



060045567X

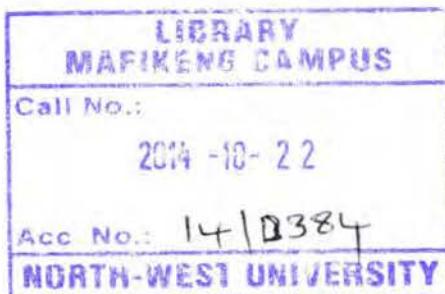
North-West University
Mafikeng Campus Library

**A CASE STUDY OF FACTORS INFLUENCING GENDER REPRESENTATION
PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS IN HIGH SCHOOLS IN
PHOKENG AREA**

**H.B. MAUTLE
STUDENT NUMBER: 23237546**

Mini-dissertation submitted in Partial Fulfilment of the Requirements for the Degree in Master of Education in Educational Management at the Mafikeng Campus of the North-West University

SUPERVISOR: PROF. C. ZULU



OCTOBER 2013

DECLARATION

I, Herman Boiki Mautle hereby declare that this dissertation for a Master Degree in Educational Management in the Faculty of Education, School of Post graduate Studies, of the North-West University, Mafikeng Campus is my original work and has not been submitted before. All the sources used or quoted have been indicated and acknowledged by means of complete reference.

CERTIFICATE OF ACCEPTANCE

This mini-dissertation entitled: "A case study of factors influencing Gender representation patterns in Educational leadership positions in high schools in Phokeng area", written by Herman Mautle (Student No. 23237546), is hereby recommended for acceptance for examination.

Supervisor: Professor C.B. Zulu

ACKNOWLEDGEMENTS

I hereby wish to express my heartfelt thanks and gratitude to the following people:

- Almighty God, for the strength to complete my study;
- Professor C. Zulu, University of North-West, Mafikeng Campus, for her professional guidance, encouragement and assistance as my supervisor;
- Mr. K.S. Sedumedi, my typist for his valued assistance, suggestions and comments;
- my wife Selinah, for her encouragement as well as my children and co-workers for their patience and support;
- to all the participants, for sharing their experiences and challenges with me; and
- to Dr. Mouton for her assistance with the language editing of my study.

DEDICATION

This study is lovingly dedicated to my children and my wife Selinah. My greatest personal accomplishment has been my family. It has been through their understanding and encouragement that I have been able to succeed in my educational endeavour.

ABSTRACT

This study seeks to investigate factors influencing gender representation patterns in educational leadership positions in high schools around Phokeng. In South Africa and some other countries, teaching in schools remains a profession where women are highly represented, but women continue to be under-represented in educational leadership positions. Male over-representation in the leadership and management of educational institutions is internationally known and documented and persists despite the availability and implementation of gender equity acts and policies.

The study used the case study approach, underpinned by feminist theory to investigate factors that influence gender representation patterns in high schools around Phokeng. Semi-structured interviews and open-ended, qualitative questionnaires were used to collect data. A total of 12 purposefully selected participants were included in the study: four principals, four deputy principals and four heads of departments.

Data was collected on the following areas: The nature and extent of gender representation patterns in educational leadership positions; possible reasons for the current gender representation patterns in educational leadership positions in high schools in areas around Phokeng; strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education.

The findings reveal that women represent a high percentage of employees of the education system, but women continue to be under-represented in educational leadership positions. Furthermore, the study found that gender stereotypes, family responsibilities, low self-image and self-esteem as well as lack of confidence are some of the reasons for under-representation of women in educational leadership positions. The investigation also established that the implementation of the Employment Equity Act and similar policies should be intensified in all educational institutions as one of the strategies to close the gap of under-representation of women in educational leadership positions.

The main recommendations emanating from the study are that women teachers need training to equip them with appropriate knowledge and skills; therefore they should be capacitated to improve their self-image, self-esteem and should acquire strategies to balance their family responsibilities with

their work life. In that case, society can improve its perception about women, practical affirmative action strategies could be employed to improve the representation of women in educational leadership and to promote non-discriminatory working relationships and respect for diversity in a job situation.

KEYWORDS

Gender Representation patterns, under-representation, women, educational leadership, gender equity and high schools.

TABLE OF CONTENTS

Declaration	i
Certificate of acceptance.....	ii
Acknowledgement.....	iii
Dedication.....	iv
Abstract.....	v
Keywords.....	vii
Table of Contents.....	viii
CHAPTER 1.....	1
ORIENTATION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND RATIONALE	3
1.3 STATEMENT OF THE PROBLEM	4
1.4 RESEARCH DESIGN AND METHODS	5
1.4.1 Research method	6
1.4.2 Research participants and sampling	7
1.5 DATA COLLECTION AND RECORDING	7
1.5.1 Semi-structured interview	8
1.5.2 Open-ended questionnaire	8
1.5.3 Documents	8
1.6 DATA ANALYSIS	9
1.7 TRUSTWORTHINESS OF THE STUDY	9
1.8 RESEARCHER'S ROLE	9
1.9 DELIMITATION OF THE STUDY	10
1.10 LIMITATION OF THE STUDY	10
1.11 SIGNIFICANCE OF THE STUDY	10

CHAPTER 2.....	15
LITERATURE REVIEW	15
2.1 INTRODUCTION.....	15
2.2 THEORETICAL FRAMEWORK.....	15
2.3 THE NATURE AND THE EXTENT OF GENDER REPRESENTATION PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS	17
2.4 POSSIBLE REASONS FOR THE CURRENT GENDER REPRESENTATION PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS IN HIGH SCHOOLS OF AREAS UNDER PHOKENG.....	20
2.4.1. Inadequate government involvement	20
2.4.2. Finances for continuing training.....	21
2.4.3. Poor self-image and lack of confidence	21
2.4.4. Lack of aspiration and motivation	22
2.4.5. Family and home responsibilities	22
2.4.6. Lack of support, encouragement and counselling	23
2.4.7. Organisational barrier and sex discrimination	23
2.4.8. Lack of mentors	24
2.4.9. Lack of networks	24
2.4.10. Lack of role models	25
2.4.11. Socialisation and sex role stereotyping	25
2.5 STRATEGIES THAT CAN BE APPLIED TO ADDRESS THE CURRENT GENDER REPRESENTATION PATTERNS IN ORDER TO SUIT GENDER EQUITY CONCERNS IN EDUCATION	26
2.5.1. Government involvement	26
2.5.2 Networks	27
2.5.3. Affirmative action	28
2.5.4. Curriculum development	28
2.5.5. Institutionalise gender equity and equality	29
2.5.6. Women empowerment	30
2.5.7. Teacher training	31
2.5.8. NGO and other organisation involvement	33
2.5.9. Mentoring	34

2.5.10. Millennium development goal	35
2.5.11. Gender equity budget	35
2.5.12. Gender mainstreaming	37
2.5.13. Community involvement	37
2.5.14. Monitoring	38
2.5.15. Counselling	38
2.5.16. Societal support	38
2.6. CONCLUSION	39
CHAPTER 3	40
RESEARCH APPROACH AND DESIGN	40
3.1 INTRODUCTION	40
3.2 QUALITATIVE RESEARCH APPROACH	40
3.3 RESEARCH PARADIGM	41
3.4 INTERPRETIVE PARADIGM	41
3.5 RESEARCH DESIGN	42
3.6 CASE STUDY	43
3.7 THE CASE STUDY	44
3.8 SELECTION OF PARTICIPANTS	45
3.8.1 Purposeful sampling	45
3.8.2 Research participants	46
3.8.3 Criterion for sampling	46
3.9 RESEARCH METHODS	46
3.10 RESEARCH INSTRUMENTS	47
3.10.1 Semi-Structured Interview	47
3.10.2 Open-ended qualitative questionnaire	48
3.10.3 Documents	49
3.11 DATA ANALYSIS	49
3.12 DATA INTERPRETATION	50
3.13 TRUST WORTHINESS OF THE STUDY	51
3.13.1 Credibility	51
3.13.2 Transferability	52
3.13.3 Dependability	52

3.14	RESEARCHER'S ROLE	52
3.15	ETHICAL ISSUES OF THE RESEARCH	53
3.16	CONCLUSION	53
	CHAPTER 4	55
4.1	INTRODUCTION	55
4.2	PRESENTATION OF DATA	55
4.3	ANALYSIS OF DATA	55
4.4	PRESENTATION OF DATA COLLECTED THROUGH INTERVIEWS	56
	4.4.1 What is the nature and extent of gender representation patterns in educational leadership positions?	57
	4.4.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools of area under Phokeng?	62
	4.4.3 What are strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education	67
4.5	ANALYSIS OF DATA COLLECTED THROUGH DOCUMENT REVIEW DOCUMENT ANALYSIS	73
	4.5.1 Government GAZZETTE for promotional post documents	74
	4.5.2 SGB, DoE officials, union's representative minutes	74
4.6	PRESENTATION OF DATA COLLECTED THROUGH QUALITATIVE OPEN ENDED QUESTIONNAIRE	75
	4.6.1 The nature and extent of gender representation patterns in educational leadership positions	75
	4.6.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in the high schools of the areas under Phokeng	76
	4.6.3 What are strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education	79
4.7	RESEARCH FINDINGS	84

4.8 CONCLUSION	85
CHAPTER 5	86
DISCUSSION OF FINDINGS	86
5.1 INTRODUCTION	86
5.2 SUMMARY OF THE STUDY	86
5.2.1 Findings from Literature	89
5.2.2 Findings from the empirical research	90
5.2.2.1 What is the nature and extent of gender representation patterns in educational leadership positions	90
5.2.2.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools of areas under Phokeng	90
5.2.2.3 What are strategies that can be applied to address the current Representation patterns in order to suit gender equity concerns in education	91
5.3 RECOMMENDATIONS	92
5.4 RECOMMENDATION FOR FUTURE STUDY	95
5.5 LIMITATIONS OF THE STUDY	95
5.6 CONCLUSION	95
REFERENCES	97
Annexure A: Interview schedule	104
Annexure B: Open-ended questionnaire	106
Annexure C: Consent form	109
Annexure D: Letter from university	111
Annexure E: Permission from the Department of Education	112
Annexure F: Certificate of Language editing	113

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Despite good laws and policies by the government, there still is under-representation of females and over-representation of males in leadership positions in organisations in general and in schools in particular. In South Africa, female teachers make up 76% of all school staff (DoE, 2002: 24). Yet women are vastly under-represented in leadership positions in education in South Africa. As stated in its booklet, *Issues of gender in schools* (2002: 24) the Department of Education estimates that there are 142 534 female school teachers and 45 149 male teachers.

The under-representation of women in leadership positions in education and in the corporate world is well documented. Male domination in the leadership and management of educational institutions is internationally known and recorded despite the fact that women are in the majority in the education system. Amondi (2011: 57) remarks that under-representation of women in top educational management and leadership positions has had negative implications on government policies and the general educational curriculum.

Research studies by Neidhart and Carlin (2003: 1) and Chabaya, Rembe and Wadesango (2009: 236) show that women represent a higher percentage of teachers employed by the department of education in a number of countries around the world, and yet, are under-represented in educational leadership positions. In their study, Shakeshaft, Brown, Irby, Grogan and Ballenger (2007: 104) discovered that representation of women in school leadership has increased in the past 20 years; yet women still do not fill leadership positions in proportion to their numbers in teaching or in proportion to those who are now trained and certified to become leaders. In South Africa and other countries teaching remains a profession dominated by women, but women continue to be under-represented in leadership positions in schools. Furthermore, Shakeshaft et al, (2007: 103) report that since the number of women in educational administration has remained very small compared to the number of men in education administration, the research on gender equity has focused on women.

Under-representation of women in educational leadership positions is most commonly observed in rural areas of various countries particularly in Africa. Bush (2008: 98) found that in Ghana, women are acutely under-represented in school headship especially in rural areas. Bush and Coleman (2009: 29) confirm through their study that women in the UK and elsewhere may numerically dominate the teaching profession, but they are relatively rare in positions of authority particularly in secondary schools, colleges, universities and in the local administration of education. Neidhart and Carlin (2003: 1) argue that since women constitute the majority of staff in primary and secondary schools, the reason for their under-representation at school principal level warrants serious investigation.

There are instances where suitably qualified female teachers do not have an equal opportunity with men to apply for educational leadership positions. Lumby and Coleman (2007: 47) concluded that potential employers, such as governors, are perceived to prefer men for promotional posts and this is exacerbated by the addition of domestic responsibilities to the role of many women. As a result of challenges faced by female teachers to have access to educational leadership positions, Bush and Coleman (2009: 33) study found that alongside the recognition of the lack of opportunities for women, there is also recognition of qualities women may bring to management and leadership.

Although more qualified female teachers are assuming leadership roles in schools today than ever before, the idea of a woman as a leader is still not fully embraced. Davies (2007: 183) points out that proportionally there are currently too many men and not enough women heads, although the situation has been improving in the last fifteen years. In some cases female teachers experience discrimination when they apply for top educational leadership positions and this continues undeterred even when Affirmative Action laws are in place. Internationally, the only area of education where most leaders are women is in early learning centres, where gender stereotypes, or sensitivities about child abuse may mean that men are less able to cope (Lumby and Coleman, 2007: 45).

In a South African context, there are policies in place to enhance opportunities for women to be employed in top leadership positions. Despite these government policies that are used to increase the number of suitably qualified female teachers in educational leadership positions, women are

still under-represented in decision making positions. In their study Lumby and Coleman (2007: 47) found that in 2004, half of the women secondary school heads said they had experienced discrimination in relation to application and promotion. In their research Dudu, Gonye, Mareva and Sibanda (2008: 83) confirm that another bias that was noted in the findings of their study was that the prestigious positions were assigned more to men than women.

There are as many suitably qualified female teachers as men, but these women are not always promoted to better paid educational leadership positions. As Unterhalter (2004: 10) has indicated during a conference on gender equity in education, women comprise a lower proportion of head teachers because women employed as teachers are clustered at the lower levels. Amondi (2011: 63) states that while past studies show that women have lagged behind men in education, his study found that women are more aggressive than men in pursuit of undergraduate and post graduate qualifications which are a prerequisite for top educational management and leadership positions.

There is adequate evidence that barriers exist to hinder women's quest for equal representation in educational leadership positions. Chabaya, Rembe and Wadesango (2009: 235) found that gender stereotypes were shown to be one of the major causes of persistent under-representation of women in high school headship. The influence of gender-role stereotypes was found to manifest in the form of low self-esteem; lack of confidence; women's perception that their role in the family overrides all other roles; and lack of support from the home and the workplace. Unequal gender representation in educational leadership and decision making hinder progress in terms of skills development, for example, teamwork, report writing and time management.

1.2 BACKGROUND AND RATIONALE

The under-representation of women and over-representation of men in academic leadership positions should be of great importance when studying gender representation patterns. Collaboration between all educational stakeholders is vital because gender inequalities exist in educational leadership (Brown & Irby, 2010: 7). To address challenges of male domination over females in high school leadership positions, a profound knowledge of the South African Schools Act, No. 84 of 1996, Bill of Rights, Chapter 2 of the Constitution of RSA, Act 108 of 1996, the Employment of Educators Act 67 of 1998 is important to guide the SGB as governors to

recommend suitably qualified female teachers to the Head of Department of a province for promotion in a school.

Qualified and aspirant female teachers should be given equal opportunities to apply and avail themselves for interviews for vacant leadership and management positions. As declared by the Employment Equity Act, No 55 of 1998, Affirmative Action should be implemented as a way of promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, and as such, preference should be given to qualified female teachers when the Department of Education and Training is advertising senior or top leadership posts in its gazettes.

The concentration of women in junior levels of public service has perpetuated the stereotype that women are not suited to hold top positions in the education system (DoE, 2002). A new flood of opportunities has opened for women in South Africa as a result of gender sensitivity and it would be a shame if these opportunities are not grabbed and owned. Yet, looking at women in teaching, it seems that they are not making use of these opportunities to establish themselves in educational leadership positions.

1.3 STATEMENT OF THE PROBLEM

There is very little research on gender representative patterns in educational leadership in schools. It is important to investigate gender representation patterns in educational leadership because female teachers are facing challenges that are unique because of prejudice and biased attitudes within the education system. Cole (2006: 14) states that although females work next to men, they still work in the lower grades with less pay. For example, although the majority of teachers are women, the majority of leaders are still men. Gender inequality and under-representation of women in educational leadership positions in education in and around areas of Phokeng is very common.

This study is carried out in an ever changing educational environment in South Africa and will focus on gender representation patterns in educational leadership positions in and areas around Phokeng. Women are still vastly under-represented in leadership South Africa; they face challenges that are unique because of prejudice and biased attitudes within the education system.

In their study, Van Deventer and Van der Westhuizen (2000: 235) found that perceptions of intrinsic barriers to promotion that are experienced by female educators include gender roles and the influence of gender-role stereotyping and role conflict.

Although women were suitably qualified, they were still hesitant to apply for leadership positions because of the unique challenges. This study attempted to identify the factors that influence current gender representation patterns in leadership positions at the level of high schools in and around Phokeng area. It also attempted to identify possible strategies to address issues that influence the prevailing skewed gender representation patterns. It was against this background that society's stereotypical view of women teachers as lesser-beings than their male colleagues that this study was being undertaken.

According to the Labour Relations Act of 1995, it is illegal to discriminate against women in employment. However, in practice those jobs that were the stronghold of male employment continue to be so. By taking an in-depth look at gender representation patterns in leadership at the DoE, the school governing body (SGB) and managers were better prepared to implement training programmes for educational stakeholders to promote equal representation in school management teams.

1.4 RESEARCH DESIGN AND METHODS

The research design is the plan of how research was conducted. Leedy and Ormrod (2010: 85) explain that the research design provides the overall structure for the procedures the researcher follows, the data the researcher collects, and the data analysis the researcher conducts. According to Welman, Kruger and Mitchell (2006: 52) a research design is the plan according to which we obtain research participants (subjects) and collect information from them. A qualitative research design using a case study approach was employed to investigate the gender representation patterns in leadership positions in high schools of areas around Phokeng.

Ideally, the qualitative research approach based on interpretive orientation was employed because this research approach is naturalistic and descriptive. Henning, van Rensburg and Smit (2004: 5) define qualitative research approach as the type of inquiry in which the qualities, the characteristics or properties of a phenomenon are examined for better understanding and

explanation. Creswell (2009: 04) indicates that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In his support of this approach Mason (2009: 24) concludes that in qualitative research, decisions about design and strategy are ongoing and are grounded in the practice, process and context of the research itself. Qualitative research approach is orientated towards a process approach and has given a researcher an insight into the dynamics of the group under study.

The case study approach was applied in this study as the researcher selected one phenomenon to understand it in-depth; in this case the phenomenon was about case study of factors influencing gender representation patterns in educational leadership positions in high schools in the Phokeng area. The qualitative researcher used a case study approach to investigate in-depth gender representation patterns in educational leadership. According to Nieuwenhuis (2010: 76) a key strength of the case study method is the use of multiple sources and techniques in the data gathering process. Case study approach created an opportunity for a natural social and cultural boundary and face- to -face interaction with selected educational leadership and the results thereof can be generalised.

Case study approach was used to gather information to inform a specific practice and it also promoted better understanding of practice and facilitates informal decision-making. An extensive description was given of the case and its context, based on a wide variety of data sources. This approach was used to probe deeply and to analyse intensively the problem under study that constituted the current trend in appointing teachers in educational leadership positions with a view to establishing generalisations about the wider education system. According to Welman et al, (2006: 193) case study research pertains to the fact that a limited number of units of analysis (often only one) are studied intensively. The limitation of the case study is that it is highly dependent on a single case and it is also impossible to generalise its findings.

1.4.1 Research methods

This study applied two methods, namely empirical research and literature study on gender inequalities on position of leadership in high schools of areas in and around Phokeng. A literature study focused on over-representation of males and under-representation of females in positions of leadership. Empirical research was employed on the selection of participants, data

collection strategies, data analysis, reliability of the data analysis, ethical aspects and choice of measuring instrument on the advancement of women in positions of leadership in high schools around Phokeng.

1.4.2 Research participants and sampling

The purpose of the above was to generate in-depth information and a balanced view on strategies that were put in place to address gender representation patterns in leadership positions in high schools, it was also necessary to obtain the views of those who were within the school leadership teams and are affected by gender representation patterns in schools.

The Phokeng area has nine high schools all under the educational leadership of males. In this study, purposeful sampling was used to select participants. Four public high schools were selected by means of purposeful sampling in areas around Phokeng. The target population of six participants of this study was drawn from two male principals, two deputy principals, male and female and also two female departmental heads.

Criteria that were followed: the sampled principal accumulated an experience of seven years in school leadership which included a considerable knowledge of South African Schools Act (SASA) 84 of 1996, and was also knowledgeable about gender representation issues in schools, departmental policies, and provincial policies on equity and equality. The deputy principal and departmental heads had five years of service and possessed knowledge of school leadership and management duties and responsibilities.

1.5 DATA COLLECTION AND RECORDING

Data was collected by using the following instruments. A semi-structured interview was conducted with principals and deputies while an open-ended qualitative questionnaire was answered by the departmental heads. Detailed data during interviews were also captured and a hand held digital recorder was used in order to enhance the accuracy as well as trustworthiness of the data gathered. This data was transcribed, while a questionnaire schedule was employed in answering the questionnaires. Document analysis was applied only to principals and the

researcher evaluated authenticity and validity of the documents before using proposed information.

1.5.1 Semi-structured interview

It was the main data collection tool and it also allows for an in-depth probing and extended responses. Leedy and Ormrod (2010: 188) reveal that in a semi-structured interview, the researcher may follow the standard questions with one or more individually tailored questions to get clarification or probe a person's reasoning. Questions were based on what principals and deputy principals perceived as factors that account for existing gender representation patterns in leadership positions in schools and their views. In this study, the researcher encouraged principals and deputy principals as interviewees to reflect on their experiences and relay examples of the perceptions they shared about gender representation patterns in leadership positions in schools.

1.5.2 Open-ended qualitative questionnaire

Maree and Pietersen (2010: 161) state that in the case of an open question, a question is asked and space is provided for a word, a phrase or even a comment. Open-ended questions were used to collect appropriate data for this study. Open-ended qualitative questionnaires were answered by departmental heads and were useful to get honest answers and details from the departmental heads about what they perceived to be factors influencing gender representation patterns in leadership positions in high schools in and around Phokeng areas.

1.5.3 Documents

According to Niewenhuis (2010: 82) use of documents as a data gathering technique will focus on all types of written communications that may shed light on the phenomenon that the researcher is investigating. Documents described past and current research on gender representation patterns in high schools in areas around Phokeng. Written communication was employed to investigate factors that influence gender representation patterns in educational leadership in high schools. Primary and Secondary sources were used to generate data. Written data sources such as DoE Area Office reports, administrative documents, letters, school reports,

minutes of meetings, minutes of interview processes and minutes of short listing processes. The researcher evaluated the authenticity and accuracy of the information in the documents before using them.

1.6 DATA ANALYSIS

Qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities (Cohen, Manion & Morrison, 2011: 537). Data analysis was started when the first set of data was collected and gathered. Recorded data was transcribed verbatim. Grbich (2007: 25) indicates that data analysis involves a simple process of checking and tracking the data to see what is coming out of them, identifying areas which require follow-up and actively questioning where the information collected is leading or shall lead the researcher. This study applied data analysis that included coding, categorising and organising of data. McMillan and Schumacher (2001: 467) define Coding as the process of dividing data into parts by classification system. A coding system was used to search data for regularities and patterns.

1.7 TRUSTWORTHINESS OF THE STUDY

Guba and Lincoln (in Bloomberg & Volpe, 2008: 77) proposed the following criteria for evaluating the trustworthiness of qualitative research: credibility, transferability, dependability. Trustworthiness of the study will be discussed in detail in Chapter 3.

1.8 RESEARCHER'S ROLE

The researcher adhered to research ethics and used them as guide during data collection process. The researcher used his ability to gain confidence of all participants sampled for this study. The researcher compiled the questionnaires, administered questionnaires to the participants, organised interviews, led interviews, analysed data and engaged in triangulation of data. The researcher elicited co-operation, trust, openness and acceptance from the participants.

1.9 DELIMITATION OF THE STUDY

This study focused on the views of female and male teachers in leadership positions regarding the representation of males and females in positions of leadership in high schools of areas in and around Phokeng. Only high school leaders participated in the study.

1.10 LIMITATION OF THE STUDY

The findings of this study were limited in their generalisability as result of the restricted dataset and the use of the case study method. However, despite this limitation, detailed description of research sites, leadership profiles, data collection and analysis methods made it possible for leaders in other schools to make decisions about how to improve gender representation patterns in their areas of work.

1.11 SIGNIFICANCE OF THE STUDY

The study is significant in that its findings will be useful to all school principals, human resource managers and the North-West Department of Education and Training to address under-representation of women in leadership positions in schools in South Africa.

It is anticipated that the Department of Education and Training will use this study as a guide to accord women the opportunities of becoming principals, deputy principals and departmental heads. The problem faced by female teachers is not well documented and therefore needs to be professionally and sufficiently profiled in South Africa.

1.12 DEFINITION OF TERMS

Leadership, as defined by Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008: 6) is the ability to understand emerging trends in education and to guide a school through various challenges by achieving a vision based on shared values.

Educational Leadership is a relationship between educational leaders, instructional staff, and students intended to: create opportunities for the exploration and the sharing of knowledge,

influence changes about the value of life-long learning and create strategies designed to build and promote a shared vision (Roddy, 2010: 1). In this study educational leadership includes principals, deputy principals and heads of departments.

Gender equity in education is concerned with the promotion of equal opportunity and fair treatment of men and women in the personal, social, cultural, political and economic areas (Mothata, Lemmer, Mda, & Pretorius, 2000: 69). Gender equity encompasses a fair and just distribution of all means of opportunities and resources between female and male teachers in educational leadership positions.

Gender refers to the socially constructed roles, behaviour, activities and attributes that a particular society considers appropriate for men and women (World Health Organisation, 2012: 2).

Gender representation relates to the representation of women and men in decision making in education. This is both in the context of the numbers of women and men at senior levels in the professions and in policy roles, and in the context of the absence of women's voices as stakeholders in the services which are provided.

High school is an institution that provides grade 10-12 classes as further education and training on a full time basis (Mothata, Lemmer, Mda & Pretorius, 2000: 69).

Gender stereotypes are beliefs held about characteristics, traits, and active-domains that are deemed appropriate for men or women (Diekman & Eaggle, 2000: 1171). It also encompasses a structured and reductive set of beliefs about the innate personal attributes of females and males which are suitable for occupation for educational leadership positions.

Gender role stereotypes focus on describing women's and men's roles and their relative access to and control over resources (Reeves & Baden, 2000: 6). It includes a set of beliefs or attitudes that indicate a primary view of expectations of male and female teachers' abilities and interests and assign roles to men and women based on their gender.

Gender equality means that males and females have equal opportunities to realise their full human rights, contribute to and benefit from economic, social, cultural and political development (USAID, 2008: 5).

Gender representation patterns, in the context of this study refers to a prevailing trend in which male and female teachers are appointed for educational leadership positions. This prevailing trend is skewed towards male teachers and biased against female teachers.

1.13 DEMARCATON OF THE STUDY

This study is divided into five chapters.

CHAPTER 1: ORIENTATION

This chapter consists of the background, statement of the problem, aims, significance of the study and the definition of terms. The research question, research design, data collection and analysis are also explained.

CHAPTER 2: LITERATURE REVIEW

This chapter will provide the context for the research study and is also central to the study. This chapter comprises a literature review that will focus on gender representation patterns, and barriers to the advancement of women into leadership positions in schools.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter presents the research methodology of the study. A qualitative approach will be used for data collection to obtain information and insight on gender representation patterns and barriers and advancement of women into leadership positions in and around Phokeng. A literature study related to a selected paradigm will be given. The research design and strategies for collection of data will be the focus of this chapter.

CHAPTER 4: DATA ANALYSIS AND PRESENTATION

The focus of this chapter is the report of the data collected and data analysis on gender representation patterns in leadership positions in high schools. The qualitative data that were obtained from interviews, questionnaires and documents will be analysed, categorised, summarised and presented in a clear and understandable manner.

CHAPTER 5: SUMMARY, FINDINGS AND RECOMMENDATIONS

This chapter contains a brief summary , the findings and conclusions of the study, while recommendation for further research are also made about the gender representation patterns in leaderships positions in high schools and schools in general.

1.14 CONCLUSION

Although the Education system is dominated by women, they are still under-represented in leadership and decision-making positions. The Department of Education and Training has done much to be consistent with principles of the constitution of RSA of 1995 by implementing ongoing strategies and initiatives to transform the education system to achieve gender equity in education.

However, although aware of the gender issues, little is being done by the Department of Education to ensure that women teachers are being employed to occupy educational leadership positions. Society's traditional perspectives of female roles has a lot to do with placing women in a certain category by not regarding them as capable of promotion as men thus creating the illusion that women are less capable than their male co-workers.

In order to give an insider perspective regarding the views, perceptions and feelings, a qualitative research approach was followed for this study. To understand the nature and the extent of gender representation patterns in educational leadership, possible reasons for the currents gender representation patterns in education leadership positions in high schools of areas around Phokeng were studied and also strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education. Semi-structured interviews will be administered to principals and deputy principals, open-ended qualitative questionnaire will be answered by departmental heads and document analysis will be conducted thereafter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 presented the background statement of the problem, outlined the aims of the study, the significance of the study and definition of terms. It also presented the research questions and explained the research design data collection and data analysis. Despite the vast amount of literature on females in leadership positions, few studies have been undertaken on the factors influencing gender representation patterns in educational leadership positions in the education system.

The purpose of this chapter is to discuss the nature and extent of gender representation patterns in educational leadership positions, and to explain possible reasons for the current gender representation patterns in educational leadership positions in high schools. In addition, the chapter will explore strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education.

The discussion in this chapter will consider and reflect on what various authors say about gender representation patterns in educational leadership positions in high schools. The researcher will also assess if there is implementation of the Employment of Educators Act, 76 of 1998 which provides principals with powers with regard to appointment, promotions and transfers of educators in the education system.

2.2 THEORETICAL FRAMEWORK

The feminist perspective was employed to investigate under-representation of women in educational leadership positions in high schools and find ways and means of solving this problem. In support of this perspective, Hollway and Jefferson (2004: 3) agree that feminists, in their efforts to diminish the power differentials between researcher and researched, have been

strong advocates of the principle of giving voice to hitherto voiceless women. Cresswell (2007: 25) declares that the theme of domination prevails in the feminist literature as well, but the subject matter is gender domination within a patriarchal society. The researcher investigated the possible reasons for the current gender representation patterns in educational leadership positions in high schools of areas around Phokeng.

The impetus to address issues of inequity and inequality in educational leadership positions in high schools can be traced back to feminist activists. In their study Ackerly and True (2010: 2) found out that the critical feminist perspective uses critical inquiry and reflection on social injustice by way of gender analysis, to transform, and not simply explain, the social order. A skewed appointment of males in educational leadership positions because of their gender orientation has provoked a response from the feminists in a variety of forms over time. This perspective allows women to have a platform to speak out on issues that concern them and to establish an agenda on matters of central importance to females. However, embedding such an impetus in wide-ranging acts of law is relatively recent, for example, the introduction of Employment Equity Act, No 55 of 1998 in South Africa.

There is undoubtedly a wide range of literature emphasising the importance of gender equality and equity in education and specifically the necessity to address gender representation patterns in leadership in order to apply social justice to the already marginalised female teachers. Lumby and Coleman (2007: 43) support a feminist perspective because it provides a different lens through which to observe social relations, and therefore adds to the researcher's ability to conceptualise gender in relation to leadership. Therefore the researcher will investigate strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education

The review of literature by different authors found that there was a problem of underrepresentation of women in educational leadership positions that is observed and prevalent in many other countries. According to Coleman (in Chabaya, Rembe and Wadesango. 2009: 236), women in educational leadership are in a minority in SA, but they are also in a minority in most countries, both those in comparable levels of development and those that constitute the newly emerging economies.

The study by Brown and Irby (2010: 2) highlighted that despite the critical nature of principals' roles, a disproportionately low number of women occupy these positions. Shakeshaft, Brown, Irby, Grogan and Ballanger (2007: 107) referred to poor self-image and lack of confidence, as two of the reasons why women who aspire to become administrators and leaders are more likely to report low aspiration or lack of confidence than women who have become administrators.

Ingeniously, Chabaya et al. (2009: 249) suggested that a plan be designed to offer graduate programmes that reflect the needs of women leaders, courses that deal with gender-related issues, and provide special programmes on career planning and opportunities for female students to participate in seminars and in-service activity. In other words, female students should be provided with relevant and rigorous administrative preparatory programmes appropriate to the context of today's school.

In support, Brown and Irby (2010: 10) commented that all school leaders need professional development and awareness training in gender related issues, which will support new and aspiring leaders as they address existing barriers and further, effective female leaders should make efforts to support new and aspiring leaders- they should share successful experiences. The literature review by Aikman and Unterhalter (2007: 36) recommended that educational leaders be trained and empowered to analyse and challenge gender stereotyping and gender bias in curriculum material, in language use and in relations in the school and within the community.

2.3 THE NATURE AND EXTENT OF GENDER REPRESENTATION PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS

According to Cubillo and Brown (in Amondi 2011: 60), under-representation of women in positions of senior management within Educational Institutions continues to be a matter of concern, particularly as the teaching force is largely dominated, by women. In their study, Sartore and Cunningham (2007: 245) affirmed that the under-representation of women as leaders within the education context in general, is reproduced through organisational practice, language and symbols and translated through interaction. Although teaching has been the domain of women for decades, few are found in leadership positions within the education system of South Africa. Women are not only underrepresented, they have to deal with organisational challenges which might impact on effective execution of their duties. "Women in South Africa have a long

history in struggling to free themselves from laws and conditions that have and still hold them back" (Department of Education, 2002: 2)

There is a variation in the pattern of representation of women in positions of educational leadership in high schools in areas of Phokeng. What is common is that educational leaders are predominantly male, and women seem to be under-represented at leadership levels in virtually all the posts in the education system in South Africa. Interestingly, Brinia (2012: 180) conceded that the dominance of men in senior positions over all these years has triggered a series of researches to determine the elements that more easily drive men to senior positions. Brown and Irby (2010: 2) lend additional information to the current body of knowledge by continuing the dialogue about why, in the twenty first century, in a developed country, women are lagging behind in positions of educational leadership.

The researcher has observed that there are a few factors in educational institutions in the Phokeng area where high schools are dominated by male principals. Furthermore, Kagoda (2011: 5) indicates that women are still in the minority in educational leaderships in high schools. Surprisingly, the study undertaken by Brinia (2012: 180) revealed that the vast majority of teachers in high school education are women, and yet they are under-represented in leadership positions. According to Kagoda (2011: 6), policy makers are recruited from the ranks of school administration where women are poorly represented, which then contributes to under-representation of women in the educational leadership in high schools. Similarly, according to these authors women dominate the ranks of teachers, and the field of educational leadership has historically consisted of males.

Kagoda (2011: 7) observed that there are significantly more women in lower middle level positions compared with senior educational leadership positions. The male distribution in educational leadership positions in high schools is negatively skewed, whereas the female distribution is positively skewed. There is little representation of women at top leadership levels of the administration in high schools and they are mostly found at the level of departmental heads. Men occupy administration and leadership positions both as deputy principals and principals as well as leadership of area office education departments. In support, Zulu (2003: 99) observed that women tend to cluster around positions or jobs in the workplace which call for

caring and nurturing skills, and these positions are at the bottom of the administrative hierarchy whereas men are often in positions of leadership and control.

At the level of high school, top academic and administrative positions are dominated by men while women leaders are clustered at levels of middle leadership positions. Meanwhile, Kagoda (2011: .4) noted further that in Uganda few women had received an education beyond the primary level and those who did were not prepared to take up educational leadership roles as a result of their upbringing. Brinia (2012: 179) remarked that it is generally taken for granted that women make better teachers and men better managers, in other words, “women teach men managers”.

In her study, Zulu (2003: 99) revealed that women’s under-representation in management and leadership positions is often explained in terms of the socialization patterns which occur in early childhood, namely primary socialization patterns. According to Grogan (in Brown & Irby, 2010: 2), “although the numbers of women in educational leadership have more than doubled over the past ten years, they are still woefully small”.

The research by Senne and Rugimbana (2012: 3599) used document analysis looked at the ratios of males to females and adopted representation as a measure to assess gender equity. Statistically, Brinia (2012: 179) confirmed that 79% of school principals were male, despite that in the educational system women teachers consist 64%. The Department of Education (2002) reported that more recent figures illustrate that women form only 30% of school managers, yet they constitute 70% of the teaching population. Studies revealed that women constitute a higher percentage of the teaching force, but they are disproportionately under-represented in the top positions in high schools.

According to Senne and Rugimbana (2012: 3599) data analysis provides the basis for making comparisons in measuring the progress of gender equity. Brown and Irby (2010: 2) indicate that although statistics are minimal, some reports have shown the low percentage of women in educational leadership. Authors all agree that the percentage of female educational leaders is substantially lower than that of male leaders in high schools in general. According to the National Centre for Education Statistics (NCES) (in Brown and Irby, 2010: 2), 75% of public

school teachers are females, so it is clear that the percentages females in leadership is not proportional to their percentage in the teaching workforce.

The study of Sartore and Cunningham (2007: 249) indicated that leadership positions within education systems, is highly disproportionate in favour of males. Researchers all agreed that the percentage of women pursuing and holding positions of leadership is extremely low and also declines from schools to universities.

Young and McLeod (in Brown & Irby, 2010: 2), indicated that between 1993-1994 and 2003-2004 the percentage of female public school principals increased from 26 to 41% in high schools. Additionally, it is particularly important to note the small percentage of female principals at the high school level because promotions to the upper level of leadership often occur from this level.

2.4 POSSIBLE REASONS FOR THE CURRENT GENDER REPRESENTATION PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS IN HIGH SCHOOLS IN AREAS AROUND PHOKENG

This section aims to present some of the persistent gender issues that cause inequities in teachers' professional development and prevent women from reaching higher levels of educational administration and leadership, although they form the majority of teaching personnel. The interest is in the under-representation of female teachers in leadership positions and to investigate the barriers which stall female advancement and exclude women from the main leadership posts. The basic rationale is that inclusion of women is crucial in order to face the new demands of schools in a dramatically changing society carrying out a different style of leadership.

2.4.1 Inadequate government involvement

A review of literature by Brinia (2012: 186) revealed that women's promotional chances are diminished by four main extrinsic factors:(1) many have a break in service and may experience difficulty in gaining re-entry, (2) many women work either part-time or have difficulty in gaining scale post status and as a result do not have the necessary experience to gain promotion, (3)

family commitments sometimes make it difficult, and (4) supply teachers are not generally eligible for promotion. In some instances, their male peers and superiors in the schools would engineer female exclusion from the official promotion procedures by withholding their application documents.

2.4.2 Finances for continuing training

Women, more than men, sometimes referred to a lack of finances as a reason for being unable to continue with their professional development and training. Moreover, Kagoda (2011: 10) acknowledged that women lack the required training and skills to compete for promotion and positions of leadership. In their book, Shakeshaft et al. (2007: 109) reported that there were fewer females than males participating in certification, doctoral, or internship programmes in administration, and that women were less experienced for administration positions than men.

2.4.3 Poor self-image and lack of confidence

Researchers found that women are generally more concerned than men about how they are perceived by others in their group and the socialisation process equips men and women to interact in their respective and different roles. Furthermore, another explanation advanced for the under-representation of women in school leadership positions concerns women's low self-esteem and lack of confidence.

In his research, De Witt (2005: 550) correctly pointed out that the reason for the role conflicts is that unnecessary tension, personal sanctions and guilt feelings result in poor self-assertiveness, feelings of inadequacy and incapacity which lead to a lack of ambition, poor self -image and self-confidence in a career women.

An important observation is that in the literature by Chabaya et al. (2009: 240) on gender that indicated that myths, stereotypes and prejudices related to the abilities and attitude of women were seen to be among obstacles encountered for representation of women in leadership positions. Low self- image, according to Greyvenstein (1989: 16) (cited by de Witt, 2005; 588) is reinforced by structures within organisational systems which prevent women from developing self-confidence in public sphere activities through a lack of opportunity.

2.4.4 Lack of aspiration and motivation

Research has shown that women's lack of success in obtaining educational leadership positions was due to lowered aspiration or lack of motivation on the part of suitably qualified female leaders. In support of women's lack of aspiration, de Witt (2005: 549) made an assertion that a lack of aspiration for leadership positions is often incorrectly linked to the factual situation that women apply for promotion posts less often than do their male counterparts with the same qualifications and personal capabilities.

Moreover, de Witt (2005: 548) revealed that fear of success is another career barrier identified by various overseas researchers as being the most important stumbling block for ambitious career women. In their study Chabaya et al. (2009: 247) found that the majority of the women teachers were adequately qualified for promotion to educational leadership positions but most of them did not attempt to apply for the vacant posts hence they were still class teachers.

2.4.5 Family and home responsibilities

The main obstacle for women in attaining educational leadership positions in high schools is family responsibility. Family and household responsibilities are regarded by most researchers as one of the most important barriers to the professional progress of women. Women are not prepared and encouraged to take up positions away from their husband and children. In consequence, Zulu (2003: 99) agrees that although these traditional roles are fast changing in many societies, women may still face conflicts in the workplace between their roles as wife, mother and homemaker and as career woman or leaders.

According to Greyvenstein (1989: 19) (quoted by de Witt, 2005: 550) that a woman aspiring to an educational leadership position has to contend not only with the conflict between her traditional role of wife and mother and her career role, but she has also has to develop a new definition of self to succeed in her role as manager. Neidhart and Carlin (2003: 4) stress that personal and family impact' include the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours.

Other researchers such as Neidhart and Carlin (2003: 3) revealed that women's identity and roles have traditionally been associated with parenting and caring whilst men's identities tend to be associated with paid employment and becoming public and industrial managers with the emphasis on professional training to acquire the management experience to lead complex organisations.

2.4.6. Lack of support, encouragement and counselling

Traditionally, women are not given enough support, encouragement or counselling from family, peers and educational organisations to follow careers in educational leadership. Moreover, women teachers would avoid promotion through fear of being viewed negatively by society and so they have to get permission first from the husbands before they apply for a senior educational leadership positions.

Findings from other research studies from the late 1970s by Baughman, (1977); Schmuck, (1976) and Shakeshaft (in Shakeshaft et al. 2007: 108), women traditionally had little support, encouragement, or counselling from family, peers, superiors, or educational institutions to pursue careers in administration. However, the study by Neidhart and Carlin (2003: 4) explained that women possess the knowledge, strategies and emotional strength to lead educational institutions, but are not confident that they will be supported in the challenge.

2.4.7. Organisational barrier and sex discrimination

Women are not only under-represented in educational leadership positions, they still have to deal with educational challenges which might impact negatively on their chances of attaining promotion. The study by de Witt (2005: 552) describes that there are a complex mix of bureaucratic and professional characteristics in the organisational structure of schools which is often a further barrier to the professional progress of women in education.

In their study, Neidhart and Carlin (2003: 4) discovered that entrenched authority and a hierarchical power structure discouraged many competent and experienced women from seeking principalship. Sexual discrimination by the school governing body and educational leadership prevents women from becoming high school principals.

According to Allana, Assad and Sherli (2010: 343), gross discrimination against women especially in educational institutions and academic settings are a further setback to gender equity and equality concerns thereby promoting gender based discrimination in the overall processes and performance of educational institutions. Shakeshaft et al. (2007: 113) stress that while sex discrimination occurs in hiring and in treatment, once on the job there is some evidence that discrimination in the principalship and in staff positions is decreasing.

2.4.8. Lack of mentors

The findings of the investigation by de Witt (2005: 554) stated that practice has shown that male mentors are not very willing to be a support for a woman colleague because of possible jealousy on the part of their wives, suspicion by colleagues and the still prevalent sex role conflict which is based on the identification of the mentor as role model. In their research Shakeshaft et al. (2007: 111) found that in general women lack mentoring since it has been more often associated with the male model of grooming the next generation of leaders.

2.4.9. Lack of networks

The continued disengagement of female teachers from informal and formal networks in education constitutes a major barrier to women's advancement in educational leadership positions. The review of the literature by de Witt, (2005: 555) found that women are traditionally excluded from networks have been unaware of educational leadership positions and have few people to approach for support. Men always have rallies where their network system is extended and strengthened to activate the professional promotion of members and to give one another the necessary professional support. Greyvenstein remarked (1989: 29 as cited by de Witt, 2005: 555) that the informal and formal networks which have influence in educational management form a major barrier for women both aspiring to and already in management positions due to their predominantly male constitution.

Shakeshaft et al. (2007. 112) state the need to have access to a network that provides information on job openings and administrative strategies as well as promotes visibility and functions as a support group. Zulu (2003: 99) adds that women do not have the advantage of formal and

informal information sharing networks which males enjoy nor do they have enough female role models and mentors to assist them to ‘learn the ropes’ of leadership and contribute to their personal growth.

2.4.10. Lack of role models

As compared to their male colleagues, aspiring women leaders have less social support for learning how to credibly claim a leader identity and spirit. The study by de Witt, (2005: 552) found that men are still given preference when decisions are made about educational leadership positions and men prefer to appoint men because the homogeneity of a top leadership team is held in very high regard by them.

2.4.11. Socialisation and sex role stereotyping

There are gender stereotypes in the curriculum, especially in textbooks, where girls tend to be portrayed as passive, modest, and shy, while boys are seen as assertive, brave and ambitious and this situation gives boys an advantage over girls. These pictures and information observed in textbooks impact negatively on women’s access, participation and performance in education. Sartore and Cunningham (2007: 249) concurred that socially-held communal attributions towards women in general have led to the belief that women do not possess the appropriate characteristics for leadership positions within the education system.

Amondi (2011: 61) mentioned that the glass ceiling is therefore an effect of individual, organisational and socialization barriers and exists in its strongest forms denying women opportunities to gain access to top management positions. There is consensus that girl’s and women’s empowerment in general has been seriously impeded by several factors, such as cultural and religious practices, inadequate policy guidelines, poverty, and lack of community awareness.

2.5 STRATEGIES THAT CAN BE APPLIED TO ADDRESS THE CURRENT GENDER REPRESENTATION PATTERNS IN ORDER TO SUIT GENDER EQUITY CONCERNS IN EDUCATION

The Task Team appointed by the DoE produced a lengthy report at the end of 1997, as cited by Wolpe in Chrisholm and September (2005: 120) which dealt with every aspect of education and amongst some of the many recommendations made were:

- To investigate and advise on the establishment of a permanent Gender Equity Unit (GEU)
- to advise on the purpose and functions of a GEU if its establishment is recommended, due cognizance being taken of the quoted paragraph of the White paper;
- if the establishment of GEU is not recommended, advice on how gender matters should be dealt with; and
- in giving effect to its terms of reference the national and provincial education departments, providers of education, stakeholders, the international education community and the Commission on Gender Equity should be consulted and involved.

2.5.1. Government involvement

The Department of Education and Training has implemented ongoing strategies and initiatives to transform the education system, and in 1996 it appointed a Task Team to investigate ways of achieving gender equity in the education system (DoE, 2002). In relation to what Oxfam (2005: 3) indicated, good policy frameworks on gender equality are the first steps in addressing the problem, and many governments have them. Kagoda (2010: 10) highlighted that women have made important advances in upgrading their academic qualifications making them eligible for promotion to leadership in both primary and secondary schools. According to Allana, Asad and Sheralli (2010: 343), training is used to reach the awareness of teachers and train them to address prevailing gender and social issues in academic settings and in the society at large and to build networking and linkages between different schools and service providers.

Amondi (2010: 58) advances the argument that in the past, the Kenyan government has had a number of on-going initiatives to address the gender gap at all levels of education including management such as: appointment of qualified female educational managers; gender balanced intake of pre-service teacher trainees; gender responsive deployment of teachers; including gender issues in the curriculum; capacity building for school managers, teachers and quality assurance officers on gender issues.

Allana et al. (2010: 345) suggested a Training Program for secondary school teachers on prevailing gender issues that integrates gender sensitive classrooms, gender sensitive school progress, gender sensitive teaching approaches, gender learning approaches, gender sensitive management structures, distribution of resources and facilities and use of gender neutral language. Collectively, Aikman and Unterhalter (2007: 65) add that to achieve gender equality, decision makers and education providers must be responsive to the needs, rights, and ambitions of women and girls; to the organisations and individuals acting as their advocates; and to the evidence that demonstrates the value and benefits of gender equality.

According to Allana et al. (2010: 343) educationists, academicians and faculty greatly influence gender socialisation and mould gender roles of students thus having an impact on quality of life and power distribution. The study by Aikman and Unterhalter (2007: 34) highlighted that there is a need for teachers, NGO's and community based organisations to work alongside parents and communities to think about the ways in which they can support boys and girls to learn well at school, in order that both can participate in the society.

2.5.2. Networks

Women are encouraged to create networks and form their own associations in order to overcome issues of self-esteem and self-limiting practices. Chabaya et al. (2009: 249) encouragingly support that difficult as it is, there is a need to win the old boys' network where women school heads and women teachers form their own associations. A research completed by Oxfam (2005: 5) concluded that building networks of teachers to work together or collaborating through school clusters and teachers' centres are ways of sustaining training and providing ongoing support for teachers and education officials. Kagoda (2011: 11) remarked that it is important to encourage

women to create networks and form their own associations in order to overcome issues of self-esteem and self-limiting practices.

2.5.3. Affirmative action

The intensification and the implementation of affirmative action, such as constitutionally managed quotas, to improve the representation of women in top educational management and leadership positions have to be effectively done. Chapter 3 of the Employment Equity Act 55 of 1998 deals with affirmative action and places a duty on designated employers to take action to achieve employment equity (Clarke, 2010: 25). Chabaya et al. (2009: 249) explicitly announced the importance of intensifying the recruitment of women into educational administration programmes; and to complement this intent, the affirmative action policies in place should be monitored more seriously, both in the headship positions and in the programmes that prepare women for leadership roles.

2.5.4. Curriculum development

All text reading materials and books should be free of notion of the gender inequity as bias is embedded in textbooks, lessons and teacher interaction with students. There is already the great deal of work being done at national and international levels to influence curriculum change to include gender equality, and to make governments accountable. Oxfam (2005: 7) suggested a policy change on curriculum content, the relationship between teachers and students, and teacher education. This will require special attention and policy development if gender equitable education is to be achieved. Supporting this, the Bill of Rights, Chapter 2 of the Constitution of South Africa, Act 108 of 1996 seeks the right to equality, equal treatment and freedom from unfair discrimination.

Aikman and Unterhalter (2007: 110) recommend that incentives are part of a comprehensive package for improving the quality and gender equality of education through the training of teachers, and the reform of the curriculum. The school culture and its practices during informal lessons, for example, in the playground or during meal times should promote gender equity and equality as it affects how girls and boys learn. Gender equality in teaching is a central component of a good-quality education.

To increase equality of access to education, and to sustain progress towards Education For All, it is necessary to develop teaching methods, new ways of learning, and curricula that enable girls and boys to participate in learning as equals (Aikman and Unterhalter, 2007: 27). According to Aikman and Unterhalter (2007: 35), curriculum content, the relationship between teachers and students, and teacher education require special attention and policy development if gender-equitable education is to be achieved.

A report released by Oxfam (2005: 7) indicates that curriculum development involves consultation at all levels of society about gender equality, and what those decisions mean for women and girls, especially those who may be marginalised because of language or social practice. Shakeshaft et al. (2007: 118) urged leaders to acknowledge and endeavour to equalize power regarding gender. Allana et al. (2010: 346) request gender neutral language to be promoted at all levels and throughout institutions at student, staff, and faculty and management levels. Allana et al. (2010: 345) advise that teachers need not only gender sensitive curricula and textbooks but also gender equality education and they can serve as role models for the students.

2.5.5 Institutionalise gender equity and equality

In order to promote gender friendly and safe conditions for children it is important for special structures to be in place in high schools such as a committee for preparing and implementing a code of conduct at the workplace, gender interest committee/ group with gender focal person, sexual harassment committee and child abuse committee. Oxfam (2005: 5) suggested that gender equity as a central theme throughout a programme of teacher education, rather than delivered in one-off, sessions, is likely to ingrain understanding more effectively. Allana et al. (2010: 343) pronounced that a gender training method has to be interactive and include teacher awareness sessions, workshops, video clippings, activities, and case studies.

The superiors, educational leaders and teachers should jointly be involved in effective training needs to raise awareness of gender issues and also to build the ability to carry out gender analysis over a sustained period as a normal practice at school. Oxfam (2005: 5) suggests that training needs to help teachers to develop practical solutions, and should be accompanied by monitoring and follow-up support. Allana et al. (2010; 343) remains hopeful that 'When

considering Education for All (EFA) goal 5, which aimed to eliminate gender disparities in primary and secondary education by 2005 and now aims to achieve gender equality by 2015, it should be realised that teachers are a critical force for meeting the goal”.

Above all, the Department of Education and Training (DoE) needs to ensure that a commitment to gender equality is institutionalised into all structures of the organization. Shakeshaft et al. (2007: 118) remarked that professional associations should institutionalize gender and equity research efforts, programmes and presentations on an ongoing basis, rather than reflect the personal preferences of ever-changing staff and elected officials. Systematically, Amondi (2011: 64) made an input that focused on girl child education in terms of women in top management and leadership providing candid role models, meeting the biological and sanitation needs of the girls in school and removing all types of stereotypes against women at all levels of education.

Of key importance, Aikman and Unterhalter (2007: 73) establish that institutional transformation has to take place by creating the ability to achieve the gender MDG therefore this often requires the transformation of deep-seated relations between women and men, and their practices within organisations. Allana et al. (2010: 347) concur that use of media constantly reinforces the traditional stereotypes of women and men and thus needs to address and promote gender equality by using gender sensitivity. Allana et al. (2010: 347) recommend that a gender audit of institutions should be carried out by gender experts to review curriculum, policies, programmes, interventions, etc.

2.5.6. Women empowerment

In a case of empowerment, women teachers should be prepared for school leadership for high schools by providing them with the following job enrichment experiences and professional development programmes to increase their skills and competences: their inclusion into leadership activities; their designation as acting leaders; and delegating them tasks that involve solving problems in schools. Similarly, according to Mahitivanichcha and Rorrer (in Brown and Irby 2010: 9), “The absence of women ... means that women’s influence on policy changes, decisions, and practice in the field is limited”

Brown and Irby, (2010: 10) believe that the development of appropriate structures and support systems to promote gender equity in educational leadership are critical for effective education change- we need our most effective leaders, independent of gender. According to the findings by Oxfam (2005: 5) teacher education needs to equip teachers to promote an understanding of the profound nature of gender inequity and to overcome the resultant barriers to learning. Furthermore, Brown and Irby (2010: 9) hailed women's practices of inclusion, collaboration, valuing others and their contributions, and ability to balance work and family show hope in breaking barriers to gender equity in educational leadership. Greyvenstein (1989: 16 as quoted by de Witt, 2005: 548) recommends that women should be specifically trained to improve their professional self-image as this would be a significant strategy for the elimination of the ingrained career barriers.

The National Education Policy Act, Act No. 27 of 1996 aims to advance and promote the fundamental rights of every person and to eliminate the past inequality in education. According to Allana et al. (2010: 344), training teachers in gender equality education is essential in order to actualise gender equality education more effectively at school sites. In support of empowerment, Aikman and Unterhalter (2007: 77) point out that developing capacity for gender equality involves implementing a range of strategies, comprising not only gender training of both male and female administrators and teachers to raise awareness and to provide necessary skills for gender analysis, but also initiatives to increase women's visibility within organisations, for example through using quotas.

2.5.7. Teacher training

The Department of Education and Training has to develop educational policies, programmes and interventions that should be in line with gender sensitivity for teachers. Teacher education needs to equip teachers to promote an understanding of the profound nature of gender inequity and to overcome the resultant barriers to learning. Allana et al. (2010: 347) confirmed that gender sensitivity training needs to be mandatory for all teacher training programmes, certificates and academic courses. Conveniently, Shakeshaft et al. (2007: 118) agree that leaders need to be mindful of about social justice and be strategic in promoting equity.

Amondi (2011: 63) admits that training of women in top, middle and supervisory management in skills required for top educational management and leadership positions is necessary. DoE has a responsibility to develop gender equality in teaching through the courses and practical materials that they provide. Furthermore, the Skills Development Act, No. 97 of 1998 and the Skills Development Levies Act, No 9 of 1999 promote the development of workplace strategies to develop the skills of employees and provide funding for this purpose. Sweetman (2000: 6) remarks that in reality, gender training and other forms of training for transformation have a radical agenda, stressing the need to question existing power structures, and linking personal beliefs and behaviour to women's lack of participation in the work place, the market and the state.

Recommendations by Oxfam (2005: 5) state that training needs to help teachers to develop practical solutions, and should be accompanied by monitoring and follow-up support. According to Allana et al. (2010: 344), gender equality training brings gender awareness among teachers in gender equality education and ultimately to promote gender equality education in school. Oxfam (2005: 5) highlighted that pre-service training institutions, providers of in-service and ongoing professional development need to make sure their efforts are co-ordinated, and well documented. As highlighted in the Labour Relations Act 66 of 1995, this deals with general aspects of the rights of employees and of employers.

Allana et al. (2010: 344) identified a Programme Development for enhancing Gender-Sensitive Teaching Abilities of Teachers that has to be conducted in order to promote gender equality for teachers by developing a model program that aims to bring gender awareness among teachers in gender equality , education and ultimately to promote gender equality education in school. The study undertaken by Oxfam (2005: 8) discovered that teacher education also needs to address not only how teachers and other education officials teach gender equality, but how they live this in their private lives, changing personal behaviour and challenging some of the deeply held assumptions that perpetuate inequalities.

DoE should include gender related courses in teacher training programmes, workshops and pre-service teacher education. Oxfam (2005:5) stated that governments have a responsibility to develop gender equality in teaching through the courses and practical materials that they provide. Kagoda (2011: 11) highlights the fact that to stakeholders in the education sector should be

sensitised about gender issues and how they affect the development of the country. Amondi (2011: 64) remarks that providing gender sensitive training to both males and females should promote non-discriminatory working relationships and respect for diversity in work and management styles.

Oxfam (2005: 5) reveals that training in gender equality is included in the teacher education programme, both in pre-service training and in-service college-based or school-based training. Amondi (2011: 64) remains hopeful that including gender issues in government educational and employment policies, with the government committing itself to provide the political will which is pre-requisite to the success of policy implementation. Aikman and Unterhalter (2007: 72) declare that in order to enable teachers and educational administrators to work effectively to address gender inequalities, the organisations in which they work (for example, schools and ministries of education) must have the capacity to fulfil their mandates.

Allana et al. (2010: 344) remain optimistic that the Teacher Empowerment Program (TEP) training using performance activities by both men and women such as storytelling or dancing, considered as the “female domain” helped women to surface more, feel more confident about their capacities, dispel misconceptions and encourage men and women to treat each other, more as partners. Allana et al. (2010: 347) stress that organizational change needs to be institutionalized promoting gender balanced staff, gender sensitive governance structure and valuing women and men’s styles as equals.

2.5.8. NGO and other organisation involvement

The study conducted by Leach (2000: 16) recommends that the Forum for African Educationalist (FAWE), which brings together a number of African women in high ranking government or university positions to act in a lobbying and advocacy role in support of women’s education, has had a significant impact in a short period of time. According to Shakeshaft et al. (2007: 118) women serving in key leadership roles must talk about and think creatively with other women about ways to successfully balance family responsibilities and job demands.

According to Fennel (in Brown & Irby 2010: 7) these female leaders (a) worked to develop a collaborative environment under a common vision, (b) valued people and their contributions, (c)

used power and made it expandable to others, and (d) resisted practices that interfered with the overall goals, thus confronting issues as needed in their positions as educational leaders. To assist educational leadership and other leaders to meet their gender equity targets, educational institutions need cultural and practical change to support women who are being attracted to, retained and developed.

Accordingly, Longwe (2000: 23) suggests that women should increase their level of control over the allocation of resources by identifying and ending the discriminatory practices which stand in their way. More importantly Shakeshaft et al. (2007: 118) believe that women in positions of leadership need to communicate the feeling of efficacy they derive from their work. Aikman and Unterhalter (2007: 64) remains adamant that women in position of authority can exert a particularly important influence on efforts to promote girls' education: they not only act as role models but also are in a position to change the priorities and practices of the government.

2.5.9. Mentoring

Educational leadership at levels should encourage a need to establish and strengthen a mentor system within education leadership and administrative programmes. The DoE should encourage mentorship for women to support their career development and advancement. Rightfully, Brown and Irby (2010: 8) comment that mentoring can increase women's confidence and help them to stay focused on their career goals. Subsequently, Kagoda (2011: 11) found that effective mentor relationships that incorporate a gender match are functional and can provide support for personal experiences with gender. Professionally, Amondi (2011: 64) requested the creation of a system for mentoring for women in middle and supervisory management.

Therefore, Shakeshaft et al. (2007: 118) stressed that women and men in positions of power in educational systems must deliberately mentor more women. The study of Klenke (in Zulu, 2003: 90) noted that networks and mentoring relationships are critical for women seeking leadership roles, and the exclusion of women from these informal processes deprives them of the opportunity to benefit from "information exchange, career planning and strategizing, professional support and encouragement, increased visibility and upward mobility".

2.5.10. Millennium development goal

Aikman and Unterhalter (2007: 61) correctly point out that commitment to achieving gender equality and the empowerment of women through equal access to all levels of education by 2015, as expressed in the third Millennium Development Goal (MDG), may be *legal* or *political*. Similar observations were made by Allana, Asad and Sherli (2010: 344) when they commented on the Millennium Development Goals (MDG), and the International Development Targets as in UNICEF has been working hard to provide equal opportunities to both boys and girls in the field of education.

Such observations were noted by Oxfam (2005: 7), whose report recommended developing and implementing government-agreed standards for quality and equality in education. Of key importance, Aikman and Unterhalter (2007: 73) established that institutional transformation has to take place by creating the ability to achieve the gender MDG therefore often requires the transformation of deep-seated relations between women and men, and their practices within organisations.

2.5.11 Gender equity budget

According to Aikman and Unterhalter (2007: 99) research findings confirm that countries need also to improve the education system overall, including evidence-based planning, good financing systems and healthy budgets, minimal barriers to access, and attention to quality. Of relevance this is the Public Finance Management Act, No. 1 of 1999 which regulates the financial management in national and provincial government: effective management of all revenue, expenditure, assets and liabilities.

Similarly, Allana et al. (2010:346) in their study noted that of governmental and non-governmental organizations need to join hands and cooperate to meet the challenges of minimizing gender discrimination and promoting gender equality at all levels. A review of literature by Allana et al. (2010: 347) observed that educational authorities and schools must be provided with a suitable budget to promote and sustain the gender sensitive agenda. As Aikman and Unterhalter (2007: 81) recommend, gender-responsive budgeting (GRB) is thus an attempt

to ensure that gender-related issues are considered and addressed in all government policies and programmes, and specifically in the budget allocated to implement them.

In agreement Oxfam (2005: 8) acceded to assess the planning and budgeting processes, and ensure that officials at all levels have the capacity to implement them. Governments have a responsibility to develop gender-equitable education policies for children's learning, as well as for their long-term well-being (Aikman & Unterhalter, 2007: 27). The study by Aikman and Unterhalter (2007: 82) recommend putting in place any necessary training and providing a framework for gender-targeted expenditures, i.e. expenditure directed specifically at improving gender equality.

In terms of education, one example would be special scholarships for girls. Allana et al. (2010: 347) found that benefits must be offered in rural areas to promote girl's education e.g., scholarships, food packs etc. A woman's education should be considered a fundamental right of the individual. Brown and Irby (2010: 10) noted that educational institutions and professional organizations must support and encourage research on gender issues in educational leadership.

Gender equity experts Aikman and Unterhalter (2007: 83) identified a framework for expenditure in general/mainstream expenditures, analysed for their gendered impact; for example, expenditure on post-compulsory education, sectors which commonly have a high proportion of male students; and the provision of early childhood education, because it particularly benefits women and older girls by reducing their burden of child care. According to the Republic of Kenya (in Amondi, 2010: 59), policy provides a framework for planning and programming of gender responsive education at all levels of education and this is a clear indication that the government is committed to pursuing gender equality in all spheres of development, and in establishing mechanisms to redress the existing inequalities.

Aikman and Unterhalter (2007: 82) support the framework for expenditure in staff-related employment-equity expenditures, i.e. expenditures that promote employment equity among public servants. In education, they might include expenditures on training for women teachers to help them to progress further in their careers. Allana et al. (2010: 347) refer to a gender responsive school as one where the academic, social and physical environment and its surrounding community take into account the special needs of both females and males. Oxfam

(2005: 8) points out that teacher's awareness of, and approaches to gender issues in teaching and learning, are crucial if gender equitable education is to be achieved.

2.5.12. Gender mainstreaming

According to the Commonwealth Secretariat (1999 as cited by Senne & Rugimbana, 2012: 3598) gender mainstreaming is a network of structures, mechanisms and processes that are put in place within an organisation's framework to guide, plan, and monitor and evaluate gender equity. Consequently, Aikman and Unterhalter (2007: 75) note that in order to address gender concerns holistically, it is essential to mainstream gender in all institutions of society. Mainstreaming is defined as the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. Similarly, Senne and Rugimbana (2012: 3598) maintain that the progress of gender equity implementation can be measured in terms of using a process of mainstreaming.

By reaching consensus Allana et al. (2010: 347) steadfastly believe that gender mainstreaming received particular attention during 1995 Beijing World Conference on Women, and is about extending concern for gender equality and education from a few vocal people often on the periphery of organisations, to the centre of the development agenda. Senne and Rugimbana (2012: 3598) note that proponents of the social constructionist view support the adoption of gender mainstreaming as a measurement proxy of gender equity. Allana et al. (2010: 346) reveal that educational system needs to be gender sensitive and gender friendly. This should be reflected in the sports, games and activities for girls and boys. The report by Oxfam (2005: 8) makes a reflection on developing the capacity and role of the inspectorate and gender units to support gender equality in the classroom.

2.5.13. Community involvement

Inclusive gender trainings must be provided for parents, teachers, staff, administrators, and local officials. The investigation by Allana et al. (2010: 347) suggests that school-parent partnership needs to be strengthened to identify and address gender issues in homes and in educational institutions. Oxfam (2005: 6) in tandem with the school, clubs and parents'/students'/teachers'

associations can provide venues and forums where strong gender equality messages can be explored and reinforced.

2.5.14. Monitoring

By means of assessment and evaluation, Allana et al. (2010: 347) add that monitoring for gender sensitivity progress must be constantly reviewed by gender experts and steps should be taken to sustain the same. Research by Wrushen and Sherman (in Brown & Irby, 2010: 10) recommend that collaboration among all educational stakeholders is vital because gender inequities exist in educational leadership. However, stakeholders must recognize the existence of gender roles and gender influences on women's effort to obtain leadership positions.

2.5.15. Counselling

Allana et al. (2010: 347) delved into gender sensitivity counselling which must be made available for students, staff, teachers and parents. In agreement, Aikman and Unterhalter (2007: 63) indicated that counselling should start at the grassroots level; the leadership of local administrators, head teachers, community organisers, and traditional authority can drive progress towards gender equality. Brown and Irby (2010:9) are optimistic that counselling will hopefully promote more female leaders in schools and lead to more gender equitable leadership.

2.5.16. Societal support

According to Allana et al. (2010: 347), gender fair practices are effective when leadership supports gender equity and equality measures and also effective by communicates the organization's commitment to gender equality. Therefore, Allana et al. (2010: 347) report that parents play an active part in the management of the education resources to ensure they are used for the benefit of both girls and boys equitably. Oxfam (2005: 8) notes that even though some women in positions of educational leadership may struggle with balancing work and family obligations, women have creatively balanced both.

2.6 CONCLUSION

The previous discussion has consciously highlighted gender and educational leadership positions by suitably qualified women. This chapter provided information on the followings questions:

- What is the nature and extent of gender representation patterns on educational leadership positions?
- What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools in areas around Phokeng?
- What strategies can be applied to address the current gender representation patterns in order to address gender equity concerns in education?

This chapter also analysed the context for this study through the literature review. In Chapter 3, the research design and method will be discussed.

CHAPTER 3

RESEARCH APPROACH AND DESIGN

3.1 INTRODUCTION

In Chapter 2 the relevant literature regarding gender representation patterns in education leadership positions in high school was discussed. Chapter 3 will describe how data will be collected, analysed and interpreted using a qualitative research approach. This chapter consists of an outline of the research methodology used and source of data as well as methods used for data collection. It also describes how the data were collected, analysed and interpreted. Creswell (2009: 233) reveals that research methods involve the forms of data collection, analysis and interpretation that researchers propose for their studies.

Robson (2011: 528) describes the research method as the theoretical, political and philosophical background to social research, their implications for research practice and for the use of particular research methods. Using a qualitative approach, this study involved semi-structured interview, open-ended qualitative questionnaire and document analysis for data collection. A qualitative research methodology was selected as a suitable method of inquiry in order to get a balanced view and insider's perspective on gender representation patterns in educational leadership. Creswell (2009: 232) explains that qualitative research is a means for exploring and understanding the meaning individuals of groups ascribe to a social or human problem.

3.2 QUALITATIVE RESEARCH APPROACH

According to Leedy and Ormrod (2010: 135), a qualitative research approach focus on phenomena that occur in natural settings; that is, in the “real world” and involve studying those phenomena in all their complexity. Robson (2011: 530) adds that qualitative research is commonly used to refer to a style of research using qualitative data collection and *flexible design*. Drew, Hardman and Hosp (2008: 382) mention that qualitative approach is a type of research in which data are collected in the form of words or a narrative that describe the topic

under study and emphasize collecting data in natural settings. Creswell (2009: 232) notes that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Creswell (in Ivankova, Creswell & Clark, 2009: 259), indicates that qualitative research is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting. The main types of qualitative data collected in this study came from face to face interviews with the participants, documents containing public and private records and open-ended qualitative questionnaires. Grbich (2007: 196) explains that qualitative research tends to be seen primarily as an inductive approach using a research question and moving from instances gained in the data collection to some form of conclusion, often via comparison with existing concepts or theory.

3.3 RESEARCH PARADIGM

The research paradigm is a perspective held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices (Johnson & Christensen, 2008: 600). According to Corbin and Strauss (2008: 89), the paradigm is a perspective, a set of questions that can be applied to data to help the analyst to draw out the contextual factors and identify relationships between context and process.

3.4 INTERPRETIVE PARADIGM

The study was designed in accordance with an interpretive paradigm and was aimed at using a case study of factors influencing gender representation patterns in educational leadership positions in high schools. According to Cohen et al (in Jansen, 2010: 6), an interpretive paradigm is a view of social science as a lens through which you examine the positive research. The research referred to was that of over-representation of men and under-representation of women as this study is centred on gender representation patterns in educational leadership positions.

Robson (2011: 527) notes that the interpretive paradigm emphasises the meaning of people's participation in social and cultural life. The focus was on an analysis of the meanings people confer upon their own and others activities. It is the daily experiences of suitably qualified

women teachers and the marginalization of their ability to graduate and move to top educational leadership positions in high schools that has shaped this study.

3.5 RESEARCH DESIGN

The research study used a qualitative approach and a case study. This is a descriptive and naturalistic design which was found to be appropriate and relevant for studying factors influencing gender representation patterns in educational leadership positions in high schools in areas around Phokeng. According to Hakim in Robson (2011: 71), the research design deals primarily with aims, purposes, intentions and plans within the practical constraints of location, time, money and availability of staff. Thomas (2012: 26) indicates that research design has features that are interconnected as follows:

- Purpose;
- conception (or question);
- your desk research or literature review;
- the approach you decide to take;
- the design frame, method and analysis; and
- the process you will use in the case study, your *modus operandi*.

Creswell (2009: 233) regards research design as plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The research design is used to identify and select the participants, time, place and under what circumstances data will be collected from them in their own area. The research design acts as a guide to which path to follow from the beginning to the end of the research.

The focus of the study was to use a case study to investigate the nature and extent of gender representation patterns in educational leadership positions, the possible reasons for the current gender representation patterns in educational leadership positions in high schools of areas around Phokeng and strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education. A more balanced sample of four public high schools was selected from nine high schools in around Phokeng which are completely under male educational leadership.

Data collection methods for this study were semi-structured interviews, open-ended qualitative questionnaires and document analysis. The interviews were conducted at the participants' schools. The researcher went to the participants in their natural setting at their schools and interviewed them. The researcher also delivered open-ended qualitative questionnaires personally to the participants to be answered in their own time and collected them after completion. Document analysis was done appropriately as data was obtained from documents after the authenticity of them were checked and verified.

The research design applied in this study encompasses amongst other things the following:

- Research approach;
- research paradigm;
- research methods;
- data gathering methods;
- data analysis; and
- data interpretation.

3.6 CASE STUDY

According to Bromley (in Nieuwenhuis, 2010: 75), a case study research is a "systematic inquiry into an event or a set of related events which aims to describe and explain the phenomena of interest". A literature study was done to determine what other researchers have found regarding factors influencing gender representation patterns in educational leadership positions in high schools in Phokeng area. A qualitative researcher describes and explains in detail the phenomenon he is interested in.

Robson (2011: 523) asserts that a case study is a research design focusing on the study of a single case or a small number of cases. The case can be an individual person, an institution, a situation, etc. As used in this text, a case study design focuses on the case in its context typically using multiple methods of data collection. Creswell (2007: 227) claims that case studies are a qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals.

The cases were bounded by time and activity, and researchers collected detailed information using a variety of data collection procedures over a sustained period of time. The literature review provided information that assisted the researcher in finding out whether there are any possible reasons for the current gender representation patterns experienced by well qualified woman teachers in educational leadership positions in high schools in areas around Phokeng. Leedy and Ormrod (2010: 128) define a case study as a type of qualitative research in which in-depth data are gathered relative to a single individual program or event, for the purpose of learning more about an unknown or poorly understood situation. The data collected from semi-structured interviews, open-ended qualitative questionnaire and documents were compared with the literature.

Denscombe (2005: 32) suggests that a case studies focuses on one instance (or a few instance) of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance. The qualitative researcher had to spend some considerable time with the participants to gather in-depth accounts of factors influencing gender representation patterns in educational and leadership positions. The researcher had to probe deeply and analysed intensively the problem under study that constituted the prevailing trend in promoting well qualified teachers in educational leadership positions with a view of generalising the findings about the educational system.

3.7 THE CASE STUDY

The case study was conducted in the Phokeng area high schools and the unit of analysis was gender representation patterns in educational leadership. Despite the Employment Equity Act No 55 of 1998 that ensures that there is equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workforce (Loock, Grobler, & Mestry, 2009: 96), high schools in areas around Phokeng were still under the leadership of males and that showered that suitably qualified females teachers were not getting equal opportunities and fair treatment in employment. The Department of Education and Training has implemented ongoing strategies and initiative to transform the education system, and in 1996 it appointed a Task Team to investigate ways of achieving equity in the education system. More recent figures illustrate that women form only 30% of school leaders; yet they constitute 70% of the teaching population (DoE, 2002).

There was an acute shortage of female leaders and an oversupply of male leaders in educational leadership positions in areas of Phokeng. This problem was encouraged by SGB's that possessed little knowledge about government initiatives on gender equity and these governors were not always in line with educational policies as they prefer males over females. There was, therefore, an urgent need to continue to research the underlying factors influencing gender representation patterns in educational leadership positions in high schools in Phokeng area and to plan for strategies to address the current gender representation patterns in educational leadership positions. Chabaya et al. (2009: 248) acknowledge that the achievement of employment equity in high school leadership will require a variety of strategies targeting gender stereotyping by individuals, institutions and policies. A detailed survey of practical affirmative action strategies was needed to improve the representation of females in educational leadership in areas of Phokeng.

3.8 SELECTION OF PARTICIPANTS

Participant is a general term used for anyone taking part in a research study (Robson 2012: 529). In this case the principals, deputy principals and departmental heads were selected. The target population of six participants for this study comprised male principals, male and female deputy principals and female departmental heads.

3.8.1 Purposeful sampling

According to Creswell (2009: 231), the researcher purposefully selects participants or sites (or documents or visual material) which means that qualitative researchers select individuals who will best help them understand the research problem and the research questions. Creswell (2007: 204) states that in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. Purposeful sampling thus applied to both individuals and sites.

Robson (2011: 530) writes that purposeful sampling entails the choice of a sample of participants and is based on the requirements of the research question or theoretical framework. Denscombe (2005: 15) states that purposeful sampling is applied to those situations where the researcher

already knows something about the specific people or events and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data.

3.8.2 Research participants

In order to generate in-depth information and balanced view on strategies that were put in place to address gender representation patterns in leadership positions in high schools, the researcher selected the participants to obtain information on the view of those who were within the school leadership teams and were affected by gender representation patterns in schools.

At the moment the area around Phokeng has nine high schools all under male educational leadership. Four public high schools were selected by means of purposeful sampling in and areas around Phokeng.

3.8.3 Criterion for sampling

The qualitative researcher selected two principals with seven year experience and more in school leadership who had a considerable knowledge of South African Schools Act, (SASA) 84 of 1996, a sample which had to be knowledgeable and had information on gender representation issues in schools, departmental policies, and provincial policies on gender equity and equality. The deputy principal and two departmental heads were to have five years of service and possessed knowledge of school leadership and management duties and responsibilities. This sample was used as representing the entire population.

3.9 RESEARCH METHODS

For the purpose of this study, the researcher used the interactive method by obtaining first-hand information from principals, deputy principals and departmental heads. The use of semi-structured interviews, open-ended qualitative questionnaires and documents analysis proved to be crucial to determine and understand the nature of factors influencing gender representation patterns in leadership positions in high schools. The nature and extent of gender representation patterns in educational leadership positions and possible reasons for the current gender

representation patterns in educational leadership as well as strategies that can be applied to address the current gender representation patterns were explained.

Henning, van Rensburg and Smit (2004: 128) mention that collecting data involved selecting data, the techniques of data collection and transcriptions through note taking and tape recording. Before data could be gathered, permission to undertake the study had to be obtained from the Department of Education and Training, and participants. The research participants were informed in advance of the aims of the study. Semi-structured interviews and open-ended qualitative questionnaires were used on individual principals, deputy principals and departmental heads. Document analysis was used to provide valuable information to help researcher to understand central phenomenon in qualitative studies.

3.10 RESEARCH INSTRUMENTS

Drew et al. (2008: 117) explain that the research instruments must be designed to generate behaviour that is presumed to be an attribute of the topic under investigation. Consequently, the researcher employed semi-structured interviews, open-ended questionnaires and document analysis to collect relevant data about a case study of factors influencing gender representation patterns in educational leadership positions in high schools in the Phokeng areas.

3.10.1 Semi-structured interview

Robson (2011: 279) writes that interviewing as a research method typically involves you, as a researcher, asking questions and, hopefully, receiving answers from people you are interviewing. Creswell (2009: 233) describes qualitative interviews as meaning that the researcher conducts face-to-face interviews with participants. Semi-structured interviews involve a set of assumptions and understandings about the situation normally not associated with a casual conversation. As remarked by Robson (2011: 280) in a semi-structured interview, the interviewer has an interview guide that serves as a checklist of topics to be covered and a default wording and order for questions, but the wording and order are often substantially modified based on the flow of the interview, and additional unplanned questions are asked to follow up what the interviewee says.

Denscombe (2005: 167) explains that a semi-structured interview is used when the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. In the course of the interview, the researcher can stimulate the insights of the interviewees into their own world in such a way that new insights are obtained that were initially not anticipated. The same interview questions were used for all the participants. Data based on emotions, experiences, feelings, sensitive issues and privileged information was collected.

The two male principals and male and female deputy principals were interviewed at their schools in their quiet offices and phone calls were diverted to the administrative assistant to avoid interruption. It was possible to gain direct access to the respective interviewees through consultation. As the interviewees answered, the researcher took notes in his flash note book for later reference. The duration of each interview was about twenty minutes. The purpose of spending the twenty minutes with each interviewee was to enable the researcher to explore difficult aspects of the problem in an unrestricted way.

The researcher created an opportunity where each interviewee would be able to reflect herself/himself freely in detail and be certain of the confidentiality with which the information would be treated. The participants felt at ease with the researcher using a hand-held digital recorder during the interview sessions. The recorded information created for the researcher an opportunity of playing the tape again in order to be able to ensure that the information was correctly translated to paper and no misinterpretation or incorrect hearing had taken place. The tape recordings were transcribed directly after the interviews. The interviews were viable in terms of the costs in time and the travel involved.

3.10.2 Open-ended qualitative questionnaire

Denscombe (2005: 145) states that a questionnaire relies on written information supplied directly by people in response to questions asked by the researcher. He (Denscombe, 2005: 155) furthermore describes open-ended questions as those that leave the presenter to decide the wording of the answer, the length of the answers and the kind of matters to be in the answer. Questions tend to be exploratory and open-ended. Questionnaires are written lists of questions which are used to gather information directly from the participants. Power rests upon the

participants who are experts on the matter under investigation. There are various forms of questioning when drawing up a questionnaire. These questionnaires are designed to collect information to be used for analysis.

The researcher delivered questionnaires personally to all participating schools for later collection after completion. Clarity was given to all departmental heads on how to go about answering the questionnaires and they were also encouraged to give accurate answers. Questions asked in the questionnaire were aimed to lay the foundation in preparation for the semi-structured interviews that were to follow in the second stage of the study.

3.10.3 Documents

Documents used in this study consisted of public and private records that provide valuable information in helping the researcher understand central phenomena in qualitative studies, written data sources such as DoE Area Office reports, administrative documents, letters, school reports minutes of meetings, minutes of interview process and minutes of short listing process. Denscombe (2005: 10) indicates that social researchers can undertake empirical research based on documents which incorporate as wide and as elusive data as possible, and which aims to bring things up to date.

According to Creswell (2009: 181), during the process of research, the investigator collects qualitative documents such as public documents' (newspapers, minutes of meetings, official reports) or private documents (e.g. personal journals and diaries, letters, e-mails). Furthermore, Creswell (2009: 174) suggests that in document research, the issue involves locating materials often at sites far away and obtaining permission to use them.

3.11 DATA ANALYSIS

Creswell (2009: 183) indicates that the process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, conducting different analysis, going deeper and deeper into understanding the data (some qualitative researchers like to think of this as peeling back the layer of an onion), representing the data and making an interpretation of the larger meaning of the data.

Henning, van Rensburg and Smit (2004: 127) concur that data analysis in qualitative research is an ongoing emerging and iterative or non-linear process. Data are transcribed, that is texts from semi-structured interviews are typed into word-processing documents. Furthermore, Henning, van Rensburg and Smit (2004: 128) highlight that one of the aims of an analysis is to describe both the data and the object or event to which the data refer.

This study focused on the themes identified by Creswell (2009: 185), for data analysis which are:

- Step 1: The researcher organised and prepared data for analysis, transcribed interviews, sorted and arranged the data into different types depending on the source of information.
- Step 2: The researcher read through all the data, obtained a general source of the information and reflected on its overall meaning.
- Step 3: The researcher began detailed analysis with a coding process, took text data gathered during collection, segmenting sentences into categories, and labeling categories with a theme.
- Step 4: The researcher used the coding process to generate a description of the setting or people as well as categories or themes for analysis.
- Step 5: The researcher advanced how the description and theme will be represented.
- Step 6: The researcher made an interpretation or meaning of data.

The above themes created a chance for the researcher to analyse the data. At the end of the analysis stage the researcher revisited the findings and linked them with the literature to obtain the whole picture.

3.12 DATA INTERPRETATION

According to Creswell (2009: 230), data interpretation in qualitative research means that the researcher draws meanings from the findings of data analysis. This section of interpretation of data that were collected using various data gathering instruments or tools will be comprehensively reported. Leedy and Ormrod (2010: 136) regard interpretation as enabling a researcher to (a) gain new insights about a particular phenomenon, (b) develop new concepts or

theoretical perspectives about the phenomenon, and/or (c) discover the problems that exist within the phenomenon.

This study related researcher's findings and results to an already existing theoretical framework. Drew et al. (2008: 369) suggest that interpretation of results as the process suggests what results of a study might mean for theory, for practice, and for future research.

3.13 TRUSTWORTHINESS OF THE STUDY

Robson (2012: 534) defines trustworthiness as referring to the extent to which one can have trust or confidence in a study and its findings. Guba and Lincoln (in Bloomberg & Volpe, 2008: 77) proposed the following criteria for evaluating the trustworthiness of qualitative research: credibility, transferability, dependability.

3.13.1 Credibility

For Robson (2011: 523), credibility refers to the ability to demonstrate that the research was designed in a manner which accurately identified and described the phenomena to be investigated. It calls for a detailed specification of the method used and the justification for its use. McMillan and Schumacher (2001: 407) refer to validity as the degree to which the explanations of phenomena match the realities of the world. This study applied internal validity to ensure that the study attains the status of credibility. Welman, Kruger and Mitchell (2007: 107) indicate that internal validity describes the degree to which changes in the dependent variables are indeed due to the independent variables rather than to something else.

Guba and Lincoln (in Bloomberg & Volpe, 2008: 77) state it is criterion refers to whether the participants' perceptions match up with the researchers' portrayal of them. This study used triangulation to add to the credibility, the method of data collection and analysis to assess if there description, this study used triangulation in semi-structured interviews, open-ended questionnaires and documents analysis methods.

Subsequently, various data were obtained from the principal, deputy principal, departmental heads and teachers. This study used strategies to enhance validity by means of verbatim

accounts, checking and mechanically recorded data. McMillan and Schumacher (2001: 166) define credibility as the extent to which the results approximate reality and are judged to be trustworthy and reasonable.

3.13.2 Transferability

Robson (2011: 526) notes that generalisability is the characteristic of research findings that allows them to be applied to other situations and other populations. Maree (2010: 299) states that generalisability and transferability refers to the way in which the reader is able to take the findings transfer them to other context. The researcher provided all contextual information about the fieldwork area. This study presented conclusive information about the research sites and provided rich descriptions of the views or perception or selected participants under study. According to McMillan and Schumacher (2001: 167) external validity refers to the generalisability of the results, the external to which the result and conclusions can be generalized to other people and settings. (Guba & Lincoln, in Bloomberg & Volpe, 2008: 77) indicated that transferability is about how well the study has made it possible for the reader to decide whether similar processes will be at work in their own settings and communities by understanding in depth how they occur at the research site.

3.13.3 Dependability

The reader should believe and be convinced that findings as presented by the researcher are correct. This study used stakeholders' checks on the initial documents, data interpretations and findings to ensure that they are accurate and dependable. (Guba & Lincoln, in Bloomberg & Volpe, 2008: 77). Dependability refers to whether one can track the processes and procedures used to collect and interpret the data.

3.14 THE RESEARCHER'S ROLE

The researcher adhered to research ethics and used them as a guide during the data collection process. The researcher used his ability to gain the confidence of all participants sampled for this study. Categorically, the researcher compiled the questionnaires, administered questionnaires to the participants, organised interviews, led interviews, analysed data and engaged in triangulation

of data. This role of the researcher successfully elicited co-operation, trust, openness and acceptance from the participants. The researcher gave participants feedback about the study and appropriate token gifts.

3.15 ETHICAL ISSUES OF THE RESEARCH

Cohen, Manion and Morrison (2011: 81) indicate that the relevance of the principles of informed consent become apparent at the initial stage of the research project that of access to the institution or organization where the research is to be conducted and acceptance by those whose permission one needs before embarking on the task. The following important ethical issues were taken into consideration during this research:

- Permission from the authorities;
- Confidence;
- Anonymity of participants; and
- Participants to be well-informed in advance.

It is considered unethical to gather information without the involvement and giving thorough knowledge about the research to all participate, their willingness to participate and expressed consent. The researcher ensured that the participants and their schools were assured that they would not be identified in the report of the study. All participants were made aware of the type of information the researcher would want from them. Furthermore, the researcher reached agreement with the participants about the use of collected data, how the analysis should be reported and disseminated. Permission was requested from the area office and the school principals to allow this research study to be conducted in their schools.

3.16 CONCLUSION

In this chapter the researcher described and explained the qualitative research approach that was applied during the research. The research methodology used in this study was guided by a case study approach and feminist perspective as a theoretical frame-work. Semi-structured interviews; open-ended qualitative questionnaires and document analysis were the tools best suited for the

study. This chapter justified the use of the qualitative research approach and the instruments which were used to gather data were clearly explained.

CHAPTER 4

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous chapter the methodological approach to obtain the data was described. The research design and the instruments used to collect data were also explained. In this chapter the data collected through qualitative open-ended questionnaires, semi-structured interviews and document analysis is presented.

The findings of the study of factors influencing gender representation patterns in educational leadership positions in high schools in the Phokeng area will be presented in this chapter. The data are presented, analysed and interpreted in accordance with the purpose of the research as well as the research questions that guided the study. The researcher reported only on what was deemed significant to the purpose, significance and questions of the study as indicated in paragraph 1.4, 1.5 and 1.6.

4.2 PRESENTATION OF DATA

For this study the researcher used a qualitative method to obtain first-hand information from principals, deputy principals and departmental heads. In this chapter, raw data obtained from audio recording of semi-structured interviews and transcripts, document analysis, and open ended questionnaires are presented. Furthermore, this chapter provided an analysis and interpretation of the data according to the purpose of the investigation. This chapter also outlined the findings of the empirical investigation undertaken to establish factors influencing gender representation patterns in educational leadership positions in high schools. The results of the study were presented in accordance with the case study design.

4.3 ANALYSIS OF DATA

The analysis of the qualitative data as discussed comprehensively in Chapter 3 (paragraph 3.2), included the analysis of all collected data, the use of interview transcripts as well as finding meaning in the data. The researcher began to code data, conduct analysis and group the data into categories or themes. Data analysis was undertaken simultaneously with data collection. As indicated in Chapter 3, the participants qualified to be part of the study in terms of the purpose of the research. The goal was to select participants who were involved in duties as educational leaders across all levels in high schools.

The principal and the deputy principal of the four schools were interviewed and departmental heads of each school completed the open-ended questionnaires. Participants consisted of principals, deputy principals, and departmental heads. Twelve participants were selected for this study. They are identified as A, B, C, D, E, F, G, H, I, J, K and L because of the ethical reason, “right to privacy”. The following questions were answered through semi-structured interviews and open-ended questionnaires:

- What is the nature and extent of gender representation in leadership positions?
- What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools of areas around Phokeng?
- What are the strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education?

4.4 PRESENTATION OF DATA COLLECTED THROUGH INTERVIEWS

The researcher personally hand-delivered the interviews schedules to all the participants before the actual date of the interviews in order to allow the interviewees to become familiar with the questions contained on the interview schedules, to establish rapport with the participants, create trust and cooperation in the participants as well as encouraging the participants to communicate their own attitudes and feelings. The researcher also made it clear to all the participants that he aimed to collect rich and descriptive data on factors influencing gender representation patterns in educational leadership positions in high schools in the Phokeng area.

A hand-held recorder was used for the recording of the interviews, and then played in a noise controlled room. Virtual audio was used on a HP 630 Laptop. The software was opened and the recorder selected. It was configured and set to MP3 and was set to record as interview 1 to 8. The same procedure was used for each interview. When completed the recordings were then played using Windows media. The researcher took notes during the interview and he also replayed the recordings so that the correct content of the interview could be noted.

The researcher took notes during the interviews and reviewed the answers to reflect on the interview so as to identify gaps to explore in a follow-up interview. All interviews were recorded with the permission of each of the participants. The researcher used hand-written notes to support the recordings. The hand written notes were used along with the transcriptions for analysis purposes.

4.4.1 What is the nature and extent of gender representation patterns in educational leadership positions?

The themes derived from this question were: the number of women teachers in schools, the number of women in educational leadership positions, the feelings of male teachers if women become their leaders, feeling about the under-representation of women in leadership and if the current situation is normal in schools. The study by Chabaya et al. (2009: 243) found that some women did not apply for promotion in school leadership because if they to be promoted, their spouses and the society would question their moral uprightness.

The first idea of the first theme was to establish the number of women teachers employed currently by the department of education in the four selected high schools. In essence the researcher wanted to check and establish data concerning an oversupply of women teachers in relation to their male counterparts. Participants were requested to indicate the number of their women staff members.

The second theme required the researcher to establish the number of women teachers employed in educational leadership positions in schools. It should be stated that the importance of having a small number of women in educational leadership positions in schools should be related to the problem of marginalization of women teachers by the education system as well as culture.

With regards to the third theme the idea was to establish feelings of the participants on giving support and respect to a female colleague in a leadership position. The fourth theme dealt with the feelings of the participants on the under-representation of women in leadership positions in their schools. The question focused on the opinions of the participants on the under-representation of women teachers and over-representation of men in educational leadership.

The idea of the fifth theme was to find out the feelings of the participants on the current situation of the under-representation of women in educational leadership positions in schools. Participants were asked to indicate if under-representation of women in leadership positions is normal and if not normal to provide reasons. This study employed these identified themes so that the participants could express their opinions about current high number of female teachers in their staff establishments as opposed to male teachers, considering the persistent under-representation of women in educational leadership positions, despite the existence of the Employment Equity Act 55 of 1998.

The findings from the responses on these themes are presented as follows:

During the interviews participants mentioned that the number of women teachers on their staff is higher than that of men. There is a general response that more female teachers are employed in schools by the department of education than men. There was one school that indicated that the number of their female staff is lower than their male counterparts. A reply from Participants A and C indicated that, "*the number of women teachers in our school is seven*".

It therefore means that women teachers comprise a higher percentage in the education system compared to men teachers. In reply, Participants B and F answered that there were "*twenty two women teachers out of 32 staff members*". This was supported by Participants E and G who declared that "*seventeen females out of twenty five staff members and eight are men*". Likewise Participants D and H confirmed that, "*women teachers are fifteen out of twenty seven members*". The study had revealed that women are the dominant gender employed in the Education system.

When asked about the number of female educational leaders in their schools the responses from the participants indicated a low percentage of women in educational leadership positions. These responses revealed that even when the number of female teachers is high in schools, they still

represent a smaller number in positions of leaderships. Participants A and C revealed that, “*the number of women teachers who are in positions of leadership in our school is one*”. It was also shown when Participants E and G answered that, “*Two HOD's out of six SMT members are women*”.

Participants B and F reported that, “*we have members in the school management team, three members are women and of the three, one is a deputy principal while the last two are departmental heads*”. This research found from the participants that schools do have different numbers of women in their school leadership teams, and therefore, the number of women in these teams is different and varies from school to school. Interestingly, the number of women in the schools leadership teams is low. Only a few women teachers occupy positions in top management and leadership levels. There is a huge disparity in terms of female occupation of leadership positions in the educational institutions.

On the question of how participants feel if women teachers happened to be their senior leaders at their schools, Participant C explained that, “*If a woman teacher is in a leadership position here in our school, I will appreciate and embrace this as this will be based solely on the skills that she has*”. Participant A said that, “*I will have no problem as long as the leader is qualified and she is doing her job*”. The study had concluded that male teachers were prepared to acknowledge, give support, welcome and cooperate with any woman educational leader provided such a leader had been trained adequately and possessed appropriate qualifications as well as being equipped with suitable skills.

In agreement Participant E remarked as follow: “*I will feel great about her appointment and I will cooperate with her, assist her, follow her vision and also respect her*”. Participant F made his feelings known that, “*I will appreciate and respect her, work collectively and cooperatively with her. Support her and follow her leadership as she is my boss. I will also feel that there is a positive wind of change on how society perceives women*.”

The responses showed that the participants were willing to work co-operatively, collectively and also respect the female leaders. Moreover, Participant D added that “*Happy, that will show that women are capable of being in a leadership position*”. Participant B indicated that, “*I will feel free; I would respect her, give her the necessary cooperation and work together with her*”. In

support, Participant G commented that, "*I will appreciate her, welcome and work with her. I will totally support and respect her*". Participant H indicated that, "*I will welcome her; work cooperatively and interactively with the leadership. I hope that I will also acquire some knowledge and skills from her*".

The empirical investigation established that male teachers are willing to give support and work as a team with female educational leaders in their school. It was found that women in leadership will be given the respect and cooperation they deserve. According to the findings, teachers in schools are ready to establish an enabling environment for effective leadership to flourish as well as provide women in leadership with professional support.

Participants indicated that under-representation of women in leadership positions needed urgent interventions from the government. As viewed by Participant C, "*It does not address the question of gender equity and also women empowerment as entrenched in the Constitution of the Republic of SA*". Likewise Participant A indicated that, "*It needs to be addressed adequately*". Participant E articulated that, "*It does not speak well about our education system. Women teachers need encouragement, motivation and the necessary qualification as well as support from all spheres in order to close the gap of gender inequity in educational leadership positions*".

Participant F explained that, "*Yes, women are underrepresented in the SMT; there are only three out of seven. However, the school has experienced an upward movement and advancement of women into leadership positions. At the moment out of two deputies one is a female and also of the four heads of departments two are women. I therefore, believe that there is progress in indeed in terms of promoting women into leadership positions.*" Participant G described that, "*I feel ashamed because there are women teachers who are capable of taking leadership positions. It is disappointing and discouraging to see female teachers not taking the chances to become leaders in education*".

The following emerged from Participant B "*Ja, I do not feel very nice about it, that I feel there've got to be equal representation, especially with leadership positions in our school, fortunately at our school, at least at the top most position there is a woman, that is the deputy principal and that is an achievement up to so far*". Participant H responded that, "*It means*

women teachers are not given equal opportunities in leadership as men. Sometimes I feel that women are scared to apply for these posts because of stereotyping and traditional belief. To answer your question sir, I feel ashamed that women are still lagging behind in terms of promotion in educational leadership”.

The empirical and literature study found that the education system should promptly introduce policies and gender programmes that are gender sensitive and gender friendly as well as setting gender equity targets and quotas for educational institutions. The findings revealed that despite good intentions and intervention strategies by the DoE, women were still significantly under-represented in educational leadership positions in high schools.

As expected, through the initiatives indicated earlier on in the above paragraph, the DoE could reach its target of elevating women teachers to positions of leadership earlier than expected. The research discovered that teachers are not comfortable with women still lagging behind in as far as leadership positions are concerned. Teachers would want to see a huge change and movement in terms in of policy implementation for the advancement and upward movement of women into educational leadership positions. In reality women need to be assisted to climb ladders of success in leadership without fear, favour or prejudice.

Participants felt that under-representation of women in leadership positions is not normal. Participant D observed that, “*It is not normal, the school management team comprises of five members of whom one is a female, at least if the ratio was 3:2 in favour of women because of the women inferiority complex, that's why the school has 1:4 in favour of men.* The following comments are attributed to Participant F: “*It's not normal, because women teachers are in the majority in the school. It is also down back to their willingness of applying to promotional posts and if they are better qualified to be considered for leadership posts*”.

Similarly, Participant A rightly observed that, “*No, there must be gender equity*”. The findings are supported by Participant G: “*It is not normal; there is a huge gap between women and men in leadership positions. It is demoralising to see remarkable and qualified women still not appointed to leadership positions*”. Seemingly Participant H concurred with that, “*Not really; there is an imbalance in the SMT. This situation needs to be corrected strategically*”.

Likewise Participant E pointed out that, "*This situation is bad for the community and the country as a whole. In a democratic country you need to use all the resources optimally to produce the desired results. When women are not given opportunities to lead, the country will be missing an opportunity to empower its people through decision making, time management, consultation etc.*" Participant C answered that, "*the current situation in our school is not normal*".

The empirical investigations concluded that women were in the majority in the education system and yet were continually in the minority in educational leadership in high schools. Therefore, supporting evidence was available to show that men are totally dominating most of the top leadership positions in high schools. The situation is not normal and encouraging according to the responses from different participants. Women should be motivated and given appropriate support to familiarise themselves with educational issues that will eventually assist them to be appointed in senior leadership positions.

The study concluded that there should be an intensive recruitment of women into educational leadership and management programmes, and to support this idea, the Affirmative Action policies in place should be adequately monitored and followed to assist women to ascend to the positions of leadership. Qualified women teachers need positive reinforcement and professional backing from senior officials to lift up their morale, self-confidence, self-worth and self-image to apply for promotion posts in order to lead educational institutions.

4.4.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools of areas around Phokeng?

The following interconnected themes were derived: Reasons for low representation of women in leadership positions, reasons for lack of women principals in the Phokeng area and the motivation for principalship. A research by De Witt (2005: 547) revealed that the basis of career barriers for women in the professional life world lie in a lower interiorised self- image which is associated with women and which is ingrained in complex societal stereotyping.

The first theme was to establish opinions from participants about reasons for the low representation of women in leadership positions in schools in general. Participants were asked to

indicate why women represented a lower percentage in educational leadership positions particularly in high schools in Phokeng areas.

The second theme was to find more on the views of participants on why the Phokeng area has virtually no women principals in high schools. Furthermore, participants were encouraged to give their views on the reasons for lack of female educational leadership in the Phokeng areas. The second theme concentrated purely on the possible reasons for the skewed gender representation patterns.

The current trend for appointing educational leaders is negatively skewed against female teachers and positively skewed in favour of male teachers. The focus point is why women teachers are under-represented in educational leadership positions in schools whilst they are dominant in number in the education system. Furthermore, the idea was to establish what influences gender inequality in educational leadership positions.

The third theme dealt with is what motivated the participants to occupy educational leadership positions in schools. Participants had to indicate what motivated them to become educational leaders in high schools. What these identified themes try to establish from the participants is why the representation of women in educational leadership in Phokeng area is not improving, women still do not fill leadership positions in proportion to their number in teaching.

The findings on the responses of these sub-categories are as follows:

Detailed studies of the responses indicated that all participants had a vast knowledge of the reasons for under-representation of women in leadership positions. Participant C strongly believes that the reasons for low representation of women in leadership positions are many, but “*I will mention a few, low self-esteem, even if she has all the qualifications, most of them are highly committed to their families, some leadership positions require more technical expertise that most women do not have*”.

Participant F remarked that, “*I think the reasons are many and differ from one individual to another. Allow me to mention just a few (1). women are not given incentives to further their training or study (2). project poor self-image, self-confidence, self-belief as well as lack of*

inspiration and motivation. Furthermore, these women are undermined at their work places , their bosses and colleagues do not give them the necessary support and as such experience sex discrimination and are also taken as low class-workers (3).women do not want to be separated from their families. They are there to bring up their families; there is a lot of work for them at home and in the community”.

However, participants observed that women teachers were less often recruited and trained into leadership posts, and therefore there were fewer women available to ascend these posts sequentially. Participant G alluded to the former sentiment that, “*There are many (1) cultural beliefs and stereotyping that women cannot be good leaders. (2).fear of being ridiculed by the community while in leadership,(3).insufficient training and empowerment,(4).lack of support, motivation from the community (5).low self-esteem, confidence and self-efficacy*”.

All participants agreed that “*net-work”, lack of self-confidence and self-image were obstacles*. One of the responses from the participants was “*inability to express themselves during interviews, and that crack under pressure*”. This research found that women were more often excluded from the informal network of intellectual leadership. Furthermore, the lowest access to informal networks appeared to result in less mentorship and guidance of females towards leadership posts, and an increased likelihood of marginalisation.

In addition Participant E claimed that there are number of reasons “*(a) Family responsibility that means that women channel all their energies in bringing up their families, (b) lack of networking to prepare women for promotional posts, (c)insufficient supply of role models, women are not given motivation and inspiration from other women because we have few women leaders, (d) traditional beliefs and stereotyping that are held by most people that women are not productive as leaders and should always be under man as their authorities*”.

All participants revealed that an upgrade of qualifications was important for women in occupation of educational leadership positions. One participant indicated that “*Most women are not furthering their studies*”. Participant H remarked that, “*First and foremost women in most cases succumb to fear of being victimised; other reasons are as follows: traditional beliefs, insufficient qualifications, lack of networks and role models, lack of self-confidence, self-belief*

and self-efficacy". Most women are more concerned with family responsibilities and do not want to be away from their families or homes".

In addition, the following sentiments were remarked by Participant B that, "*Reasons are many and varied; the first is of lack of women empowerment, lack of role models, mentors and gender stereotyping*". Furthermore, the following was also said by Participant A that, "*women do not want to take responsibilities or be held accountable, family commitment, they are not networking, poor self-image and lack of confidence and many women are not furthering their studies*". The above comments indicate that preference for remaining with one's family discouraged most women from applying for leadership posts. Similarly, some women regarded leadership roles as something not meant for them.

On responding to the reasons for lack of women principals in the area around Phokeng, Participant C mentioned that, "*they do not apply when posts are advertised, if they have applied they do not meet the relevant requirement for the posts*". Participant D stated that, "*most women do not have personal and professional attributes of being in leadership*". Participant A "*most women do not want to be held accountable*". Participant E stated that "*Traditional beliefs, lack of support and encouragement from the community and suspicion of sabotage from male counterparts and as well as lack of inspiration and motivation*".

Similarly Participant F observed that, "*Phokeng is under a traditional male leader. Men are always on decisions making positions. There is a number of traditional beliefs that act as barriers for women to ascend to leadership positions (1) there are insufficient women role models, women are not having a coordinated associations to share ideas about their careers, unavailability of mentors to nurture and lay foundations for women aspiring for promotion.*" Participant G pointed out that, "*(1) They do not apply for the post (2) and were discouraged by the actions of some men in the organisations and are also intimidated, (3) family commitments and insufficient motivation of policies by DOE*".

On the same line Participant E answered that, "*Traditional beliefs, lack of support and encouragement from the community, sabotage from male counterparts, lack of inspiration and motivation*". Participant H responded that, "*To respond to your question sir, I think, traditional*

beliefs stereotyping, self-belief, insufficient training and support; lack of role models and enrichment programmes could be the reasons.”

The study investigated and analysed the reasons that participants considered as hindrances to women teachers' advancement in educational leadership positions in high schools in the Phokeng area. Women still dominate the teaching fraternity from which leaders are drawn and recruited, and as this study had found, they represent the lowest percentage in educational leadership positions because of human behaviour.

The findings indicated the challenge that was deemed to be difficult to ignore was striking a balance between women's professional and personal life as well as family commitments. Women are in dire need of support and empowerment from their spouses, community and colleagues to acquire the necessary knowledge and qualifications; develop skills and expertise to get promotional posts in education. There is this stereotypical view that men are destined to be in leadership positions and this could be attributed to societal attitudes and socialisation patterns.

On replying to the theme on what motivated principals and deputy principals to become educational leaders, Participant C responded as follows: “*The commitment to total citizen empowerment motivated me to become an educational leader. It is only through good education and leadership that our learners become better citizens of the country*”. This is substantiated by Participant E that, “*Since I started teaching. I wanted to make a change and develop my community and the growing minds. I studied management courses and I was also once delegated to act during the absence of the principal*”.

On a similar note Participant F pointed out that, “*I developed this interest to be a teacher from my father who was also a teacher. When I entered the teaching profession, my role model was the principal where I worked. He encouraged and motivated us to produce results and he also produced other leaders from his school, male and female leaders. He delegated a number of leadership duties and responsibilities to us; such as presiding over staff briefings and staff meetings. My interest was further developed and refined by my former leader*”.

Participant G reported that, “*I was motivated by my school principal. I was elected to lead the Learner Representative Council and acquired some leadership qualities during my tenure. I was*

also delegated management and leadership duties and responsibilities while teaching". In fact, the following remark emerged from Participant A that, "I was exposed to leadership by my former principal. She used to delegate SMT duties to me" As stated by participant H, "my former principal projected himself well. I admired him and draw my inspiration and aspiration from him. He empowered his staff and encouraged us, as teachers to upgrade our qualifications".

In essence, Participant D expressed similar ideas that, "*I was a deputy principal at school x during the absence of the principal, I was substituting him and my duties entailed: administration, management and promotion of education delivery and extracurricular responsibilities*". On the same score, Participant B elaborated that, "*the thing that motivated me started from childhood, I have been aiming to become an educator and also inside I wanted to develop myself to show the skills that I am having in the profession*".

The study found that the male educational leaders that were used in the study were all part of the decision-making bodies in their respective schools in an acting capacity before applying for promotional posts and appointments in educational leadership positions. Most of the participants were encouraged and motivated by their top leadership, who acted as role models, to apply for leadership positions. It was also found that they regarded their positions as a natural progression in fulfilling their personal ambitions and goals.

4.4.3 What are the strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education?

The following aspects emerged from this question: initiatives by government or the school to establish gender equity, solutions for improving the representation of women in educational leadership, feelings of teachers on gender equity and the importance of degrees/ qualifications for one to become an educational leader. As recommended by Chabaya et al. (2009: 248) that the education system, school community and the teaching profession must also ensure that all hopeful women education leaders are adequately supported and have access to professional development opportunities along their career path.

With the first theme the researcher attempted to establish initiatives that were put in place by the government or schools to achieve lasting solutions to gender inequity in educational leadership positions. Participants had to indicate initiatives that the government or schools are implementing to eradicate gender inequity and assist women to be in top leadership positions.

With regard to the analysis of the responses to the theme that dealt with the views of participants to establish solutions to improve the low representation of women in educational leadership. Participants had to indicate solutions to improve the low representation of women in educational leadership.

The third theme dealt with the views of participants on how teachers feel about the under-representation of women in positions of leadership in their schools. With regard to this theme participants had to give their views as to whether teachers are content with gender inequity at their schools.

In relation to the fourth theme the idea was to establish the views of participants on qualifications as a stepping stone to educational leadership. The participants had to give their views on the importance of qualification/ degrees as a prerequisite to become an educational leader. The interviews of the participants on these identified themes should be able to provide this study with practical solutions to gender inequity in educational leadership positions.

The findings from the responses to these themes are presented as follows:

With regard to the initiatives by the government or schools to find solutions to gender inequity in educational leadership positions, Participant C answered that, "*The government has made pronouncement on this issue e.g. Affirmative action even the ELRC has also made a pronouncement. They are also involved in committees and structures in the school, e.g. Exam committees and sports committees, women are also empowered and developed by IQMS*".

This view was also supported by Participant E that, "*There is Employment Equity Act which regulates that gender inequity be eradicated from all work places. There are workshops organised by the Department of Education, Ace leadership programme as well as delegation of duties and responsibilities and in service training organised in schools*".

On a similar note, Participant F observed that, “*The government has introduced the Employment Equity Act give previously disadvantaged and discriminated groups like women, opportunities in leadership positions. I think through the Affirmative Action, all work places should create opportunities for women to become leaders through training, empowerment and support. Schools are organising workshops, delegate decisions making duties and responsibilities, women are as well elected in the schools committees. DoE training is organising ACE leadership programmes teachers. Education System has also introduced GLIP Maths programmes for girls in high school.*

Participant G reported that, “*The Empowerment Equality Act through Affirmative Action regulating that previous discouraged groups such women should be given opportunities in leadership positions. Ace leadership programmes women leadership conference. DOE is giving women preferences when posts are advertised. At the level of the school, workshops, in school training, delegation of management and leadership duties are conducted*”.

Participant H concluded that, “*Government has legislated Gender Equity Act, through its Affirmative Action to expedite gender equity in workplace .There is also a ministry that looks for the interests of women, children and people living with disabilities. At the level of the school principals delegate women to empower them in leadership .We also find women as heads of structures in schools. There are also workshops and educational leadership programmes to prepare women for leadership positions such as Ace leadership programmes*”.

The next explanation was delivered by Participant D who indicated that, “*The government has presently tabled and discussed the matter of 50:50 ratio with the unions in terms of leadership representation'. Women are to be given the first preference when coming to recruitment of teachers*” .In his support Participant A commented that, “*In short listing and interviews gender equity is considered even when there is employment equity Act, government is not doing enough to implement gender equity.*”

The study revealed that participants were aware of the existence of the Employment Equity Act of 1998 in which Affirmative Action policies are in place to achieve employment equity in the work places. Documents studied revealed that in some promotional posts women who are relevantly qualified are said to be given first preference to occupy principal posts. Similarly, it

was established that the Department of Education is also rolling out ACE leadership programmes to prepare women for leadership posts.

Furthermore, at the school level, women are delegated leadership duties, serve as leaders in different committees, attend workshops, enrichment programmes and attend empowerment sessions. And therefore, women teachers are being groomed and nurtured strategically through professional development programmes to take over posts in leadership. However, not all female teachers are willing to take these opportunities created for them to upgrade their qualifications and sharpen their expertise in order to apply for higher posts and become top leaders in the education fraternity.

Participants presented similar responses when asked to provide solutions for improving the low representation of women in educational leadership. Participant A indicated that, “*women in schools have gender equity structures and should be capacitated, Affirmative Action be applied to advantage women in leadership, mentoring and curriculum development*”. Participant H remarked that, “*There are a number of solutions which need urgent attention from all stakeholder, retraining of women, budget for gender equity programmes, introduce gender issues within the curriculum, eradicate all gender stereotyping issues from books, introduce more of leadership programmes and enrichment projects ,Organise conferences where gender issues are address and appoint suitably qualified women teachers to leadership positions*”.

Accordingly, Participant E commented that, “*Women should create their own networks and they will benefit from such associations, affirmative action policies should be monitored and followed regularly, women leaders should act as role models to others in order to create motivation and self- belief to others. Women empowerment should be exercised in all educational institutions and lastly, mentoring of aspirant woman leaders by DoE*”.

The following are Participant F’s remarks: “*I think that there are many possible solutions. (1).The government should channel money, budget and organised programmes that will conscientious the nation about gender inequality in a society. (2). Women should organise themselves into networks. Teacher training and Affirmative Action policies should be applied and monitored regularly. There is also a need for NGOs to participate through women empowerment programmes, women role models and counselling of women*”.

Participant G revealed that, “*They are many and varied (1).DOE should organise mentorship programmes and finance it.(2)Organise more leadership conference for women headed by women role models (3) Government should introduce gender in connecting teacher training and conscientious community about gender issues. Introduce gender sensitive stuff to schools.*”

Almost all participants responded that teachers need to do networking, have mentoring, and use application of Affirmative Action. Interestingly, Participant C pointed out that, “*women must always be encouraged to apply for the positions of leadership and also to equip themselves with more leadership skill. The ministry of women and children must ensure that there is a budget for gender equity for women with disability for them to be given these positions of leadership*”.

The literature review and empirical investigations established that the government has to forcefully implement its policies on gender issues to address the gender gap in all spheres of education including leadership such as; promotion of qualified women educational leaders; gender balance intakes of pre-service teacher trainees; gender responsive deployment of teachers, including gender issues in the curriculum, capacity building for school leaders, and the institutionalisation of gender.

The study found that most participants pointed out that a lack of a formal networking system was a problem. They felt that the Department of Education has to introduce and implement formal networking channels and put working systems in place where aspirant educational leaders can share ideas and support each other. It was discovered that the majority of women teachers were at a disadvantage as compared to male teachers as they were not entirely exposed to such forums like networking clubs.

Participants presented varied responses when asked about the feeling of teachers on gender equity in their schools. Participant C indicated that, “*teachers are too busy to think about gender inequity in schools. It comes to their minds only if it is brought to their attention*”. However, Participant E reported that, “*Teachers are not comfortable with the situation. They seek progress in terms of eliminating gender inequality and equity in educational institutions to follow democratic principles of equality before the law*”.

In addition, Participant F observed that, “*They are not content with the situation. I think they feel that deserving women should be promoted into leadership positions*”. Participant G reported that, “*They are disillusioned the status of the affairs. They would want DOE to take drastic action about this scourge and bring about positive change.*” Subsequently, Participant H proclaimed that, “*I think they are not content with the marginalization of women our school*” .

Admittedly, Participant A indicated that, “*They would want to see gender equity in educational leadership*”. Participant D assumed that, “*teachers are happy because truly speaking the leadership is striving towards achieving the vision of the school and as a result teachers are not aware of gender inequity in the SMT*”. Participant B “*They are not that is why we sat down as staff and agreed that when posts for positions in leadership are available priority be given to women*”.

The findings established that participants concurred that teachers are not content with the current situation where women teachers are less represented in leadership positions in their schools even though they represent a higher number in schools. Participants felt aggrieved and disillusioned that women are still marginalised and not given professional support to grow as teachers. The study found that the Department of Education has implemented progressive measures to eradicate this appalling state of affairs in education and create opportunities for deserving aspirant women principals.

Following responses to a question on the importance and relevance of having a degree or proper qualifications to become an educational leader, participants gave similar answers. Participant A responded that “*it is important to give proper qualifications as you will be familiar with current development and subordinate will not undermine you*”. Most importantly, Participant E observed that, “*To be abreast with educational issues and policies, you need to always upgrade your qualifications. Qualifications are important for an upward movement of professional in their work place*”.

Participant C shared the following sentiments that, “*It is important to have a further degree in education so as to equip oneself with more skills and to be abreast with innovation of this world and move with the times*”. Participant D remarked that, “*It makes one to have management and leadership skills knowledge and attributes that will be used towards effective teaching and*

learning in schools". Participant H declared that, "The best weapon of success is education, If you want to lead effectively you need an advanced education qualifications to be abreast with current education legislation and issues".

Most significant, Participant B commented that, "*Qualifications are important as education is a dynamic process. It has evolved from OBE now is CAPS. It is important to sit down and think about furthering your qualifications.*" Likewise, Participant F commented that, "*Qualifications are vital to lead educational institutions. The mission and vision of the school will be easily accomplished as long as the principal is abreast with the current educational issues. Women need to strive to get proper qualifications through the encouragement and support from their families, and their bosses and colleagues*". Of great importance, Participant G responded that, "*Qualifications are the biggest assets in leadership. The leader will keep pace with correct education. He will make and will debate important issues with his counter pairs and in the school area*".

The findings of the study have shown that the majority of the participants recommended adequate qualifications as a spring board for promotion to educational leadership post. Women teachers still have a long way to go within the education system yet they are slowly but surely gaining ground through empowerment and enrichment programmes, ACE leadership programmes; implementation of Affirmative Action, and other professional development programmes within the schools and by the government.

Moreover, educational leaders will be fully equipped with knowledge and skills to run educational institutions diligently, efficiently, effectively and with passion. The researcher found that with credible and suitable qualifications, educational leaders will have acquired qualities to organise, nurture attitudes, lead by example, become good listeners and good communicators; understand staff and make good financial decisions, be abreast of current educational issues, acts and policies.

4.5 ANALYSIS OF DATA COLLECTED THROUGH DOCUMENT ANALYSIS

The researcher sought permission from the principals to analyse some of the schools' official documents. The documents were made available to the researcher and were properly kept and

clearly recorded. The appropriate documentation was found in the form of minutes on short-listing processes and interview sessions as well as the review of interview processes and the results thereof. The review of documents revealed a lot about what transpired in the schools during the selection of appropriate and relevant candidates suitable for promotion to educational leadership positions.

Findings from document analysis

The findings from document analysis are from schools A-D. The review of the school's official documents is in line with the findings from the interview and questionnaire. Minute documents: the review of the minutes revealed that all short listing processes were undertaken, with union representation, department of education officials and the SGB. Appropriate procedures to select qualified candidates were followed. The whole short listing panel indicated through signatures that they had reached consensus, that they participated in this process and all selected candidates were suitable for promotion to educational leadership positions.

Most of the shortlisted candidates were male teachers as most men are better qualified than women teachers.

4.5.1 Government gazette promotional post documents



These documents give guidance to promotional short listing and interview requirements and other documents needed for completion by prospective candidates. This implies that what is documented and written actually took place through implementation.

4.5.2 SGB, DoE officials, union representative minutes

The study revealed that all candidates received an invitation to attend an interview session through letters and SMSs. The invited Candidate had a specific time for the interview. The study revealed that the majority of the candidates were male teachers. The review of the interviews in the document analysis showed that a high percentage of male teachers achieved large scores than females during interviews.

4.6 PRESENTATION OF DATA COLLECTED THROUGH QUALITATIVE OPEN-ENDED QUESTIONNAIRE

The researcher delivered questionnaires by hand to all participants, so that they could complete them in their own time, and then collected them later. The researcher reached an agreement with all participants on the time of delivery of questionnaires as well as allowing 48 hours for completing and collecting them.

4.6.1 The nature and extent of gender representation patterns in educational leadership positions

The data are presented under four main themes:

Theme one: Gender of participants. Theme two: Age of participants. Theme three: Years in educational leadership. Theme four: Women in leadership and their number.

Theme one: Gender of participants

The idea of the first theme was to establish the gender of the participants and to determine if there are imbalances of gender in positions of departmental heads in schools.

Theme two: Ages of participants

The second theme was to find out the age gap or difference of departmental heads to determine if these groups were able to be trained to include gender mainstreaming in schools.

Theme three: Years in the educational leadership

This theme attempted to find the number of years the participants had in their current positions in educational leadership. The researcher was trying to establish the experience in their current posts and also to check their knowledge, skills and rate of empowerment in positions.

Theme four: Women in leadership and their number

The fourth theme was used to establish from the participants if women are present in their school leadership teams and the number thereof. Shakeshaft et al. (2007: 104) indicated that whatever the exact proportion, two things are clear: documenting women representation in the educational leadership positions continues to be imprecise, and at the current rate, women will not be proportionately represented in the educational leadership positions until the 22nd century. The researcher was also interested in how often women are promoted in their schools to senior positions.

The findings from the responses to these themes are presented as follows:

The questionnaires revealed that most women teachers are in lower educational leadership positions in schools. There is higher percentage of women occupying positions at the level of departmental heads.

Most of the participants are in the age group of 35-49 which means that women are beginning to ascend to positions of leadership in education. The study revealed that age was a determining factor because most participants responded that they were in the age category of 35-49. This age group is predominantly of women in the leadership positions. It appears that women are better represented at the lower end of the leadership hierarchy in high schools.

The participants responded differently to the question of experience in educational leadership. There were participants who were more experienced and have spent years in positions of educational leadership while others are recently appointed and possess less experience in their current positions. Participants indicated that there are women in their school leadership teams. Responses from the participants indicated different numbers of women in leadership positions. This data revealed that there was an upward movement of women in educational leadership positions at lower levels.

4.6.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in the high schools of the areas around Phokeng?

This question is discussed under two themes: Reasons for the scarcity of women in educational leadership positions, and views of the participants regarding low representation of women in leadership in the Phokeng area.

Theme one: Reasons for the scarcity of women in educational leadership

With the first theme, the researcher was trying to find out from the participants the reasons why there are fewer women in educational leadership positions. Participants had to indicate barriers and hindrances to women's rise into educational leadership positions. The researcher wanted participants to share with him the nature of reasons that led to a lower percentage of women in positions of leadership in education as compared to men who are dominant in these posts.

Theme two: Views of the participants and the low representation of women in leadership in the Phokeng areas.

The second theme required participants to state their opinions and view-points on the reasons for the lower representation of women in educational leadership positions in areas around Phokeng. Participants were also expected to reveal to the researcher why there is a huge disparity in positions of educational leadership which currently favour men and seem to marginalize women in areas around Phokeng. The participants had to shed light on why in this area there is virtually no woman principal in a high school. According to Shakeshaft et al.(2007: 107), family and responsibility, place-bound circumstances moves with spouses, or misalignment of personal and organisational goals were early contributors to women's lack of leadership success, either because of the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments.

The findings from the responses on these themes are summarised as follows:

The findings from the first theme revealed that participants pointed out similar reasons why only a few women are in positions of educational leadership. Participant L remarked that "*Lack of confidence and self-belief. Inadequate qualification and fear of the unknown, family responsibility, lack of role models and networks and fear of leadership role*". Participant I indicated, "*Traditional/ cultural beliefs and resistance by male counterparts*".

Participant J observed that, “*Women are seen as weaklings. The system tends to think that women are less productive. Initially schools and institutions run by women are excellently controlled and very neat (organised).*” Participant K replied that, “*Most women are not willing. Their male counterparts do not vote for them or encourage them. Spouses may not be supportive of the idea. Most women lack the necessary requirement/qualifications*”.

The empirical study and literature established that women teachers were reluctant and discouraged to assume leadership positions because they were still facing conflicts in their work place between their duties and responsibilities as wives, and a need to attend a series of meetings after normal school sessions as leaders. It was also found that women were not willing to apply for promotional posts as they were almost demoralised by traditional beliefs, stereotyping and the unwillingness of male counterparts to give them opportunities to become leaders in education. The analyses further indicated that women were not exhibiting self-confidence and self-belief as aspirant educational leaders.

The findings pointed out that the future of women in pursuance of leadership in education became bleak as a result of inadequate qualifications and expertise. It was also discovered that the chances of women occupying senior educational positions were slim hence they were not networking with each other and lacked vibrant role models.

The following are the responses for reasons for the low representation of women in leadership positions in the Phokeng area. Participant I remarked that, “*Phokeng is a conservative area as seen through its traditional leadership*”. Participant K indicated further that, “*There is stiff competition from males because the area itself offers above average services (many people want to work there)*”. In articulation, Participant L stated that, “*Phokeng area is under a traditional authority, stereotyping about women exists; Lack of support from community; family responsibility; lack of motivation and assertiveness; gender marginalization; inadequate networking and lack of female role models*. Subsequently, Participant J said “*Women are not taken seriously because sometimes when they are to do the work after hours they won't be able to do so as they will be looking after children. Men are available at all times*”.

The findings on the second theme were different. They had different views on lower representation of women in leadership positions in the Phokeng area. This simply meant that progression of women to top educational leadership positions were sometimes hindered by family and home responsibilities. Furthermore, the research showed that traditionally held societal attributions towards women teachers resulted in the belief that they had inadequate abilities and potentials to hold any educational leadership positions.

The study also revealed that women teachers had inadequate network systems and uninspiring role models to harness social support and prepare females who deserved promotion to leadership positions. The investigations revealed that as a result of tradition, women teachers were never exposed to enough support, encouragement from family members, colleagues and the education system to create a career path for them in leadership.

Moreover, empirical investigations revealed that there was intense competition for senior educational posts and women found themselves lagging behind men as they were not able to keep up with their male counterparts. The research indicated that males were occupying top positions across Phokeng and as such it influenced the appointment of men in educational leadership positions.

4.6.3 What are strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education?

The themes for the above question are interconnected as follows:

Theme one: Equal representation, Theme two: Skills required for promotional leadership positions, and Theme three: Strategies to address gender inequality as well as Theme four: This related to institutional support for women to occupy educational leadership positions.

Theme one: Equal representation

Following the first theme, the researcher's aim was to collect data from the participants about their views on equal representation of males and females in educational leadership. The theme relates to current gender equity in positions of leadership in high schools.

Theme two: Skills required for promotional leadership positions

On the second theme the researcher endeavoured to gather appropriate data on the issue of qualifications or skills as a yardstick in education leadership positions. The participants were expected to reveal to the researcher if women required certain skills or expertise to ascend to positions of leadership in high schools.

Theme three: Strategies to address gender inequality

In relation to the third theme, the researcher wanted the participants to reveal ways, means, methods and measures for solving the problem of inequity in educational leadership positions in high schools. Participants had to suggest and propose integrated, workable, effective strategies that can be implemented to address the current gender representation patterns.

Theme four: Institutional support for women to occupy educational leadership positions

The fourth theme tried to establish if there were institutional support systems in place to nurture and develop aspirant and qualified women teachers in educational leadership positions. This theme dealt with support given to women from the schools and the government at the level of the Department of Education. The researcher wanted to obtain data on the existence and the functionality of women empowerment programmes in the selected high schools and how best they benefit women in education. Amondi (2011: 64) recommended that focusing on girl education in terms of women in top educational management and leadership providing candid role models, meeting the biological and sanitation needs of the girls in school and removing all types of stereotypes against women at all levels of education.

Findings from the responses from these themes are summarised as follows:

Responses on how participants feel about equal representation of males and females in educational leadership positions in schools. Participant L declared that "*It has to be address through policy. Gender equity and representation is good for education. It will enhance*

productivity, relations and respect among colleagues. It will open up for more generalized and non-biased approaches and integrative strategies and measures”.

Participant I had the following to say about equal representation in educational leadership, “*Representation should be by merit not just because women must be in leadership positions.”* This is how Participant K responded, “*In my own view it should not necessarily be about equality but rather one’s qualifications, confidence and experience in order to have the best results.”* The issue about equal representation according to Participant J was that, “*Qualifications should be considered. Most women are more educated than men and men get better positions”.*

On the second theme they revealed different ideas which were relevant to the question. Only two of the participants agreed on the issue of the importance of qualifications to bring about equal representation in leadership in high schools. This study also indicated the relevance of the implementation of gender policy as a vehicle to reach gender equity in education and leadership in high schools.

The investigations therefore, acknowledged the part played by confidence and experience as well as expertise as pivotal in women seeking educational leadership positions. Seemingly, all participants agreed that measures that are progressive and drastic need to be implemented to minimise gender inequality and at a later date to eradicate it completely from the face of the education system.

On the required skills participants responded the same about the importance of possessing management skills and proper qualifications. Participant I revealed that “*Women must be academically and professionally equipped; management skills and have proper mind sets”.* This implies that women should be prepared, encouraged and motivated to lead educational institutions.

The remark from participant L was as follows: “*Communication, leadership, management skills, time management, consultative decision making, appropriate qualification, fearlessness and respect for authority and innovative approaches in leadership”.* The following was what Participant K commented: “*Post- grade qualification in management”.* In support, Participant J

answered that, "*They should have management skills, leadership skills and have better qualification.*"

The study established that through its policies the DoE can provide women teachers with in-school enrichment experiences and professional development programmes to acquire the requisite skills and competencies to lead high schools effectively and successfully. As reflected in their responses, teachers need to be developed and capacitated in soft skills such as consultative decision making and communication procedures.

In as far as acknowledgement of proper education and appropriate qualifications were concerned; the research found that they form major cornerstones for the acquisition of suitable skills to attain promotional posts. It was discovered that women were to keep with current educational issues and policy and as such be readily available for promotional posts in educational leadership.

On recommendations to address gender inequity in educational leadership positions; Participants responses were similar in nature. Participant K indicated that, "*Encourage them and give them incentives for them to further their education in order to qualify for leadership positions*". The literature and empirical investigations revealed that training of women, institutionalised gender equity and equality and support from the community can assist women to acquire proper expertise to lead educational institutions effectively. There is a need to develop appropriate structures and support systems in government and NGO's to enhance gender equity in educational leadership positions.

Participant I responded that, "*There should be workshops by female motivational speakers in order to improve them in this regard*". The study revealed that mentoring, counselling, role models and female conferences as well as networking can really be a platform where women share information and their experiences to familiarise themselves with current issues in educational leaderships. Remarkably, Participant J alluded: "*Equity should be practiced. Women should be given the opportunity because most men got the opportunity and in most instances they misuse that.*"

Interestingly, Participant L inferred that, “*Institutionalise gender and change curriculum to cater for women, respect gender from early age. Train and give women incentive and encouragement. Women need proper qualifications, skills, knowledge, mentors and role models and budget to eradicate gender bias*”. This study found that practical affirmative action measures must be applied to promote women representation in leadership positions.

On the theme of institutional support for women who are suitably qualified for leadership positions, the participants responded similarly and agreed that development programmes should be organised for women teachers aspiring to positions of leadership in schools. Participant J responded supportively that, “*In-service training for development should be done regularly. Qualified educators should be given opportunity to prove themselves in delegated leadership positions, not only the same people every time. e.g. teachers who are sent to teach during the holidays in grade 12 should not only be the same every year. We also want to prove ourselves. E.g. (Economics, Grade 12)*”. Participant K remarked that, “*organising some workshops for them and some professional development programmes*”. The following statement was made by Participant I: “*They are receiving a lot of societal support from them and community*”.

Gender-sensitive workshops and training programmes are a priority to conscientise teachers and other stakeholders about the reality of gender inequity in educational leadership positions. Participant L answered that, “*Workshops, professional development programmes, training in leadership courses, encouragement from male peers, delegation of duties and responsibility as well as access to further training and development in universities*”. The empirical research had found that the DoE has to use its institutions such as schools to organise training programmes and develop policies and intervention strategies to alleviate the over-representation of males and under-representation of females in educational leadership positions.

In view of the above responses the study revealed that pre-service and in-service training programmes for women teachers should be undertaken to alleviate the problem of inequity in educational leadership positions. Progressively leadership enhancement and preparatory programmes should be conducted for women teachers to enhance their chance of achievement and success when appointed as educational leaders. The study also revealed that the government must organise a bigger budget to promote gender programmes and expedite human resource development in education.

4.7 RESEARCH FINDINGS

The researcher read through the responses from the participants and summarised the findings by group of participants interviewed and questioned. The groups consisted of categories and subcategories of the participants' experiences on gender representation patterns and relied heavily on reasons for the current gender representation patterns in educational leadership positions as well as strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in schools.

In an attempt to identify the reasons for persistent under-representation of women and overrepresentation of men in educational leadership positions from the data collected using the interviews, questionnaires and document analysis, the following were some of the most important findings related to this study:

1. The Employment Equity Act must be applied and strengthened in all work places to create opportunities for women in order to close a huge gap of gender inequity in educational leadership positions.
2. Women teachers should undergo training and workshops to prepare and equip them with necessary skills and competences in leadership positions.
3. Gender equality and equity programmes should be made readily available in schools to harness awareness of gender in public institutions.
4. Leadership preparation programmes and professional development initiatives for teachers and the SGB should be undertaken in educational institutions.
5. Professional growth of women will be strengthened by positive role models, mentors and effective network channels that create clear cut opportunities for upward movement of women in the work place.
6. The majority of the participants concur that appropriate qualification is important to attain a promotional posts, and also that most women are better qualified.
7. Gender stereotyping is one of major reasons for under-representation of women in educational leaderships, in high schools.

8. Male control and domination in key positions has been observed to contribute to women's lack of support in search of educational leadership positions and male dominance in educational leadership positions.
9. Low self-image, low self-esteem and lack of confidence explain why some females do not apply for educational leadership positions.
10. The study established that female teachers prefer to be close to their homes and families at the cost of their own promotion in educational leadership positions.
11. The study revealed that women are under-represented in positions of leadership despite their majority in the education system.

4.8 CONCLUSION

This chapter outlined the findings of the empirical investigation undertaken to determine the factors influencing gender representation patterns in educational leadership positions in high schools in the Phokeng area. The analysis was done in relation to the following themes that were designed in accordance with the three research questions:

- The number of women teachers in schools.
- The number of women teachers in educational leadership positions.
- The feeling of male teachers if female teachers become their leaders.
- Feelings about under-representation of women in leadership and if this situation is normal in schools.
- Reasons for low representation of women in leadership especially in the Phokeng area.
- Motivation for a position of principalship.
- Initiatives by government or the school to establish gender equality.
- Solutions for improving the representation of women in educational leadership.
- Feelings of teachers on gender equity and the importance of a degree or other qualification for one to become an educational leader.

In Chapter 5 the findings, recommendations to find solutions for gender equity in educational leadership and the conclusion of the study will be addressed. Recommendations for further research on the topic will also be briefly discussed.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The previous chapter presented, analysed and discussed data from a qualitative research perspective in line with the research questions. This chapter presents findings which will provide insight into gender representation patterns in educational leadership positions in high schools in the Phokeng area.

In addition this chapter will make recommendations how to address gender inequity and equality issues. The recommendations will be based on the findings from the empirical study and the literature review.

5.2 SUMMARY OF THE STUDY

This study established factors influencing gender representation patterns in educational leadership in high schools. As little research has been undertaken on this topic, this study provides a critical insight into the need for gender equity in educational leadership positions as well as strategies that can be applied to address the current gender representation patterns in order to suit gender concerns in education.

The researcher followed the Feminist Perspective Theory as the theoretical basis to solve the research problem statement and - questions, ethical considerations and the significance of the study were also discussed and outlined. A qualitative research methodology was employed and a case study was conducted on twelve educational leaders in four schools in the Phokeng area. For the purpose of this study, purposeful sampling was applied together with semi-structured individual interview, qualitative, open-ended questionnaire and document analysis as instruments of data collection. Finally, the researcher outlined chapter demarcations of the study.

Chapter 1 presented a general overview of factors influencing gender representation patterns in educational leadership as well as an introduction and definition of concepts. In addition, three research questions, research design, date collection and analysis of the data were also explained.

In Chapter 2, the literature review conducted on factors influencing gender representation in leadership positions in high schools in the Phokeng area was explained. Appropriate reference was made to the nature and the extent of gender representation patterns in educational leadership positions in schools. A good and informative research was conducted on reasons for gender representation patterns in educational leadership positions in high schools. In the study section 2.3, strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in the educational system were identified and explained in sections 2.4.

In Chapter 3 the qualitative research was described firstly in section 3.2. The case study was conducted on a sample of the population as explained in section 3.7. The significance and the trustworthiness of the study were addressed in section 3.14. Validity in qualitative research was indicated and described in detail in section 3.10.

Ethical issues of the study were explained and described in section 3.16 with appropriate reference to permission from the authorities, confidentiality and anonymity of participants and the need for participants to be well informed in advance. Data collection instruments in the form of semi-structured interviews, qualitative open-ended questionnaires and document analysis were described in detail in section 3.11.

The interviews were conducted over a period of 6 weeks with eight participants selected from a larger population.

In Chapter 4, data was presented and interpreted. The code descriptions employed for analysing the data were described and explained in section 4.2. The data that was obtained from the interviews, questionnaire and document analyses together with the reflections from the research was categorised in line with the following research questions:

- What is the nature and extent of gender representation patterns in educational leadership positions?

- What are the possible reasons for the current gender representation patterns in educational leadership positions in the high schools of areas around Phokeng?
- What strategies can be applied to address the current gender representation patterns in order to suit gender equity concerns in education?

In section 4.3 the discussion based on the first category dealt with the nature and extent of gender representation patterns in educational leadership positions. Five different but interrelated themes were identified, namely, number of women teachers in schools, number of women in educational leadership positions, the feelings of male teachers if a woman becomes their leaders, feelings on the under-representation of women in leadership and whether the current situation is normal in schools.

Through the analysis of data collection through qualitative, open-ended questionnaires in section 4.4, on the nature and extent of gender representation patterns in educational leadership positions, four themes were identified, namely, gender of participants, ages of participants, years in the educational leadership, and women in leadership and their number.

With regard to the question: What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools of the area of around Phokeng, in section 4.3.2., where data were collected through interviews established for discussion and analysing, three themes emerged namely, the reason for low representation of women in leadership positions, reasons for lack of women participants in Phokeng area and motivation for principalship.

Data collected through the questionnaires identified the following threads: the reasons for few women being educational leadership positions, the views of participants and the low representation of women in leadership positions in the Phokeng area. Data was derived from the experiences and perspectives of the departmental heads. The questionnaires were duly read and analysed qualitatively.

From the data collected through interviews to answer the question: what strategies can be applied to address the current gender representation patterns in order to suit gender equity concerns in education? The following themes were derived: initiatives by government or schools to establish

gender equity solutions for improving the gender representation of women in educational leadership, feelings of teachers on gender equity, and the importance of a degree for women to become educational leaders.

In terms of data collected through the questionnaires, the following themes emerged for analysis and interpretation: equal representation, skills required for promotional leadership positions, and strategies to address gender inequality as well as institutional support for women to occupy educational leadership positions.

Chapter 5 presents the summary of the factors influencing gender representation patterns in educational leadership positions and will also provide conclusions and findings drawn from the study. In addition, limitations and recommendations for further research are made.

5.2.1 Findings from the Literature

The review of the literature showed that the government has introduced ongoing strategies and initiatives to transform the education system in order to achieve gender equity in educational leadership positions. The government has had a number of ongoing initiatives to address gender gaps at all levels of education, including management, such as the appointment of qualified female educational leaders (section 2.4.1). There is also Affirmative Action which aims to ensure that previously disadvantaged people and marginalised groups such as women are afforded an opportunity to take decisions about the economy, and to lead institutions they work in.

The literature review and the empirical evidence revealed that women need encouragement to create networks and form their own associations in order to overcome issues of low self-esteem and self-limiting practices. Furthermore, the literature has shown that building networks of teachers to work together and collaborating through school clusters and teacher centres are ways of rendering training and providing ongoing support for teachers, (section 2.4.2). Interestingly, this study has shown that there is a need for a budget for gender programmes. The institutionalisation of gender as well as streamlining the curriculum in schools to be gender sensitive is also a priority.

In section 2.4.3, the literature has shown the importance of intensifying the recruitment of women into educational leadership programmes, and to complement this Affirmative Action policies in place should be monitored more seriously, with regard to leadership positions and to the programmes that prepare women for leadership roles.

5.2.2 Findings from the empirical research

5.2.2.1 What is the nature and extent of gender representation patterns in educational leadership positions?

The findings revealed that there are more women teachers employed by the education system than men but few in leadership positions. In high schools in particular the conclusion drawn is that there is a higher percentage of male teachers in educational leadership positions and a lower percentage of women in these positions. Males are dominating educational leadership positions in schools as compared to women teachers although females are in the majority in schools.. In support, Shakeshaft et al (2007: 104) indicated that women constitute approximately 75% of the teaching force the pool from which leaders begin their career journey' but they are disproportionately underrepresented in top positions in schools.

Male teachers are in the top- most decision making positions while women are lagging behind in the lowest leadership positions such as departmental heads. There is an under-representation of women and over-representation of men in educational leadership positions. Most significantly, the investigation has found that men are dominating top and senior educational leadership positions although there are fewer of them in the education system while women are mostly clustered at the bottom levels of leadership in education institutions. The study conducted by Amondi (2011: 60) revealed that despite variations in the pattern of representation of women in positions educational leadership, what is common is that educational leaders are predominantly male, and women seem to be underrepresented at leadership levels in virtually all countries.

5.2.2.2 What are the possible reasons for the current gender representation patterns in educational leadership positions in high schools in areas around Phokeng?

The researcher has established that there are many varied and complex reasons for the current gender representation patterns. Participants responded that family and household responsibilities are regarded by most researchers as one of the barriers to the professional progress of working women. Subsequently, Chabaya et al. (2009: 247) concurred that woman teachers give preference to family roles than to their own career advancement and shunned applying for leadership posts especially those that are far away from their families. Empirical investigation found that women are excluded from networks and are often unaware of posts in educational leadership positions. The review of the literature by De Witt (2005; 55) discovered that networks consist of group of influential persons who control or influence access to educational leadership positions by providing visibility, information, support and continued upward mobility in the education system.

There are a number of constraints that act together to hinder women obtaining an education which will provide them with an opportunity to improve their social positions and economic status. The study by Neidhart (2003: 4) hinted that women possess the knowledge, strategies and emotional strength to lead educational institutions, but are not confident they will be supported in the challenge. The review of the literature found that qualified female teachers usually exhibit poor self-image and self-confidence (section 2.3.3). According to Amondi (2011: 63) women tend to express less confidence in their abilities to assume leadership roles. This study concluded that women still continue to elect male counterparts into decision making positions in school structures such as school policy committees SGB's finance committees, etc. even when they are afforded opportunities to promote their own gender in schools.

5.2.2.3 What are the strategies that can be applied to address the current gender representation patterns in order to suit gender equity concerns in education?

Lastly, the researcher's question dealt with strategies to be developed and implemented to attain gender equity in educational leadership positions in high schools. The study showed that most participants agreed that formal networking should be established where women can share ideas and support each other. A recommendation by De Witt (2005: 556) revealed that it would be better if male mentors provided their women proteges with the necessary professional support in their existing male network system. A high number of participants indicated that the implementation of affirmative action must be followed to improve the representation of women

in top educational leadership positions. Amondi (2011: 64) pointed out that there is a need for a detailed survey of practical affirmative action strategies that could be employed to improve the representation of women in education management and leadership.

As empirically recorded, there is supporting evidence that women empowerment and leadership training are of great importance to prepare women for school leadership positions in high schools. Amondi (2011: 64) highlighted a point of providing gender sensitive training to both males and females to promote non-discriminatory working relationships and respect for diversity in education system. This inquiry revealed that a whole range of strategies are used to restore gender equity and equality in the education system (cf 2.5). The findings of the investigation by Chabaya et al (2009: 249) found that women need all the opportunities, encouragement and support to allow them access to and success in school leadership.

5.3 RECOMMENDATIONS

Recommendations are provided in relation to what the researcher found in both the literature and the empirical investigations, and from the findings it can be concluded that not enough is being done by the Department of Education to support, motivate and capacitate female teachers to attain top positions in educational leadership. In what follows below are progressive recommendations to close the gender gap in leadership in education.

- Based on the finding that, the Employment Equity Act must be applied and strengthened in all work places to create opportunities for women in order to close a huge gap of gender inequity in educational leadership positions, the recommendation is that, the Department of Education must fully implement affirmative action such as constitutionally managed quotas to improve the representation of females in top educational leadership positions. Therefore, gender programmes should be promoted, monitored and evaluated regularly to ensure compliance by DoE in all provinces.
- Based on the finding that, women teachers should undergo training and workshops to prepare and equip them with necessary skills and competences in leadership positions, the recommendation is that: educational leaders must acknowledge and attempt to equalize power through training of women in top, middle and lower management in skills required

for top educational leadership positions. Pre-service and in-service training programmes for women teachers must be organised so that they can be prepared to move towards leadership. The Department of Education should organise relevant training on gender for its staff.

- On the third finding, which is that gender equality and equity programmes should be made readily available in schools to harness awareness of gender in public institutions, this recommendation is made. Educational leaders must establish a budget to institutionalise gender equity in schools on a continuous basis. All Acts concerned with legal gender equity should be fully implemented and education leaders should support strategies and measures to institutionalise and monitor gender equity in their schools.
- On the fourth finding, which is that, leadership preparation programmes and professional development initiatives for teachers and the SGB in educational institutions should be provided. This recommendation is made to enhance skills development. Leadership preparation programmes must focus entirely on social justice to ensure that equity is strongly considered and emphasised. Social partners in education such as labour federations and government should organise training for their staff on how to deal with gender issues. Furthermore, schools falling under the Department of Education should workshop school principals, staff and the SGB on gender issues.
- As a result of the next finding which is that professional socialisation and growth will be strengthened by positive role models, mentors and effective network channels that create clear cut opportunities for upward movement of women in their work places, the recommendation is to foster and revitalise trust, motivation and encouragement by establishing systems for mentoring, network channels and coaching of women in middle and lower educational leadership positions. In support for women development, women serving in key leadership roles must promote non-discriminatory working relationships and respect for diversity in leadership styles at work.
- The next finding is that the majority of the participants concur that an appropriate qualification is important to attain a promotional post and also most women are better

qualified. The recommendation is that the Department of Education should ensure that there is equal gender representation in educational leadership positions to enrich the existing leadership with skills such as teamwork, communication skills, time management, report writing and organising.

- The next finding is that, gender stereotypes are one of the major reasons for under-representation of women in educational leaderships in high schools. The recommendation eradicate gender marginalization is a need to develop new orientations on gender issues and to re-socialise individuals and institutions into a new order where gender equity is norm.
- Another finding indicated that male control and domination in key positions have been observed to contribute to women's lack of support in search of educational leadership positions and male dominance in educational leadership positions. The recommendation is that society should stand up and give women all the opportunities, encouragement and support to allow them access to and success in the educational leadership hierarchy.
- Based on the finding which is that low self-image, low self-esteem and lack of confidence explains why some females do not apply for educational leadership positions. To build up and develop women's self-confidence and positive self-image, this recommendation is made. Women should be appropriately trained to develop and improve their professional self-image, self-confidence, self-esteem and aspiration as these would be an important strategies and tools for the eradication of the established barriers to career advancement.
- The final finding is that female teachers prefer to be close to their homes and families at the cost of their own promotion in educational leadership positions. The recommendation is that, strategies should be put in place to find solutions which will positively eradicate the role conflict problems experienced by women. Special training programmes should be developed for women in order resolve their role conflicts and define their life visions in line with their own inherent value system.

5.4 RECOMMENDATION FOR FUTURE STUDY

To address the inequity in the numbers of females and males in educational leadership positions, as well as to continue to develop productive leadership approaches, research is needed on the intersection of gender and mentoring, and on practical Affirmative Action measures that could be used to enhance the representation of women in educational leadership positions.

5.5 LIMITATIONS OF THE STUDY

The study had a small sample and the results may therefore not be generalised to other schools, without repeating the study in other communities. The limitation is in the small sample which is a result of low numbers of females in educational leadership positions.

5.6 CONCLUSION

The study concludes that there is under-representation of women and over-representation of men in top educational leadership positions in high schools in areas around Phokeng. Fewer female teachers become educational leaders than is expected from the proportion of female to male teachers. This study focused on determining factors that influence gender representation patterns in educational leadership positions in Phokeng area.

The literature and the empirical investigation revealed that there are individual organisations and socio-cultural factors that have led to the under-representation of women even in top educational leadership positions. The findings of this study have revealed that educational authorities and government should enforce the implementation of gender equity policies to address the current under-representation of women in educational leadership positions as speedily as possible.

The research evidence about the low percentage of highly qualified, dedicated and competent women applying for and being appointed to educational leadership positions is compelling. The bulk of the study provided some insights into barriers to women ascending into educational leadership positions and it also offered strategies to address the under-representation of women in educational leadership positions in high schools.

This report also revealed the inadequate manner in which national and provincial gender policies are formulated, cascaded down to all affected parties as well as how they are interpreted and implemented in all work places particularly in education institutions. It is also apparent that pertinent gender issues are not considered very seriously by most educational institutions as there are no systems in place to conscientise people about such issues and to address gender inequity.

REFERENCES

- ACKERLY, B. & TRUE, J. 2010. Doing Feminist Research in Political and Social Science. New York: Palgrave Macmillan.
- AIKMAN , S. & UNTERHALTER, E. 2007. Practicing Gender Equality in Education. Oxford: Oxfam GB.
- ALLANA, A., ASAD, N., AND SHERALI, Y. 2010: Gender in Academia settings: Role of Teachers. *International Journal of Innovation, Management and Technology*, 4(1) : 343-348.
- AMONDI, O.B. 2011. Representation of Women in top Educational management and leadership positions in Kenya. *Advancing women leadership*, 31 (2): 57-68.
- BLOOMBERG, L.D. & Volpe, M. 2008. Completing your Qualitative Dissertation: A Roadmap from Beginning to End. London: Sage.
- BRINIA, V. 2012. Men vs Women: Educational leadership in primary schools in Greece: An Empirical study: *International journal of Educational Management*, 26(1):171-175.
- BROWN, G. & IRBY, B. 2010. Advancing women in Leadership Journal: Journal for woman in leadership. 30(1): 1-15.
- BUSH, T. & COLEMAN, M. 2009. Leadership and Strategic management In Education. London: Sage publication.
- BUSH, T. 2008. Leadership and Management Development in Education. London: Sage publication.
- CHABAYA, O., REMBE, S. & WADESANGO, N. 2009.The persistence of gender inequality in Zimbabwe: factors that impede the advancement of women into leadership positions in primary

- schools. *South African Journal of Education*. 29(1): 235-251.
- CLARKE, A. 2009. The Handbook for school governors. Cape Town: Kate McCALLUM.
- COHEN, L., MANION, L. & MORRISON, K. 2011. Research Methods in Education. New York: Routledge.
- COLE, M. 2006. Education, Equality and Human Rights. Issues of Gender, Race, Sexuality and Social class. London: Cromwell press Ltd.
- CORBIN, J. & STRAUSS , A. 2008. Basic Qualitative Research 3e. London: Sage publishers.
- CRESWELL, J.W. 2009. Research Design, Qualitative, Quantitative and Mixed Methods approaches. London: Sage publishers.
- CRESWELL, J.W.2007. Qualitative Enquiry and Research Design: Choosing Among Five Approaches. London : Sage Publications.
- DAVIES, B. 2007. Developing a Sustainable leadership. London: Paul Chapman publishing.
- DENSCOMBE, M. 2005. The Good Research Guide: Small- scale Social Research Projects. Philadelphia: Open University Press.
- DEPARTMENT OF EDUCATION. 2002. Issues of Gender in Schools: An Introduction for Education. Pretoria: Government printers.
- DE WITT, J.T. 2005. The Role of Women in Educational Management. In Van der Westhuizen (ed). Effective Educational Management. Cape Town: Kagiso Tertiary.
- DIEKMAN, A.B. & EARGLE, A.H. 2000. Stereotypes as dynamic constructs: women and men of the past, present, and future. *Personal and Social Psychology*,26(1): 1171-1188.

DUDU, W., GONYE, J., MAREVA, R. & SIBANDA J. 2008. The Gender Sensitivity of Zimbabwean Secondary School Textbooks. *Southern African Review of Education*, 14(3): 73-88.

DREW, C.J., HARDMAN, M. L. & HOSP, J. L. 2008. Designing and Conducting Research in Education. London: Sage Publication.

GRBICH, C. 2007. Qualitative Data Analysis: An introduction. London: Sage Publishers.

HENNING, R., VAN RENSBURG, W., & SMIT, B. 2004. Finding your way in Qualitative Research. Pretoria: Van Schaik.

HOLLWAY, H. & JEFFERSON, T. 2004. Doing Qualitative Research Differently: Free Association, Narrative and the Interview Methods. London: Sage Publication.

JANSEN, J.D. 2010. The Language of Research. In Maree (ed).First Steps in Research. Pretoria: Van Schaik.

JOHNSON, B & CHRISTENSEN, L. 2008. Educational Research. Third edition . Quantitative , Qualitative , and Mixed Approaches. London : Sage Publications.

KAGODA, A. M. 2011. Gender Equality in Education: Looking Beyond parity. (Assessing the effectiveness of affirmative action on women Leadership and partnership in Education sector in Uganda presented by IIEP policy forum 3-4 October, 2011 in Paris: France).

LEACH, F. 2000. Gender, Education and Training: An International Perspective. In SWEETMAN (ed). Gender, Education and Training. Oxford: Oxfam G.B.

LEEDY, P.D. & ORMROD J.E. 2010. Practical Research: Planning and Design. New Jersey: Pearson Education International.

LONGWE. C. 2000. Education for woman's empowerment or schooling for subordination? In Sweetman., M. (ed) Gender, Education and Training. Oxford: Oxfam G.B.

LOOCK, C., GROBLER, B. & MESTRY, R. 2009. Human Resource Management in Education: Rebalancing the Scales. Pretoria: Van Schaik.

LUMBY, J. & COLEMAN, M. 2007. Leadership and Diversity: Challenging Theory and Practice in Education. Los Angeles: Sage Publishers.

MAREE, K. (ed). 2010. First Steps in Research. Pretoria: Van Schaik.

MAREE, K. & PIETERSEN, J. 2010. Surveys and the use of Questionnaires. In Maree (ed). First Steps in Research. Pretoria: Van Schaik.

MASON, J. 2009. Qualitative researching. London: Sage Publication.

MCMILLAN, J.H. & SCHUMACHER, S. 2001. Research in Education. A Conceptual Introduction. New York: Longman.

MCMILLAN, J.H. AND SCHUMACHER, S. 2007. Research in Education: Evidence- based Inquiry. Boston: Pearson.

MOTHATA, S., LEMMER, E., MDA.T. & PRETORIUS, F.2000. A Dictionary of South.

African Education and Training. Johannesburg: Hodder and Stoughton.

NAIDU, A., JOUBERT, R., MESTRY, R., MOSOGE, J., & NGCOBO, T. 2008. Education management and leadership: A South African Perspective. Cape Town: Oxford University Press.

NEIDHART, H. & CARLIN, P. 2003. Pathways, Incentives and Barriers for Woman aspiring to principalship in Australian Catholic schools. Melbourne: Australian Catholic University.

NIEUWENHUIS, J.2010. Qualitative Research Design and Data gathering techniques. In Maree, K. (ed). First Steps In Research. Pretoria: Van Schaik.

OXFAM, 2005. Gender Equality in schools, Education and Gender Equality series. Oxford: Oxfam G.B

PORTR, F. & SMYTH, I. 2000. Gender Training for Development Practitioners: only a partial solution. In SWEETMAN, M . (ed), Gender in Education and Training: Oxford: Oxfam G.B.

REPUBLIC OF SOUTH AFRICA. 1996. Constitution of the Republic of South Africa. Act 108 of 1996. Pretoria: Government printers.

REPUBLIC OF SOUTH AFRICA. 1998. Employment Equity Act 55 of 1998 .Pretoria: Government printers.

REPUBLIC OF SOUTH AFRICA. 1995. Labour Relations Act 66 of 1995. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1998. Skills Development Act 97 of 1998. Pretoria Gorvernment Printers.

REPUBLIC OF SOUTH AFRICA. 1999. Skills Development Levies Act 9 of 1999. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1996. Constitution of the Republic of South Africa. Act 108 of 1996. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1999. Public Finance Management Act No.1 of 1999. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1996. National Education Policy Act No. 27. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1998. Employment of Educators Act 76 of 1996. Pretoria: Government Printers

REEVES, H. & BADEN, S. 2000. Gender and Development: Concepts and definitions. Prepared for the Department for International Development (DFID) For its gender mainstreaming intranet resources.

ROBSON.C. 2011. Real World Research .Chicrister: WILEY.

RODDY, T.P. 2010. The Art of Education: Defining Educational Leadership-an Exercise.
<http://www.webmail.co.za/hm2/> Date of access: 21July 2012.

SARTORE, M.L. & CUNNINGHAM, G.B. 2007: Explaining the under-representation of women in leadership positions of sports organisation: A symbolic Interactionist Perspective. National Association for kinesiology and physical Education in Higher Education. 59: 244-265.

SENNE, Y. & RUGIMBANA, R. 2012. The extent of transformation within the higher education sector and its effects on gender equity: A case study of Gauteng University of Technology. African journal of Business Management: 6(10): 3595-3601.

SHAKESHAFT, C., BROWN, G., IRBY, B.J., GROGAN, M. & BALLENGER, J. 2007. *Increasing gender Equality in Educational Leadership.* 103-130.

SWEETMAN, M. (ed). 2000. Gender, Education and Training. Oxford: Oxfam G. B.

USAID. 2008. *Education from a Gender Equality Perspective.* This report was developed for USAID's Office of Women in Development by the EQUATE project, Management Systems International (Prime Contractor). This report was contracted under GEW-1-00-02-00021-00, Task Order# EQUATE: Achieving Equality in Education. New York, May 2008.

UNTERHALTER, E. 2004. *Education from a Gender equality Perspective.* Paper delivered at British Council/HSRC conference, Gender Equity in Education, Cape Town, May 2004.

HOMAS .G. 2012. How to do your Case Study: A Guide for Students & Research. London: Sage.

VAN DEVENTER, I. & VAN DER WESTHUIZEN, P. C 2000.A shift in the way female educators perceive intrinsic Barriers to promotion. *South African Journal of Education*, 20: 235-240.

WELMAN, C. KRUGER, F. & MITCHELL, B. 2007. Research Methodology. Cape Town: Oxford University.

WOLPE, A. 2005. Reflection on the Gender Equality Task Team. Chisholm, L and September, J. (ed). Gender Equity in South Africa 1994-2004: Conference Proceedings. Cape Town: HSRC Press.

WORLD HEALTH ORGANISATION. 2012. <http://www.int/topics/gender/en/>. Date of access: 21 July 2012.

ZULU, C. 2003. Gender representation patterns in higher education management in South Africa. *South African Journal of Higher Education*, 17(1): 98-104.

ANNEXURE A

INTERVIEW GUIDE FOR PRINCIPALS AND DEPUTY PRINCIPALS

The purpose of this interview is to determine factors influencing gender representation patterns in educational leadership positions in high schools in Phokeng area.

Thank you for agreeing to be part of this study and for availing yourself for this interview.

For the record, the contents of this interview are for study purposes only. Neither you nor your school will be identified in any way. Hence your confidentiality is completely guaranteed. Please feel free to answer the questions honestly and freely.

To begin with, the following:

1. What is the number of women teachers in your school?
2. How many of women teachers occupy educational leadership positions in your school?
3. How would you feel if a woman teacher happened to be your senior leader at your school?
4. What is your feeling about underrepresentation of women in leadership positions in your school?
5. Do you feel this current situation at your school is normal?
6. What do you think are the reasons for the low representation of women in leadership positions in schools generally?
7. In the Phokeng area there are virtually no woman principals. What do you think might be the reasons?
8. What motivated you to become an educational leader?
9. Are there any initiatives that you know of by government or by the school to find solutions for

gender inequity in educational leadership position?

10. What solutions can you recommend for improving the low representation of women in educational leadership?
11. How are the teachers feel about underrepresentation of women in positions of leadership in your school Are they content with gender inequity at your school?
12. How important is it to have a further degree/ qualification to become an educational leader?

Thank you very much for helping me and giving up your time.

ANNEXURE B

OPEN-ENDED QUESTIONNAIRE FOR DEPARTMENTAL HEADS

Thank you for willing to complete this questionnaire. The purpose of this questionnaire is to explore a case study of factors influencing gender representation patterns in educational leadership positions in high schools in Phokeng area.

It is important that you answer all the questions as possible. Your answers to this questionnaire will be treated confidentially.

Tick the correct options.

1. Sex

Male

Female

2. Age group

25 - 34

35- 49

50 - 60

3. What is your current position in the school hierarchy?

HOD

Deputy Principal

Principal

4. How many years have you been in the educational leadership position?

0 - 5

6 - 10

11 - 15

16 - 30

5. Do you have women in your school leadership team?

Yes

No

6. If your answer to question 5 is “yes”, then how many are there? Please state the number below.

7. If your answer to question 5 is “No”, what do you think could be the problem? Please indicate your response in the space provided below.

8. Is there any recognizable upward movement of women in leadership positions in your school?

9. In your view what are the reasons that there are so few women in educational leadership positions in schools? Please give as many reasons as you can think of.

10. In your view what could be the reason for the low representation of women in leadership positions in the Phokeng area in particular?

11. What is your feeling about equal representation of males and females in educational leadership positions in schools?

12. What skills do you believe women teachers need to acquire in order to be eligible for promotional leadership positions?

13. What do you recommend should be done to address gender inequity in leadership position in your school?

14. What institutional support is given to nurture and develop suitably qualified female teachers for leadership positions?

Thank you for your cooperation

ANNEXURE C

INFORMED CONSENT FORM

Title

A case study of factors influencing gender representation in educational leadership positions in high schools in Phokeng area.

Introduction

I, Herman Boiki Mautle a Master Degree student at the University of North-West Mafikeng Campus) will conduct semi-structured interviews and administer open ended qualitative questioners on the above mentioned Research topic.

Purpose of the study

A case study of factors influencing Gender representation patterns in educational leadership has in high schools in Phokeng area

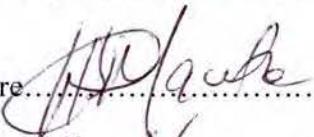
The research intends to investigate: the nature and extent of gender representation patterns in educational leadership positions in schools, possible reasons for the current gender representation positions in educational leadership position in High Schools of areas under Phokeng, and strategies that can be applied to address the current gender representation patterns in order to suit gender equality concerns in education.

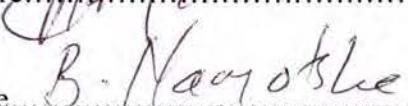
Voluntary participation and confidentiality

Your participation in this interview is purely voluntary in other words, you are not compelled to participate in the interview, or may skip any question that you are not comfortable to answer .Any information you provide is completely confidential and your name and school will remain anonymous. The digital recording and any transcripts of these recordings will not be shared with anyone except the researcher himself. Your identity will be kept confidentially in all documents.

Condition of participation

If you request to be withdrawn at any given time, you will immediately be allowed to do so. Any withdrawal request will result in the participants' information being destroyed by the researcher.

Researcher's signature.....

Participants signature.....



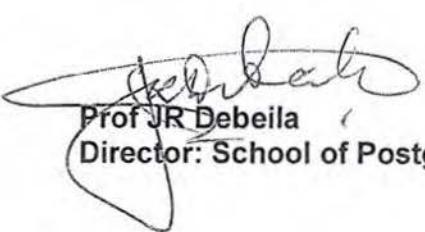
NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS
Private Bag X2046
Mmabatho, 2735
Tel: +27(18) 3892441/2500
Fax: +27(18) 3892012

29 NOVEMBER ,2012

TO WHOM IT MAY CONCERN

This is to confirm that the bearer of this letter MAUTLE , HB(23237546) is one of our registered students doing MED degree in Education Management. Will you kindly allow him to collect data at the schools falling under your jurisdiction?

Any assistance given to him will be appreciated.


Prof JR Debeila
Director: School of Postgraduate Studies



Approved
30/11/2012
Circus n Tamag

DEPARTMENT OF EDUCATION
NORTH WEST PROVINCE
RUSTENBURG AREA OFFICE
2012 -11- 30
TEL: 014 592 7584 FAX: 014 5927590/2
P/BAG X82103 RUSTENBURG 0300



education

Lefapha la Thuto
Noord-Wes Onderwys Departement
North West Education Department
NORTH WEST PROVINCE

McGregor Street,
Rustenburg 0299
Private Bag X82103,
Rustenburg 0300
Tel.: (014) 592-7559/84
Fax.: (014) 592-7590/2
e-mail: mpaledi@nwpg.gov.za

OFFICE OF THE AREA MANAGER: RUSTENBURG AREA OFFICE

To : Mr. H.B.Mautle
Research student

From : Ms M.J.Paledi
Rustenburg Area Manager

Date : 30 November 2012

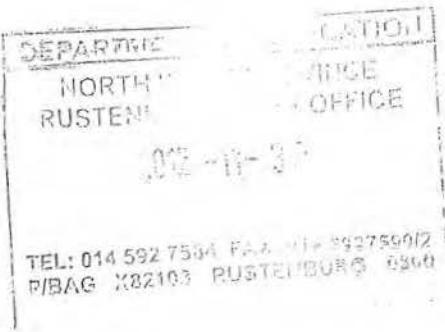
SUBJECT: PERMISSION TO CONDUCT RESEACH IN SCHOOLS AROUND RUSTENBURG AREA.

The above matter refers.

This communication serves as a prove to grant Mr. H.B.Mautle, Student number 23237546 to conduct his Research in Schools around Rustenburg as his reference.

Hope you find this in order.

Regards,




Ms M.J.Paledi
Rustenburg Area Manager

CERTIFICATE OF LANGUAGE EDITING

The mini-dissertation titled:

A CASE STUDY OF FACTORS INFLUENCING GENDER REPRESENTATION PATTERNS IN EDUCATIONAL LEADERSHIP POSITIONS IN HIGH SCHOOLS IN PHOKENG AREA

by

HB MAUTLE

for the degree

MASTERS IN EDUCATION MANAGEMENT

in the

FACULTY OF EDUCATION

NORTH-WEST UNIVERSITY

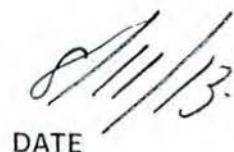
MAFIKENG CAMPUS

has been edited for language by

DR. NELDA MOUTON, MA, PhD (English), {NWU, Potch Campus}, PhD (Education Management) {NWU, Mafikeng Campus}



DR NELDA MOUTON



8/11/13
DATE