 2012). For example, in a recent study which involved 328 head teachers across schools in Kenya 38.7% of headteachers were qualified with P1 and only 7% were degree holders (Wasanga et al 2010). Headteachers in Africa may have substantial teaching experience, as this is often the background to promotion to headship (Oduro and MacBeath 2003, Mulkeen 2010) but they may also be political appointments or appointed without having applied (Onguko et al 2012). Headteachers thus may lack what, for example Bush and Oduro (2006) refer to as 'instructional leadership': leadership in/of teaching, curriculum, pedagogy.

A 2009 study of headteacher skills in secondary schools in Uganda for example (DeJaehgere et al 2009) found that school size affected the extent to which headteachers were directly involved in leading on learning, with headteachers in smaller schools likelier to have time to discuss lesson plans and classroom strategies. There is pressure on primary schools to improve the quality of teaching and learning in ways measured by examination results or numbers of their children moving onto particular kinds of schools.

Mulkeen in her 2010 study for example, reports that on average schools in the 8 countries included in the study were inspected less than once a year. Bush and Oduro (2006, p, 370) refer to headteachers "enjoying little support from local or regional bureaucracy".

Oduro and MacBeath (2003) report that headteachers in Ghana, especially in the rural areas, find themselves stretched by both teaching and supervising teaching, with little external support.

The Head Teacher's role

In this paper we are arguing that the headteacher is key to the success of school based CPD, in organising and supporting it. It may not be that in every case the headteacher leads on the professional development of the staff - though this would have obvious benefits for both the teachers and the headteacher – but the support of the headteacher is needed for the success of any initiative. This support might include the practicalities of setting aside time for staff meetings which focus on CPD, approving the use of rooms, providing funding for resources, and so on: altogether making CPD an important part of 'what the school does'. In a study of secondary school headteachers in Kenya 7 out of 10 saw the development of teaching methods and subject knowledge as key in-service training needs for their teachers and overwhelmingly the study found that there are major financial constraints on this when such in-service training involves teachers going out of school (Onderi and Croll 2008).

Onguko et al(2012) in a study in Tanzania report on the general lack of leadership preparation for headteachers.

An Analysis of Continuing Professional Development (CPD) Provisions which are Available to Teachers in Regular Primary Schools to Ensure the Effective Teaching of Learners with Special Education Needs in Zimbabwe. E. Muguwe and T. Mushoriwa. 2016

Key excerpts from the article:

A key factor in the provision of CPD for teachers is accessibility, which includes issues such as availability of courses or programmes, geographical location, appropriate timing, relevance, calibre of trainers, content and modes of delivery.

One of the school heads indicated that some of the heads consulted and worked hand in hand with specialist teachers from nearby special schools. Another school head pointed out that, although staff development was said to be a recognised activity in schools, time for doing it was neither enough nor fixed, but it was usually slotted in the afternoons.

Results on teachers and school-heads preferences of school-based CPD provisions revealed that these two groups of participants have similar preferences of school-based CPD which they regard highly.

School-based CPD allows teachers to have opportunities to engage in CPD activities which are directly related to their classroom practices.

It was, therefore, up to individual school heads to make sure that teachers engaged in some forms of CPD to support inclusive education. The other issue that was raised was that teachers were not really paid on the basis of CPD sessions attended and were not even reimbursed if they engaged in out-of-school-based CPD.

Teachers also lamented lack of funding as the greatest impediment to professional development. Thus teachers suggested provision of free courses by the government. Findings of Liberal Democrats (2014) revealed that schools' CPD budget allocations vary alarmingly, with some funding for CPD in schools being inadequate and patchy. CPD is given relatively low priority in some of the schools. The report recommends that it is important to put professional development back into the hands of teachers and allocate resources to meet their needs for CPD. It is also important that teachers should have considerable flexibility in using their allocation.

Other barriers to accessing CPD provisions are, timing of professional development programmes and lack of relevant programmes.

In the clusters studied by Ridley (2010), head teachers invariably assumed the role of the CPD coordinator along with their many additional roles and responsibilities.

Teachers who participated in the present study indicated that those teachers who are selected to go and attend workshops do not get the time to give feedback. If they are afforded the time to do so, the feedback is just summarised or rushed and little or no learning takes place among teachers.

Teacher Motivation and Implementation of Continuing Professional Development Programmes in Malawi. E. Selemani-Meke. 2013

Key excerpts from the article:

Teacher motivation is critical for the successful implementation of CPD programmes for teachers. If teachers are frustrated and have a low morale during and after CPD training, implementation of what they learn at the training cannot be guaranteed. Inadequate allowances, poor welfare at CPD sites, poor conditions of service in terms of salaries, promotions and accommodation demotivate teachers and the resultant effect is minimal translation into practice of what teachers learn at CPD training. This is because the implementation of any CPD programme for teachers requires commitment and dedication on the part of the teacher. Better ways of motivating teachers need to be explored. There is need for a clear focus on the very serious problem of low teacher job satisfaction and motivation by governments and the donor community. Unless this is done, ambitious efforts to improve primary education provision for every child will founder.

RECOMMENDATIONS

Teachers need to be motivated to seriously commit themselves to the implementation of what they learn from CPD training. From the findings of this study, the following recommendations are put forward:

- CPD programme implementers should consider raising the allowances for meals and accommodation
- The government should seriously look into issues of low salaries for teachers and think of alternative means of supplementing the salaries.
- The Teaching Service Commission (a body responsible for teacher promotions) needs to revisit its promotion procedures as the current system is frustrating and de-motivating teachers.
- Furthermore the government and stakeholders in education should make an effort to construct teacher houses in schools especially rural schools where decent accommodation for teachers to rent is usually not available.

CAREER PROGRESSION & RESPONSIBILITIES OF SENIOR TEACHERS

The school administrative team is usually made up of senior teachers, a deputy head teacher and a head teacher. These school leaders affect how each school is run, and how the teachers are treated and supported. The 1MT team wanted to find out if there is a standard career progression path for senior teachers in African schools. The main finding is that the career progression of senior teachers in African schools is largely not defined, and there is limited support for senior teachers and their responsibilities.

Skills tests for senior teachers South Africa

The process of promoting teachers to more senior positions has largely been very informal, but this article from 2014 indicates how the Department of Basic Education in South Africa wanted to put competency tests in place before promoting teachers to more senior positions.

The main senior teachers in schools are responsible for the teaching component. However, in some schools there are also senior teachers in sport that are responsible for planning, implementing and assessing teaching of sport as well as coordinating.

The role of School Management Team members in the induction of novice teachers in rural schools. N. DANIEL. 2017

The School Management Team is usually comprised of the principal or the Deputy Principal, the HOD or the senior teacher, and is responsible for:

- Discussing the new policies
- Holding workshops on how to deal with issues
- Induction of novice teachers

School Management Team members in rural schools do indeed induct their novice teachers, but that their duties and efforts in this regard are negatively affected by a lack of induction policy, lack of support from the Education Department personnel and a lack of training.

Mentoring Needs of pre-Service Teachers During Teaching practice. A case study at a South African University. 2014. P. Heeralal

Key excerpts from the article:

Hudson,(2008) identifies the following mentoring needs amongst pre-service teachers: understanding of system requirements (curriculum, school policies and assessment),writing of lesson plans, articulate pedagogical knowledge (such as teaching strategies, classroom management, motivating students and dealing with unexpected situations and providing direct and detailed feedback about teaching performance. Hudson, (2002), also suggests that mentors provide constructive guidance such as sharing teaching

experiences and giving clear advice. Pre-service teachers also require constructive feedback on their teaching methods and more opportunities to teach. Blank and Sinderlar, 1992; Klausmeier, 1994 identify time management as another area that needs attention during mentoring.

Mentoring Needs of pre-service teachers:

- Lesson preparation and presentation
- Assessment
- Classroom management
- Time management
- Discipline
- Administrative matters
- Professional Development

Professional development is the extent to which a teacher acquires further and new skills and expertise in, not only in his/her own learning area but more particularly in educational thinking, administration, management, vocational and/technical areas.(PAM Chapter 3). The mentor needs to provide the pre-service with opportunities to become familiar with new developments, thinking and fresh ideas in education. This can be achieved by allowing pre-service teachers to attend workshops and seminars organized by the department of education while the student is doing his/her practice teaching. This will motivate and empower students to get involved in professional development.

Teaching Practice generated stressors and coping mechanisms among student teachers in Zimbabwe. 2012. J. Mapfumo, N. Chitsiko, R. Chireshe

Key excerpts from the article:

The main stressors revealed were problems with difficult learners, low allowances, heavy workload, and shortage of teaching and learning aids and, to some extent, supervision-related matters and the effect of the protracted industrial action by serving teachers that overlapped with the Teaching Practice period in the study. Most coping strategies were in the form of social-support networks, particularly interactions with family and friends.

Table 1 Sources of stress on Teaching Practice

Stressor	<i>f</i>	%
1. Dealing with difficult students	59	24.1
2. Finances	39	15.9
3. Workload	31	12.7
4. Shortage of T/L aids and textbooks	30	12.2
5. The protracted Strike by serving teachers	19	7.8
6. Supervision	18	7.3
6. Accommodation	16	6.5
7. The mentor	12	4.9
8. Relationship with other staff members	11	4.5
9. Recognition as staff members	5	2.0
10. Language Barriers	5	2.0
TOTAL	245	100.0

Female student teachers showed more stress than male student teachers in all the main areas except with respect to finances.

The respondents experienced financial problems. They reported that they had to use their own pocket money to buy teaching aid materials, food, and pay for transport costs. Others reported that they even had to pay rent during the four months during Teaching Practice as the host school did not provide accommodation for them.

Table 2 Coping strategies used by student teachers during Teaching Practice

Coping strategy	Male (<i>n</i> = 39) respondents	Female (<i>n</i> = 38) respondents
1. Socialising with friends and relatives	35	37
2. Creating leisure activities	26	30
3. Going to church	7	10
4. Absenting oneself from duty	4	10
5. Beating students	4	6

Nearly all the coping mechanisms belonged to the area of social support.

The greatest difference between the findings in this study and those by Murray-Harvey (1999) was that Murray-Harvey found that the supervising teacher was the most important source for coping by student teachers on Teaching Practice. There was hardly any mention of the role of the supervising teacher or lecturer as part of the coping mechanism of the student teachers in the present study.

From the interviews, student teachers recommended that the administrators in the various schools should be firmer in dealing with learners who misbehaved against their teachers. One male student teacher from the University said: *"I think the problem is that the heads of schools and other senior teachers do not support the student teachers vigorously. Even when stubborn learners are punished, the punishment is often so light that the learner may believe that the misbehaviour is not serious."*

The problems highlighted in this study indicate the main areas where senior teachers should be able to provide support to other teachers.

Managing the Curriculum in South African Schools edited by M. Coleman, M. Graham-Jolly, D. Middlewood

Key excerpts from the article:

Senior curriculum managers are defined here as principals, deputy-principals and senior teachers who are members of any school management team (SMT). The success of these teams obviously depends partly on their effectiveness in working as a team.

The six main aspects of the roles of the SMT when it comes to curriculum management are:

- Having a view of the whole curriculum
- Having accountability for consistently high standards
- Developing an appropriate culture
- Managing the structures

- Having operational roles
- Managing the involvement of staff in curriculum management

Information below is adopted from an Australian website, some aspects can be relevant and can be used as guides.

Senior Teacher Role

Senior Teachers are experienced teachers committed to high quality teaching and ongoing professional learning. They use their experiences and skills to perform duties in addition to their normal teaching roles, including:

- contributing to curriculum development
- mentoring graduates, returning teachers and those trained overseas
- supervising pre-service teachers
- assisting in the professional learning of colleagues.

A Senior Teacher is a Post Level 1 teacher with the ability to give guidance to less experienced teachers.

Benefits of becoming a Senior Teacher include:

- formal recognition of classroom experience and professional learning
- career advancement that allows teachers to stay in the classroom
- an increase in salary.

What is the Senior Teacher eligibility?

- Qualification
- Working as teacher for minimum time e.g. 5 years
- Registration with board
- have completed relevant professional learning or professional experience in the past five years which is approved by the Department.

Senior teacher participants will:

- investigate current 'best practice' in assessment
- identify what makes professional learning 'effective' and options for future professional learning
- continue to build collegiate networks to support the growth of a Senior Teacher Professional Learning Community
- clarify the Individually Tailored Program element of the Senior Teacher Professional Learning Program and the requirements for Module 4

South African Council for Educators: Senior Teaching and Learning Specialist Job Description

Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities on an outstanding level so as to ensure that the education of the learners is promoted in a proper manner, as well as provide, develop curriculum material, research and present educational issues.

Senior Education Specialist Job Description

To provide curriculum support to educators in schools in areas of specialisation. To provide curriculum management support to Education Specialists and to manage support rendered to schools in areas of specialisation.

	JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
				FUNCTIONAL FIELD	GENERIC	
	Senior Teaching and Learning Specialist	1. Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE 2. Honours Degree in approved field of learning area/subject or phase 3. Master or Higher qualification in approved field of learning area/subject or phase	Registration with SACE as Professional Educator	1. Advanced knowledge of teaching as provided for in the professional qualification 2. Proven specialist skills and advanced competency in learning area/subject field	1. Exceptional teaching skills 2. Exceptional extra- and co-curricular skills 3. Exceptional interaction with stakeholders 4. Exceptional communication skills 5. Skills in coaching and training other educators 6. Exceptional technical/subject knowledge 7. Developed education material for utilisation by educators 8. Illustrated areas of leadership 9. Able to write and present educational documents 10. Curriculum Leadership	1. 15 years of actual classroom educator experience and at least two years service at the school with the designated post.

10.1.2 School-based Specialists

1	Teaching and Learning Specialist	Senior Teaching and Learning Specialist	Apply for upgrading	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. At least 15 years actual teaching experience and two years service at the school.
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Senior Teaching and Learning Specialist

(a) JOB TITLE: Senior Teaching and Learning Specialist

(b) POST LEVEL : 1

(c) THE AIM OF THE JOB:

To engage in outstanding class teaching, including the academic, administrative, educational aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner; to act as mentor and subject specialist to less experienced teachers, students and interns, to participate in and facilitate professional development activities and to provide management support to the management team of the school when and if required.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, but will mainly be as subject specialist with exceptional subject knowledge assisting and training of colleagues. Other duties, to a lesser extent, include, but are not limited to, the following:

(i) TEACHING

* To engage in outstanding class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.

* To be a class teacher.

* To prepare exceptional lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

* To take on a curriculum leadership role in respect of the subject, learning area or phase.

* To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

* To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT



- * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

- * To consider and utilise the learners' own experiences as a fundamental and valuable resource.

- * Develop education material for utilisation by other educators

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.

- * To cater for the educational and general welfare of all learners in his/her care.

- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- * To coordinate and control all the academic activities of each subject taught.

- * To control and coordinate stock and equipment which is used and required.

- * To perform or assist with one or more of other non-teaching administrative duties such as:

- ** secretary to general staff meeting and/or others

- ** fire drill and first aid

- ** timetabling

- ** collection of fees and other monies

- ** staff welfare

- ** accidents

- * To engage in management tasks in support of the school management team.

- * To act as head of a subject, phase or grade in cooperation with the relevant HoD.

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

- * To remain informed of current developments in educational thinking and curriculum development.

- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To cooperate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.

- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

- * To meet parents and discuss with them the conduct and progress of their children.

- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

- * To maintain contact with sporting, social, cultural and community organisations.

- * To have contacts with the public on behalf of the principal.

(vi) Other

- * To act as mentor and coach for less experienced teachers.

- * To collaborate with and support teachers regarding instructional procedures and personal growth.

- * To write and present educational documents at conferences/workshops

HEAD OF DEPARTMENT

(a) JOB TITLE: Head of Department

(b) POST LEVEL: 2

(c) THE AIM OF THE JOB:

To engage in class teaching, be responsible for the effective functioning of the department, supervision of educators and to organise relevant/related extracurricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- * To engage in class teaching as per workload of the relevant post level and the needs of the school.
- * To be a class teacher if required.
- * To assess and to record the attainment of learners taught.

(ii) EXTRA- & CO-CURRICULAR

- * To be in charge of a subject, learning area or phase.
- * To jointly develop the policy for that department.
- * To coordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- * *To provide and coordinate guidance:*
 - ** on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned
 - ** on syllabi, schemes of work, homework, practical work, remedial work, etc.
 - ** to inexperienced staff members
 - ** on the educational welfare of learners in the department.
- * *To control:*
 - ** the work of educators and learners in the department
 - ** reports submitted to the Principal as required
 - ** mark sheets
 - ** test and examination papers as well as memoranda
 - ** the administrative responsibilities of staff members
- * To share in the responsibilities of organising and conducting extra and cocurricular activities.

(iii) PERSONNEL

- * To advise the Principal regarding the division of work among the staff in that department.
- * To monitor and evaluate the performance of educators
- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

(iv) GENERAL/ADMINISTRATIVE

- * To assist with the planning and management of:
 - ** school stock, text books and equipment for the department
 - ** the budget for the department and
 - ** subject work schemes
- * To perform or assist with one or more non-teaching administrative duties, such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents
- * To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent.

(v) COMMUNICATION:

- * To cooperate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
- * To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
- * To meet parents and discuss with them the progress and conduct of their children.

- * To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To cooperate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the Principal.

Proposed 1MT Plan for Senior Teachers

After reviewing the responsibilities of senior teachers, 1MT can develop a package of courses that provide them with the knowledge that they need to best perform in their roles, with an emphasis on supporting other teachers. Some of the courses can be on leadership and others can be more technical (i.e. improving the curriculum and the quality of teaching in the school). Below are a few examples of courses based on the key responsibilities:

- How to contribute to curriculum development? Senior teachers will help other teachers by contributing helpful resources and information as the teachers are developing their curriculum for their various classes.
- How to mentor graduates, returning teachers and those trained overseas? Senior teachers will be responsible for mentoring teachers and making sure that they are familiar with everything pertaining to their different roles.
- How to supervise pre-service teachers? Senior teachers will be responsible for supervising pre-service teachers and thus need the expertise to do so well.
- How to assist in the professional learning of other colleagues? Senior teachers will be responsible for assisting teachers with their professional development.

RESPONSIBILITIES OF HEAD TEACHERS

Head teachers are the most senior leadership in schools, holding the largest responsibility when it comes to the running of all day-to-day school activities as well as more general management of schools such as handling financial accounts and hiring of new teachers. The main findings below show that the career progression of head teachers in African schools is not defined, and there is no standard training provided to support the head teachers with their responsibilities.

Ugandan secondary school headteachers' efficacy: What kind of training for whom? J. DeJaeghere, R. Williams, R. Kyeyune. 2008

Key excerpts from the article:

School management, and the roles of headteachers¹) principals (or while less researched, plays a pivotal role in implementing school reform and increasing the quality and efficiency of schools, particularly with increasing decentralization (Bennell and Sayed, 2002; De Grauwe, 2001; Gaynor, 1998; Perraton et al., 2002; Togneri, 2003)

In sub-Saharan Africa, secondary headteachers have little opportunity for advanced education and training, which the scholarship on school leadership asserts is important to assist them with their roles and responsibilities (Daresh, 1998; Riley, 1999; Kucera and Stauffer, 2003). Mulkeen et al. (2004, 2007) find in their extensive review of the literature on headteachers' training, that few educational programs exist in sub-Saharan Africa for the training and development of secondary headteachers (see for example, De Grauwe, 2001; Dadey and Harber, 1991). Despite the lack of available training for headteachers, policy makers recognize the need for policies and practices that improve school management, and this is particularly true in Uganda (Government of Uganda, n.d.).

Policymakers are not clear on which skills are most needed and how to best provide effective training for those skills.

The analysis of these data suggests an argument for targeting headteacher training at specific groups and related to specific needed skills. One of the rationales for targeting headteacher training, like other strategies to improve educational quality (see Anderson, 2005), is that it can potentially have a greater impact and make the most efficient use of resources. A lack of any training for these school leaders suggests some training is needed for all secondary school headteachers, but that training should be targeted and adapted based on specific needs and other factors, as discussed in our findings.

Research on school leadership and management includes various domains of headteachers' work for which they need to be adequately prepared. Administration and management is one of the core domains of headteachers' work. These skills include financial and resource management of schools. Other research differentiates between administration and management, and leadership, or the ability to set a vision, motivate and enact the vision among stakeholders (e.g., Northouse, 2007; Posner and Kouzes, 1988). A growing body of research suggests that head teachers, particularly in decentralized systems, have an instructional and supervisory role (Togneri, 2003; De Grauwe, 2001; World Bank, 2005). Finally, and again related to decentralization and school-based management systems, headteachers play an increasing role in community relations, including relations with parents, boards, community organizations, and government officials as stakeholders.

The administration and management dimension broadly includes skills related to communication, problem solving, and conflict management. The leadership scale assesses developing a mission and strategic plans, and monitoring goals. The instruction and supervision scale is comprised of items related to knowledge of curriculum changes, providing instructional feedback and support for teachers' professional development. Finally, the community and government relations scale assesses the involvement of parents/guardians, community stakeholders in school affairs and relations with ministry officials.

From the perspective of headteachers and the quality of the school, having the appropriate and necessary knowledge and skills to effectively manage and lead these schools is a crucial consideration. Our findings suggest that for these three regions of Uganda, the MoE should consider location and school size when developing and targeting training. In addition, training should include both deputy and headteachers. Finally, certain skills are more urgently needed than others when considering the development and provision of training. Training for deputy headteachers should address skills such as preparing budgets, managing overall school performance, identifying teachers' training needs, working with community members in

fundraising, and working with Ministry officials. These may not be responsibilities that deputies immediately use; they are, however, needed skills when they move up in their positions.

Further, if deputies feel more confident in these skills, head teachers may be able to delegate authority for some of these functions, particularly as school management becomes more complex.

In our analysis, headteachers and deputy headteachers outside of Kampala, noted lower levels of confidence. One of the possible reasons for this may be that the most experienced headteachers are deployed in the better resourced schools in Kampala, and the newest and poorly resourced schools are often assigned inexperienced headteachers.

The differences among head teachers' confidence in the rural and urban localities also suggests that training needs to take into account the context of the area in addition to the skills. For example, training may also help identify resources within or outside of the community for headteachers from the rural locations to readily access assistance and information.

The Role of Head Teacher in Improvisation and Maintenance of School Plants. Y. Adeoye, A. Tayo. 2012.

Key excerpts from the article:

The term school plant includes the site, the building and the equipment. It includes permanent and semi permanent structure as well as items such as machines, laboratory equipment, the blackboard/chalkboard the learner and teacher tools.

The head teacher as the custodian of the school plant must ensure the proper utilization and maintenance of the school plant in order to prevent loss of time, money and space. He has the responsibility of ensuring that school plants are well protected against fire outbreak, pests as well as thieves and kept in functioning conditions. In the view of Olagboye (1998), Ajayi (2007) and Yusuf (2008) school heads are to mobilize and motivate their staff and students to imbibe and internalize the maintenance culture. They added that school heads, through close supervision of the staff, students and members of the community, must ensure that:

- (a) Equipment and facilities to be serviced, repaired and overhauled are actually serviced, repaired and overhauled.
- (b) School properties should neither be misused nor converted into private property.
- (c) No component of the school plant must be illegally commercialized by individuals.

The school administrator should use some strategies for school plant maintenance, in order to ensure that all the school plants are in a functional state throughout the year. Perhaps this is the reason why Fadipe (1998) and Ajayi (2007) suggested five-fold strategies that will make head teachers put school plants into functional state throughout the school year these are:

- (i) Psychological build up of staff and pupils: This involves inculcating in all members of the school community and spirit to use and handle the school plants with care.
- (ii) Periodic inspection and classification of damaged infrastructure. Pupils and teachers should be involved in this area since early detection of problems on school plant any of its components will save a lot of

problems. The head teacher should engage in periodic inspection of school infrastructural facilities with a view of detaching damages, faults and deficiencies and rectifying them.

(iii) Committee system approach: The head teacher can set up a number of committees which will be made up of some responsible teachers and students, to receive all complaints on damages, deterioration, faults and deficiencies in various aspects of school plants. In view of this a number of committees and sub-committees could be set up to handle maintenance and repair activities in the school system.

(iv) Community participation approach: The members of the immediate community in which a school is established should be involved in the repairs and maintenance of a school plant. Professional members of the community especially those who are PTA members should be actively involved in the maintenance of school plants of minimal cost.

(v) Financing maintenance cost internally: The head teacher must be resourceful in generating fund internally within the limit of government's regulations, to maintain the school plant. In view of the fact that enough funds may not be made available to public school by the government for school plant maintenance, the head teacher should be aggressive in generating fund from the following internal sources of revenue, appeal to philanthropists to donate for repairs of school plants, appeal to old students to donate for maintenance and even replacement of school plants, sales of school agricultural and Arts products and charges for the use of school plants such as halls, sports, field and so on.

Headteacher Preparation in Mzuzu, Malawi, Africa. N. Wamba. 2015

Key excerpts from the article:

The research examined the in-service experiences of seven headteachers in Luwinga ward in Mzuzu, Malawi, and the challenges they encountered in their first year on the job.

Malawi has limited Teacher-Training Colleges where primary and secondary school teachers are trained. Pre-service training for teachers takes two years. However, there are no formal training institutions for headteachers despite the fact that the relationship between successful school leadership and effective school has been firmly established in scholarly literature. The appointment of headteachers in Malawi is ad hoc or follows an apprenticeship model in which upcoming headteachers learn from current headteachers (National College for School Leadership, 2001; Bush, 2003). The lack of school leadership preparation programs prevents Malawi in its efforts to reach its education Millennium Development Goals and carries implications for NGOs working in the education sector. Moreover, research on the preparation of school leaders is sparse and almost nonexistent in Malawi.

5.1 Participants' Background

Seven school head teachers participated in this study. Before their current job as headteachers, three of them were strictly classroom teachers with teaching experiences ranging from six to thirty-five years. Five of them were newly appointed headteachers with two years of experience or less. One headteacher worked for the Ministry of Education before being appointed to the headship of a school. He was the veteran headteacher in the group with thirty years experience. The other three participants held various positions in the school in addition to teaching duties; one was a school deputy headteacher. She had three years experience on the job. The other was a distinguished teacher who became a Malawi geography chief examiner and had twenty years of experience as headteacher. The third one was a former teacher with three

years of experience who decided to go to the university for a certificate in education. Their paths to school headship were unorthodox and unscriptural.

5.3 Training

Formal training for headteacher jobs is essentially nonexistent. However, as was mentioned in the review of literature, the Department of International Development, the World Bank and the African Development Bank organized three short term (a week to a month long) leadership training institutes. These training programmes were available to a select few group of headteachers who were able to take advantage of these institutes.

The following table (Table 1) summarizes the skills required by the participants to become headteachers:

Table 1. Skills and competencies required for school headteachers

Rank	Cluster	Competence indicators
1	Staff management skills	Ability to work with teachers to promote team work, to manage conflicts, provide professional development, evaluate teachers and staff.
2	Financial management skills	Ability to keep records, to balance books, to judiciously use the petty cash.
2*	Decision-making	Ability to be discriminant in making decision, fairness, integrity, honesty.
2*	School & community	Ability to work with people in the community, including parents, community leaders, community-based organizations, churches etc.
3	School overcrowding	Ability to understand school overcrowding and its implications on staff work and school resources and the ability to develop creative ways to address it.
3*	Resources	Ability to seek external development funds.
3*	Shortage of teachers	Ability to address this issue in working with the community and the ministry.
3*	Strategic Planning	Ability to develop a school vision and a plan to meet that vision

* indicates a tie in their rank.

Examples of courses that 1MT can develop for head teachers:

- Administration & Management
- Leadership (especially focused on women)
- Instruction & supervision
- Community & Government relations
- How to care for school resources and developing structures for resource maintenance
- Financial management
- Working effectively with limited staff/teachers
- Strategic planning for schools
- Decision making for leaders
- Teacher training implementation strategies
- Applying and understanding government policies that affect schools
- How to equip aspiring and current female head teachers for success

The 1MT team may choose to create a package of courses that is focused on the skills needed by senior or head teachers, with the above being just a few examples of the kind of course content that could prove to be valuable for these roles.

CHALLENGES FACED BY FEMALE HEAD TEACHERS IN SUB-SAHARAN AFRICA

Throughout the process of carrying out this research, a common theme we kept coming across was around the additional challenges faced by female teachers and head teachers in their profession. The research below highlights some of the main problems faced by female head teachers.

Towards more female head teachers in Somaliland. Global Partnership for Education 2017.

Key excerpts from the article:

In Somaliland, more than 50 female teachers recently completed a two-year training in school management and administration funded by the Global Partnership for Education and supported by [UNICEF](#).

The training program paves the way for these teachers to grow into roles as head teachers and assume leadership positions in schools. The training was implemented by the Somaliland's ministry of education through four local universities.

In Somaliland there are over 1,000 head teachers but only 3% are women. While there has been a slow but steady increase over the last few years in the number of female classroom teachers, gender inequity at the school management level persists for a variety of reasons, including lack of opportunities.

The ministry is committed to increasing the number of female head teachers because of the positive multiplying effect of this strategy across the education system. With only 15% of all teachers being female, it is hoped that having females in management positions will provide the much needed role models that will attract more female secondary school graduates into the teaching profession.

Furthermore, having a female head teacher who will be protective of girls is believed to positively impact parental choice with regards to sending their daughters to school.

The challenges faced by female teachers in assuming leadership roles in schools: A study of two schools in Pietermaritzburg and two schools in a small town just outside Pietermaritzburg. Y. Govinden

Key excerpts from the article:

In this article Moorosi's argument is based on findings from a study conducted in 2005 on the experiences of female principals in secondary schools in KwaZulu-Natal. The Study revealed that, while the number of women in management positions has increased this is still at the lower levels of management.

This is in agreement with what the Department of Education (2005) has on record that 66% of Heads of Department are indeed occupied by women. While it can be argued that this is good progress in terms of addressing gender equality in the management of schools the study reveals that this is not so high up the promotion ladder. According To the study's findings, women deputy principals and principals only makeup 41% and this is in the primary schools, and men although occupying only 31% of the provincial teaching profession, are far more highly represented at 59% in management positions.

In trying to answer the question as to just how complex the situation of being a principal is for women and what makes it so bad that many want to leave, the study also revealed the following:

- Female participants in this study were appointed as principals by default rather than by design.
- Although there exists a high level of awareness around policy, in advocating the need to appoint more female principals, many disabling factors still abound.
- There is the misconception that once females are appointed as principals, "they have chiseled through the glass ceiling and their troubles are over and are no longer victims of 'subtle and sinister prejudicial treatment'."

CHALLENGES FACING FEMALE HEADTEACHERS IN MANAGEMENT OF TEACHING IN PUBLIC SECONDARY SCHOOL – KONDOA DISTRICT.

Key excerpts from the article:

Nkumalo (2006), conducted studies in South Africa on "Challenges faced by women as school managers in Wainbaths area". The study showed that the challenges faced by female managers that hinder them from achieving true equality in relation to their males colleagues could be divided into three categories, those challenges within the school and those within those within the person herself.

Kamau (2004), conducted study on the problem faced by female head teachers in administration of secondary school in Thika district, Kenya. The study found that sex roles stereotyping, insecurity in schools, roles as well as personal barriers are major challenges faced by female headteachers in the administration of secondary.

Omboko, F and Oyoo, S.(2011), showed that female headteachers faced a lot of challenges because of their gender including rejection, threats and discrimination and in addition needed demands of administration and their roles as wives and mothers were major challenges to be encountered for effective performance.

From the findings of the above studies, sex role stereotyping, cultural traditions, negative perception from teachers to female head teachers, dual responsibilities of motherhood and school manager are major challenges faced by female principals in management of secondary schools. The studies reviewed here were conducted in Turkey, USA, South Africa, Thika- Kenya and Dar-es-Salaam-Tanzania, however there is no

study conducted on Challenges facing female head teachers in the management of teaching in public secondary school in Kondoa district.

THE CHALLENGES FACED BY FEMALE PRIMARY SCHOOL HEADS: THE ZIMBABWEAN EXPERIENCE. A. MAKURA

Key excerpts from the article:

In summary, the analysis revealed that female primary school administrators face unique obstacles in their substantive posts in school administration. Organisational factors, colonial legacy and 'the self' were cited. Subordinate teachers posed the single biggest threat to the effectiveness of the female heads. Male teachers were uncooperative and non-supportive. Shortage of funds and materials like books and equipment also affected the schools. The surrounding community was reportedly uncooperative. Other problems mentioned included, lack of power to use school funds by female heads, a conflict of administrative and instructional roles and shortage of transport. Minor, but nevertheless important problems cited included tribalism, verbal abuse, heading of small non-prestigious schools, and high fees paid by pupils and the effects of colonialism.

CHALLENGES FACED BY WOMEN HEAD TEACHERS IN PUBLIC PRIMARY SCHOOLS IN MBOONI EAST DISTRICT, MAKUENI COUNTY. D. MWANZIA

Key excerpts from the article:

The objectives of the study were to establish the ratio of head teachers per gender, identify the personal challenges faced by women head teachers and identify the external challenges faced by women head teachers in Mbooni East district, Kenya. The study established the ratio of women head teachers to that of men was 1:6, the community was gender irresponsible, limited resources, negative attitudes of the society, reluctance in applying for the posts, disrespect and stereotyping by male counterparts, lack of role models, dealing with difficult teachers and SMC members as well as home-work conflicts. The report recommended that the government implements the new constitution on the gender policy, TSC to give equal priorities to all gender, strengthen INSETS, workshops and seminars to prepare teachers and newly appointed heads and deputy head teachers for administration and management and ensure good gender staffing.

WOMEN TEACH AND MEN LEAD? GENDER INEQUALITY IN SOUTH AFRICAN SCHOOLS EXAMINED

Women make up over 70% of state-paid teachers

The chief director of media liaison and communications in the basic education department, Elijah Mhlanga, gave Africa Check the latest numbers on teachers working in public schools.

In June 2018, there were 387, 328 teachers and principals on the government's payroll. Women made up 72.5% of state-paid teachers, but only 37.3% of principals.

	Teachers		Principals	
Female	265,179	72.5%	8,070	37.3%
Male	100,528	27.5%	13,551	62.7%
Total	365,707		21,621	

CHALLENGES FACED BY FEMALE TEACHERS IN AFRICA

Following on from the research above, the research below highlights the majority of the problems faced by female teachers in African schools. Some of these problems include discrimination on the basis of sex, lack of support for female teachers and lack of consideration of family responsibilities.

WHAT DO WOMEN TEACHERS IDENTIFY AS BARRIERS TO PROMOTION? L. Chabalala. 2006

Key excerpts from the article:

The data analysis and interpretation revealed the following major themes:

- discrimination on the basis of sex
- stereotypes that believe that men make better managers
- fear and lack of self-esteem
- unavailability of structured support for women teachers

Women teachers matter for girls' educational success in Francophone Africa. J. Lee , D. Rhee , R. Rudolf. 2018.

Key excerpts from the article:

Teaching is becoming a female-dominated job in most of the world. Women make up the majority of teachers in a primary school in both developed (84.5%) and developing countries (59.3%). However, this is less true in sub-Saharan Africa (44.9%) according to the [UNESCO Institute for Statistics](#) (UIS, 2017). Women teachers are still the minority in many countries in Western and Central Africa, regions that lag behind in the education of girls.

Challenges facing female teachers in performing their duties: a case of secondary schools in Bumula Division, Kenya

Key excerpts from the article:

The study examined challenges facing female secondary school teachers of Bumula Division in performing their duties. Female secondary school teachers form the majority among late comers, absent themselves

from school, lag in syllabus coverage and rarely meet deadlines, tendencies that result into low productivity in their teaching duties. Analyzed results at Bumula Division level(2008) reveal miserable mean grades of subjects taught exclusively by female teachers. The purpose of the study was to investigate challenges experienced by female secondary school teachers as they perform their duties. As such the study sort to achieve three objectives. Establishing challenges faced by the female secondary school teachers was the first objective, determining the effects the challenges have on teaching duties and investigating ways to mitigate the challenges were the second and third objectives respectively. Relatively, little is in the literature on female secondary school teachers challenges. However, challenges affecting women in general are dealt with in the literature review section. Adopting a descriptive survey research design, the study's sample of thirty eight female teachers in six secondary schools was obtained by purposive sampling. Sampled schools have five or more female teachers. Questionnaire was the main data collection instrument whose validity and reliability was ensured by test -retest technique. Descriptive statistics was used to analyze the collected data. Results from the analyses show that:

- Respondents view 18-26 lessons per week a challenge
- Respondents endure late adjournment of meetings
- Respondents are challenged by large class sizes of 50 or more students.
- In the category of social challenges respondents:
 - find carrying school work home a challenge
 - are challenged by their marital status
 - find menstruation an unpleasant experience
 - arrive to school late due to attending to their young children
 - have experienced milk letdown during lesson sessions while
 - view pregnancy as a challenge
 - are financially challenged
 - are uncomfortable with some topics in their teachings subjects so either skim over them or avoid them completely

As a result of the above challenges, 26(9.11%) respondents are demoralized, 20(7.0%) find teaching tiresome while 10(3.5%) are not effective in class control. The researcher recommends provision of a conducive environment by schools to female secondary school teachers in order to perform their duties effectively and efficiently.

PROBLEMS OF FEMALE SCHOOL TEACHERS IN KERALA. B. NATH. 2008

Key excerpts from the article:

This paper is an Indian study, but some of the problems faced by female teachers are universal like the ones shown below:

1. Majority of female teachers working at different levels are facing Personal problems, Familial problems, and Professional problems; and the problems faced by them are more or less similar in nature regardless of the level in which they are teaching.
2. Among the familial problems, cooperation of family members was identified as the major problem area. Majority of respondents do not get cooperation from spouse and children in family and household matters. So that they themselves should complete all those works after returning from

school. Majority expect support from their spouse in household works, and in supervising studies of children, but the support available is only marginal.

3. Huge syllabus, very high pupil – teacher ratio, unnecessary emphasis on clerical works related to documentation of evaluation, Evaluation of fairly large number of students, loss of working days, the tension caused by the existing system of education, lack of enough reference materials, inadequate support from colleagues and head of the institution, inadequate in-service training etc . are the major professional problems of majority of teachers.
4. A teacher of science subjects in some school has to instruct, evaluate, and grade up to 500 or more pupils at secondary level. The number of pupils may have increased up to 1500 in the case of teachers teaching Music, Needle work & Physical education. This is really impractical to evaluate and grade such a large number of students by a single teacher.

Teaching and Learning International Survey (TALIS) 2019 report

Key excerpts from the article:

A large-scale study investigating the condition of the teaching and learning environment in schools across participating OECD (Organisation for Economic Co-operation and Development) countries and partner countries.

About 60% of teachers in South Africa are women and 40% are men.

The report also highlighted **gender disparities** in the teaching profession in the country, where 60% of teachers are female, yet only 20% of principals are women.

Classroom size was also highlighted as a huge challenge by teachers. This was particularly evident in a question posed to teachers regarding where they would prioritise their spending if given the opportunity.

At least 88% of teachers surveyed reported that attending and participating in courses and seminars had a positive impact on their teaching practice.

PROBLEMS FACED BY STUDENT TEACHERS IN AFRICA

Teachers in training also known as student teachers experience a range of challenges as they pursue their professional qualification. This is an area where 1MT could positively impact by finding a way to address the challenges the teachers in training face. 1MT could also target this category of teachers, so as to influence them to see the benefit of continuous professional development for their careers which are just beginning, thereby ensuring the next generations of teachers are well supported and equipped from the time their careers start going forward.

Challenges Encountered by Student Teachers in Teaching English Language during Teaching Practice in East London, South Africa. J. Foncha, J. Abongdia & E. Adu. 2017

Key excerpts from the article:

The study examines some challenges faced by student teachers during their professional teaching practice, these include among others; school placement, resources, learners discipline and classroom management, supervision and support, and observations.

The data was thus analyzed through the use of content analysis and the findings suggested an exposure of the student teachers to a learning environment in which they can contextualise the theoretical knowledge they gathered during their training. The study therefore recommends that students should have multiple pre-service training before they complete the program.

Teaching practice: a make or break phase for student teachers. E. Kiggundu, S. Nayimuli. 2009

Key excerpts from the article:

The findings in relation to the influence of the mentors in the present study varied from student teacher to student teacher. Some mentors effectively fulfilled their role of guiding student teachers. They offered student teachers under their supervision guidance and showed them what to do. Some student teachers echoed the description by Marais and Meier (2004:230) of mentors as being exemplary role models who set a worthwhile example to follow.

Although some student teachers indicated a supportive relationship with the mentors, some respondents were dissatisfied with the relationship between mentors and student teachers. They experienced feelings expressed by Maphosa *et al.* (2007:300-303) that the mentors saw student teachers as relief teachers, who ended up taking full loads while mentors took a back seat. This disheartened the student teachers because such behaviour is contrary to the concept of mentorship as described by Maphosa *et al.* (2007) in which the mentor operates normally in his or her classroom with the student teachers observing and learning and not given full charge of classes when they would still be learning the trade.

While some mentors overloaded student teachers, other mentors did not have confidence in the student teachers and consequently they would not leave their classes in the student teachers' care. Others would not let student teachers teach at any time because they felt that student teachers were delaying and wasting learners' valuable time and they had to finish the syllabus before the end of the year. This resulted in the student teachers getting discouraged and experiencing feelings of inadequacy and loss of confidence in their ability to teach. Such feelings of inadequacy could have negatively influenced student teachers' perception of the teaching profession.

The way in which student teachers were received and treated varied from one school to another. The majority of student teachers in the present study attested to the fact that they were not well received and introduced at their schools of placement and that resulted in other teachers and learners not respecting them. This significantly influenced student teachers' performance during teaching practice and negatively influenced their perception of the teaching profession in general.

Learner discipline was a serious restraint for the student teachers. The teaching environment did not allow student teachers to execute what they had learnt at university. There is a possibility that student teachers

had not been fully prepared for the real environment in which they were supposed to teach. Most student teachers, having originally come from other countries, must have experienced a cultural shock, which might have sent them into a state of mental paralysis.

STUDENT TEACHERS' EXPERIENCES OF TEACHING PRACTICE AT OPEN AND DISTANCE LEARNING INSTITUTION IN SOUTH AFRICA. S. MOKOENA. 2017

Key excerpts from the article:

The study revealed that student teachers experienced challenges with regard to on-time placement in schools, supervision and mentoring. Based on the findings, recommendations were made: Among others was that mentors and university contracted supervisors should be constantly empowered through workshops to work effectively in leading and guiding student teachers. On the issues of placement of students in approved schools, the university should consider implementing a system which will enable students to place themselves online. Placing students in approved schools is a major challenge for the ODL institution in South Africa given the great number of students that have to be placed in schools every year and the slow pace at which the institution is moving to integrate technology in addressing the problem.

Challenges Experienced by Pre-Service Teachers in the Post-Graduate Certificate in Education Programme at a South African University. P. Muzindutsi. F. Khanare. 2018

Main points from the article:

Table 5: Additional challenges mentioned by participants

Challenge	Distribution
Planning and time tabling (attending long hours, traveling only for submission of assignments)	32%
Heavy work load	31%
Found the organisation of the programme or some modules challenging	29%
Cost of going to high school for TP	21%
Struggled with academic writing in education, such as writing coherent assignments and referencing	21%
Not equipped to deal with admin issues and other extra-curriculum activities	20%
Class presentations	18%

Findings of this study revealed that challenges faced by the pre-service teachers were related to pedagogical terminologies and the learning style used in education, the structure of the PGCE programme and students' background from their previous qualification.

Pre-service teachers' professional learning experiences during rural teaching practice in Acornhoek, Mpumalanga Province. T. Nkambule, T. Mukeredzi. 2017

Key excerpts from the article:

Mentors have potentially significant influence over preservice teacher orientations, dispositions, conceptions and classroom practice as they professionally guide and interact with them during teaching practicum period. Ideally, they are expected to model commitment, efficiency, responsibility and enthusiasm

(Bloomfield,2010), wherein this case,they ought to have been guiding and directing students towards the specificities of the classroom and school context. Johnson (2010) points out that in the absence of classroom initiation by mentor teachers, trainees may struggle to cope in the classroom. Thus, lack of mentor support reflected in the comments tends to under-mine trainees' critical role, and professionalism as school-based teacher educators. On the contrary, other students experienced beneficial mentoring through effective mentor modeling lessons, and offering constructive criticism and feedback that nurture students into competent practitioners (Florian, 2013). It is often through guidance, support and rigorous practices, that student teachers can plan, teach and evaluate work in an honest and professional manner. In addition, the amazement, mind shift, and interesting experiences that were reported appear to have been a result of exposure to a different WSRTEP teaching practicum model,which probably challenged student teachers' taken for granted assumptions about rural schools, teaching and learning. The normative Teaching Practice in urban/township schools was challenged in the rural area, as student teachers were obliged to adapt their way of teaching to suit the context. It is also important that a professional relationship between pre-service teachers, mentor teachers, and the School Management Team is developed and maintained, while students are on Teaching Practice in rural schools, so as to ensure that they learn about the profession and the school-wide context. The mentor teachers know the context better than the students, and are expected to guide them appropriately.

Student teachers also reported on the value of a well-run school and collegiality, so as to ensure a good culture of teaching and learning. In the schools visited, leadership was perceived to be in "ICU", implying that it was ineffective because schools were 'chaotic', due to the lack of or little visible leadership necessary to make sure that teaching and learning took place. Professional learning experience is not only about the teaching and learning in the classroom, but student teachers learn everything about the schools, making it important for school leadership to ensure that schools are run professionally. Thus, if pre-service teachers experience a lack of professionalism and poor culture of teaching and learning in rural schools, they might not be encouraged to go and teach in such contexts. It is particularly important in rural schools to have effective school leadership, because these schools struggle to attract experienced and new teachers, as compared to township schools that continue to have quality teachers, irrespective of challenging professional conduct.

RESEARCH LIMITATIONS

The lack of availability of specific, up-to-date literature and data relating to teacher professional development in African countries of interest.

WAY FORWARD

1MT to design learning journeys for senior teachers, head teachers, female teachers and student teachers to support them in their roles.

1MT to work closely with professional bodies that manage teacher continuous professional development in the different African countries of interest to influence the adoption of proven methods that have successfully worked to ensure that teachers are regularly carrying out training.

RESOURCES

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STUDENT TEACHERS' EXPERIENCES OF TEACHING PRACTICE AT OPEN AND DISTANCE LEARNING INSTITUTION IN SOUTH AFRICA. S. MOKOENA. 2017

Challenges Experienced by Pre-Service Teachers in the Post-Graduate Certificate in Education Programme at a South African University. Paul-Francois Muzindutsi. Fumane Khanare. 2018

Pre-service teachers' professional learning experiences during rural teaching practice in Acornhoek, Mpumalanga Province. T. Nkambule, T. Mukeredzi. 2017

FURTHER DATA SOURCES

Factors influencing teacher performance in the implementation of geography curriculum in public secondary schools in Imenti South sub-county, Meru county Kenya. Miriam Gikunda. 2016

Factors affecting the performance of teachers at higher secondary level in Punjab. M. Akram 2010

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