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**Stakeholders' perceptions on
underrepresentation of women teachers in
educational leadership positions in Ramotshere
Moiloa**



B Chipulu



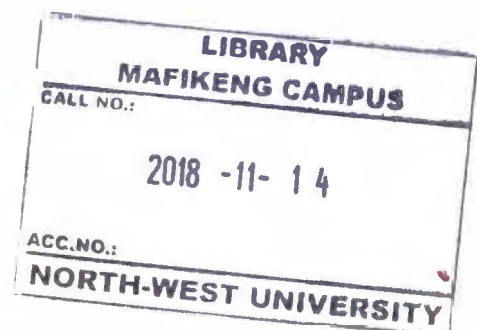
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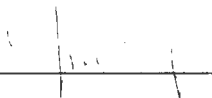
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DECLARATION

I, Benjamin Chipulu, declare that the work contained in this dissertation is my own original work in design and execution and that it has never previously been submitted by me for a degree at the North-West University, Mafikeng campus, or at any other institution, in its entirety or part and that the material herein has been duly acknowledged.



CHIPULU B

27 October 2017

DATE



DEDICATION

This study is dedicated to my immediate family: My wife, Gertrude Kasongo Kabamba for her constant nudging when my spirits were down; my daughter, Gracilia Kunda for her support; my Son Kabamba, for coming to my technological rescue; my son Kaluba, for his technological support and his positive teasing when he thought I was lagging behind; my daughter Chonde Precious for the weekly calls asking “how far”; and my son Makumba, for his popular tsotsi taal phrase, “Ba Mature”, meaning “Old guys still on books,”; and lastly, though not the least, my grandchildren: Isaac, Bukata, Lubuto, Kwandokuhle and Salome for giving me the third title, “Grandpa”. To you all, believe me, all you did and said inspired me to soldier on.

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ABSTRACT

Teaching is a highly feminized profession. In spite of this, women teachers are grossly underrepresented in school leadership positions, despite a number of policies and constitutional guarantees of equity between men and women in work places, schools included. Practical realization of gender equity in education has remained elusive. This imbalance is evident in Ramotshere Moiloa.

This study sought to determine the perceptions of educational stakeholders on women underrepresentation in school leadership positions in Ramotshere Moiloa. A qualitative approach was adopted for this study. Interviews and Department of Basic Education official documents provided the source of empirical data captured from the field. Interviews were conducted with 2 Department of Basic Education Officials, 4 School Governing Body members, 4 female principals and 4 female Pg1 teachers in Ramotshere Moiloa Area Office. An inductive data analysis approach was used to analyse the data.

The following main findings emanated from the study: Presence of gender based stereotypes among male dominated institutions and structures such as SMTs, SGBs, Labour Unions, Traditional leaders, Religious leaders and the community at large, which undermined women teachers suitability for school leadership; absence of policies on gender equality in schools, a situation attributed to SGBs not being adequately capacitated to carry out their mandate and Department of Basic Education officials lacking the political will to supervise implementation of gender equality policies in schools.

Based on the findings of the study, it is recommended among others, that The Department of Basic Education should have an action plan for implementation of its gender equality policies at all levels, schools included; The Department of Basic Education should establish an educational qualification threshold so that people elected to the SGB should be of a calibre that can comprehend educational legislation and Policy; gender equality campaigners should ensure buy-in of gender equality concept by all educational stakeholders so that there is concerted collective effort to change the mind set of communities regarding gendered perceptions about leadership.

THE KEY WORDS: School leadership; educational stakeholders; perceptions; gender equality and underrepresentation.

ABBREVIATIONS AND ACRONYMS

CEDAW	Convention on the Elimination of all forms of discrimination
EEdA	Employment of Educators Act
EEqA	Employment Equity Act
HoD	Head of Department in charge of a subject at School
ILO	International Labour Organisation
LRA	Labour Relations Act
MDGs	Millennium Development Goals
NEPA	National Education Policy Act
NEPAD	New Partnership for Africa's Development
NGPF	National Gender Policy Framework
RAMAO	Ramotshere Moiloa Area Office
REQV	Relevant Equivalent Qualification Value
SADC	Southern African Development Cooperation
SANPFWEGE	South Africa's National Policy Framework for Women's Empowerment and Gender Equality
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
UN	United Nations

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CHAPTER 1 : ORIENTATION

1.1 INTRODUCTION

Studies conducted nationally and globally show that teaching is a highly feminized profession.

Research done in England (Moreau et al. 2005: 10), Greece (Kyriakoussis, 2001: 1), and New Zealand (Brooking, 2008: 42) show that despite being in majority, women are grossly under-represented in schools promoted posts.

Studies conducted in Zimbabwe (Chabaya et al. 2009: 236), South Africa (Greyvenstein, 1989, Chabalala, 2005), show that Africa is no exception, as regards gender disparities.

Gender imbalance has been evident for a long time in South Africa (Greyvenstein, 1989: 13, Monau 1995: ii, Chabalala 2005). Lydia Amanda Coombs attributes the existence of gender discrimination to what she calls “intrinsic and extrinsic barriers, some of which, she believes, are based on stereotypes and preconceived notions of stakeholders of schools on women in Management (Coombs, 2004: 1).

Greyvenstein (1989) and Chabalala (2005) define intrinsic barriers as “lacks” that are within women because they are females,” while external barriers are believed to be environmentally based mutables that influence women career progress.) South Africa, like the rest of Africa, has not been exempt from gender imbalance.

In fact, even in government official circles, gender imbalance had been officially acknowledged as early as 2001.

In his parliamentary address on May 24, 2001, Kader Asmal, then Minister of Education, had alluded to gender imbalance when he declared a transformation framework called Tirisano (a Sotho word for cooperation) as the way to redress the imbalances of the past. This, needless to say, includes gender imbalance in education.

Angie Motshekga, the current Minister of Basic Education, reaffirmed the existence of gender imbalance in education, when, on 23rd August, 2013, City Press reported that only 36% of school principals are women. City Press further reported Angie Motshekga as saying “Men continue to dominate school principal positions despite an overwhelming number of women in the education sector. There are only 8,210 female principals out of 257,633 and 14,337 male principals out of 119,579 appointed in permanent posts in South Africa. This is a cause for concern, particularly because women constitute the majority in society and in the education sector in particular.”

Her concern can be appreciated from the fact that, as pointed out in her speech, this situation did not represent government vision to redress gender equality and gender equity.

In addition, the persistent nature of gender imbalance has the potential to dampen the morale of the majority gender (women teachers), consequently affecting job performance levels. Gender imbalance is therefore, a problem that deserves urgent redress.

Post provisioning data in Ramotshere Moiloa reveal that male teachers dominate leadership positions in schools at all levels.

Despite a number of policies and constitutional guarantees of equity between men and women in work places, practical realization of gender equity in education has remained elusive (Diko, 2006: 2, Nomlomo et.al, 2012: 41).

The findings of this study could, therefore, contribute in a significant way towards some explanation for this imbalance.

1.2 PROBLEM STATEMENT

Several studies have revealed that, despite the teaching profession being highly feminized nationally (Chabalala, 2006; Diko, 2006; Mestry, 2012) and globally (Moreau et al. 2008; Chabaya, 2009; Kyriakoussis, 2001; Brooking, 2008: 42), female teachers are grossly under-represented in educational leadership positions. For instance, nationally, only 36% of school principals are women (Angie Motshekga, in City Press, August, 3rd. 2013).

Speaking at the launch of a support network for female principals, the Ministerial statement reaffirmed the 2009 Department of Basic Education statistics which indicated that, though women numerically dominate the teaching profession in South Africa, only a minority hold leadership positions.

In Ramotshere Moiloa Area Office, women are in majority across all phases in schools. However, they remain disproportionately underrepresented in senior school leadership positions while male teachers dominate these positions in spite of their lower numbers.

However, no research has yet been conducted in Ramotshere Moiloa Area Office to explain this gender imbalance. Hence, reasons for this gender disparity are not yet understood, this study sets out to investigate the reasons for this imbalance.

The following statistics from the North West and Gauteng Provincial Departments of Basic Education give further credence to the assertion that women hold a minority of leadership positions despite their numerical dominance in the teaching profession.

For example, educational statistics published in 2008 in Gauteng and North West Provinces indicate that out of 67,307 teachers in Gauteng, 45,978 were women, representing 71.8%.

In North West Province, out of a total of 26,620 teachers, 70% were women. A similar pattern is revealed nationally. From a teaching force of 400,953, 68% were female. During the same period in Gauteng, there were 1,479 male principals and 1,367 deputy principals with only 881 (or 37%) and 628 (or 46%) women principals and deputy principals respectively according to the 2008 Department of Basic Education statistics.

The situation seems to have deteriorated as, according to the 2012 educational statistics, only 17% of secondary principals in Gauteng were women (Mestry, 2012: 536). At a local level, a similar pattern is evident. For instance, in Ramotshere Moiloa Area Office, post provisioning data confirms the existence of gender disparities in schools. No specific research has been conducted to determine stakeholders' perceptions on gender disparity in senior leadership in Ramotshere Moiloa schools.

This study, therefore, sets out to investigate this phenomenon, not only from the perspectives of key stakeholders but from the women teachers' perspectives as well.

In the researcher's opinion, there seems to be some political will in the new dispensation to address issues of gender disparities in South Africa.

This opinion is hinged on the evidence that follows: broad policies such as Employment of Educators Act (EEdA) 76 of 1996, National Education Policy Act (NEPA) 27 of 1996, Labour Relations Act (LRA) 66 of 1995, and Employment Equity Act (EEqA) 55 of 1998, were promulgated to realize this intent. Despite these policies and constitutional guarantees of equity between men and women in work places, practical realisation of gender equity in school leadership has remained elusive (Diko, 2006: 2; Nomlomo et. al. 2012: 41) and women teachers still remain grossly underrepresented in South Africa (Chabalala, 2006; Mestry and Schmidt, 2012).

1.3 MAIN RESEARCH QUESTION

The persistence of gender underrepresentation of women in senior positions in schools in South Africa prompts the following main research question:

What are the stakeholders' perceptions on women underrepresentation in educational leadership positions in South Africa schools in general and Ramotshere Moiloa Area Office in particular?

In pursuit of answers to the main question, the following sub-questions are posed:

- What are the existing policy arrangements and legal provisions for the implementation of gender equity in the schools under study?
- To what extent are women teachers underrepresented in educational leadership positions in general and in schools in Ramotshere Moiloa Area Office in particular?
- How much awareness about women teachers' underrepresentation in promotion posts exists among stakeholders in Ramotshere Moiloa Area Office?
- What are the generally perceived reasons for underrepresentation of women in educational leadership positions as learned from a literature review?

- What are the actual reasons for gender imbalance in school leadership from the perspectives of stakeholders as derived from an empirical study?
- What are stakeholders' suggestions on what should be done to increase women's representation in educational leadership positions?

1.4 AIM OF RESEARCH

The aim of this research is to explore stakeholders' perceptions on women underrepresentation in school leadership positions.

1.4.1 Sub aims of the research

To achieve this aim, the researcher seeks:

- To identify the existing policy arrangements and legal provisions for the implementation of gender equity in the schools of the study;
- To determine the degree to which women teachers are under-represented in educational leadership positions in general, and in schools in Ramotshere Moiloa in particular;
- To determine the degree of awareness about gender inequality in leadership positions among stakeholders in Ramotshere Moiloa Area Office;
- To investigate the generally perceived reasons for underrepresentation of women in educational leadership positions;
- To determine the actual reasons for gender imbalance in school leadership positions from the perspective of stakeholders;
- To recommend measures that will help increase women representation in educational leadership positions.

1.5 THEORETICAL CONCEPTUAL FRAMEWORK

The study seeks to employ a feminist stand point, to investigate how society, driven by patriarchal tendencies adopts social biases that frustrate gender equity in schools.

The assumption of the feminist standpoint theory is that society places women in marginalized positions in most spheres of human endeavour: social, political and cultural. Proponents of standpoint such as Nancy Hartsock, Hillary Rose and Harding Sandra (Harding, 2004: 24) argue that narratives that take cognisance of marginalised women lived experiences reflect less distorted reality of social order.

The origins of these marginalised positions of women can be best understood, when one goes back in time to seek meaning in Simone de Beauvoir postulation that “one is not born, but rather becomes a woman through civilisation which produces the “feminine creature” (de Beauvoir, 1953). de Beauvoir insists that the dominance of Man and subordination of woman is not a biological phenomenon but rather a social creation. The Stanford Encyclopaedia of philosophy (2014) agrees with de Beauvoir on this view. Similarly, in its definition of gender as the state of being male or female with reference to social and cultural differences rather than biological, the Oxford dictionaries (2015) lend support to de Beauvoir’ assertion. This feminist discourse is complemented further by the American Psychological Association (2011) assertion that gender refers to the attitudes a given culture attributes to a person’s biological sex. These attributes define a human being as either man or woman. By these attitudes a “gendered social order” is created in society “governed” by norms and roles. The gendering roles shapes the everyday behaviour and interaction of men and women privileging one group while disadvantaging the other (Avigeri, 2015: 14). The society constructed social order makes men and women entrapped in their gender structure (Lober, 2010). This gendered structure allocates privileges and power to men over women through social interactions. Feminist struggles and theories were born out of this gendered social order.

Though diverse and many, all feminist theories advocate for equity, equality and justice in opportunities for both men and women by fighting for removal of patriarchal tendencies that keep women assigned to minor roles in society.

The feminist standpoint theoretical perspective focus on gaps and blank spaces of dominant cultures, knowledge bases and behaviour, to draw the attention of society to women and their experiences. This should provide opportunity to look again into equality concerns confronting women teachers.

Since it is justice driven, and explains gendered privileges and biases, the feminist theoretical perspective is an ideal framework for this study. More so that the research is intended to achieve corrective rather than retributive outcomes. The critical aspect of feminist theory is advocacy. Hence, it supports the intention of the study to advocate for women empowerment in educational areas where they are assumed to be marginalized.

The feminist standpoint theory implies that data collection and analysis strategies should take cognizance of the women's marginalised position in society as the basis for the narrative of this study.

1.6 RESEARCH DESIGN

Creswell defines a research design as a “plan, a strategy and procedure for research, comprising decisions from the underlining world views to the details of data collection and analysis,” (Creswell, 2009: 3).

A qualitative research design based on an interpretive strategy and located in a social constructivist paradigm is adopted for this study. The study is rooted in the critical feminist perspective. According to this interpretative strategy, emphasis is placed on understanding the meanings that people attach to a phenomenon in their environment (Maree, 2010: 59). The choice for this type of design is prompted by the multiple data which the researcher, as the key data collecting instrument, wishes to collect.

From these multiple data sources, the researcher expects multiple and divergent meanings to emerge (Creswell, 2009: 176). Furthermore, this approach will allow the researcher to approach the problem of gender imbalance in education leadership from a theoretical perspective (feminism), thus placing it within a particular social, political or historical context. In addition, it will allow the researcher to holistically examine the multiple perspectives and employ inductive data analysis procedures (Creswell, 2009: 176), thus allowing several divergent meanings to emerge. Moreover, a qualitative research design is an emergent design. This means that the “initial plan for the researcher, including the title, is not tightly prescriptive and all phases of the process may change or shift after the researcher enters the field and begins to collect data” (Creswell, 2009: 176).

This flexibility suits the researcher as the multiple data collecting techniques may necessitate practical adjustments to accommodate situations the researcher was unable to anticipate in the initial stages of the study planning.

1.7 METHODOLOGY

Methodology or research methods are specific techniques, tools or instruments used to collect data (Creswell, 2009:15). Two methods of investigation were used in this study, namely, a literature study and an empirical investigation.

1.7.1 Literature study

Literature review is a tool for establishing what is already known about the problem under investigation. It provides a benchmark for comparing the results with findings from other studies closely related to the one being undertaken (Creswell, 2009: 25). Literature review is expected to guide the researcher to gain knowledge and insight into related research and avoid duplicating previous work (Chabalala, 2006: 9). It also serves to identify prior research that may help to support the significance of this study. In this study, primary and secondary sources, in the form of books, journals, dissertations, professional reports, theses, and electronic resources, such as computer data bases such as one search, EBSCO, Google Scholar and Emerald, will be consulted. Search key words also known as search phrases like “school leadership, gender equality, sex stereotypes and perceptions” were used when search engines were used.

In this study, literature review is intended to give an in-depth understanding about the nature and extent of gender underrepresentation in school leadership positions globally and nationally. It also highlighted national and global efforts aimed at addressing this problem. Other topics highlighted include; existing policy and legal provisions for the implementation of gender equity, the extent to which women teachers are under-represented in education leadership positions in general, the perceived reasons for underrepresentation of women in education leadership positions and recommendations by previous studies on how to redress the issue. It also highlights the degree of awareness about gender underrepresentation.

Preliminary literature review provided a lot of insight about women's underrepresentation in educational leadership. In fact, it is evident that the problem is not only national but assumes global dimensions too.

1.7.2 Empiric study

Interviews and Department of Basic Education documents were the main sources of empirical data collected from the field.

1.7.2.1 Site and participant selection

The study was conducted in Ramotshere Moiloa Area Office in Ngaka Modiri Molema district in the North West Province. Public schools and public offices in District and Area offices are the natural sites for educational stakeholders. All participants were met for data collection in these identified natural settings.

A purposeful sampling method (Creswell, 2009: 217), was used to select the research sample which included: 4 women principals, 4 women Post Level 1 (PL1) teachers, 4 SGB members (2 male and 2 female from 4 different schools) and 2 Area Office officials. The Area Office officials represent teams in charge of coordinating and monitoring interview processes and procedures. These study Participants, therefore, were purposely selected from among different stakeholders with the requisite experience with promotion procedures and processes. They are people whose role relevantly places them as ideal sources of study data. To counter bias, the four PL1 women teachers were purposely selected among the many on the basis of period of service. These are teachers who could have been in promotion posts on account of their period of service. A survey tool was used in 8 schools for this purpose of selecting PL1 teachers who had served for a minimum of 15 years in post level 1 (PL1).

1.7.2.2 Data collection strategies

The researcher purposefully identified the following two basic qualitative data collection strategies: Interviews and documents.

i. Interviews

In this study individual interviews were conducted with 8 Principals, 2 Area Office Managers and 1 District Official, while focus-group interviews will be conducted with the four female PL1 teachers and the SGB members. The interview technique is chosen for its inherent nature of direct interactions with participants, its flexibility and adaptability. It can be used with many different problems and different types of persons, such as those who are illiterate or too young to read and write, and responses can be probed, followed up, clarified, and elaborated to achieve specific accurate responses (McMillan and Schumacher, 2010: 204).

Different probing strategies were employed to realize detail, elaboration and clarity (Maree, 2010: 89).

Interviews were conducted in negotiated venues as the selected respondents were not from the same work places. The interviews were electronically recorded and later transcribed. This was to ensure that all responses from respondents were accurately captured.

ii. Documents

When documents are used as a source of data, the focus is on all forms of written communication that may shed light on the phenomenon being investigated. Written data sources may include published or unpublished organization reports, memoranda and administrative documents (Maree, 2010: 82). Gender equity policies and legal Acts or laws on gender equity were examined for strengths and possible deficiencies at implementation points. In this study, permission was sought to access documents in schools, Area offices and district offices to determine qualifications, and experience from teacher profiles.

Information about levels of ambition to attain leadership posts in schools by female teachers could be derived from the preliminary survey used for selection of PL1 female teacher participants. Documents could also reveal at what level in the selection process (sifting, short-listing or interviews) gender imbalances begin to emerge.

From the analysis of advertisement Gazettes, one could perhaps tell from guidelines and requirements whether the Department of Basic Education, as the employer, provides enough checks and balances on issues of equity in work places.

At school level, school policies may serve as evidence enough for the school's efforts to address equity in the work place.

1.8 DATA ANALYSIS

An inductive data analysis approach was used as the researcher intended to allow the research findings to emerge from the frequent, dominant or significant themes inherent in raw data as opposed to a deductive a priori method, which tends to obscure or render key themes invisible (Maree, 2010: 99).

The collected data from interviews were read through line by line, several times, organizing them into meaningful analytical units or codes. This is called coding. The related codes were organized into categories or themes, each category being assigned an identifying label. Descriptive phrases from the text were used to establish themes.

The process was repeated several times identifying new categories to accommodate data that do not fit the existing labels.

A final step in data analysis involved making interpretation or meaning of the data, which are actually lessons learned. These "lessons" were the researcher's personal interpretations, as influenced by one's cultural and historical experiences, or the meanings derived from a comparison of the findings with the information gleaned from the literature or theories. It can also suggest new questions raised by the data that needed to be asked (Creswell, 2009: 190).

1.9 TRUSTWORTHINESS

In the context of research design, the term validity means the degree to which scientific explanations of phenomena match reality. It refers to the truthfulness of findings and conclusions.

Explanations about observed phenomena approximate what is reality or truth, and the degree to which explanations are accurate comprises the validity of the design (McMillan and Schumacher, 2010: 105).

According to Guba's trustworthiness model, truth-value, applicability, consistency and neutrality are ingredients to establish validity and reliability of the research.

In this study, trustworthiness will be achieved through the use of triangulation (which are the various data collection and analysis methods (Maree, 2010: 39)). The following triangulation strategies shall be employed:

- Use of various techniques of data collection (qualitative open-ended questions, interviews, literature study and analysis of official documents) to ensure triangulation.
- Multiple data collection strategies. Data was transcribed verbatim and audio recorded to ensure that data was accurately captured from respondents
- Clarification of tentative findings by checking with participants. During data collection, the recorded interviews would be sent back to participants for checking. Final transcripts were also cross checked with participants. This was to ensure accurate representation.
- Cross checking with literature. Empirical data would be crosschecked with existing literature, categories and themes from transcripts for data analysis are checked with participants
- Ensuring that research instruments are checked for expert evaluation before they are used: The dissertation supervisor will examine the research question and sub-questions several times to ensure that they were brought in tandem with research aims. Similarly, the interview questions were checked for congruity with the main research question.
- Profiles of participants should be checked to ensure that they possessed the requisite credibility (such as period in service, frequency of applications for promotion, frequency of participation in interview processes and procedures) needed to serve as respondents for this particular study.

- All these strategies were designed and executed to ensure reliability and validity of the research methodology.

1.10 RESEARCHER'S ROLE

The major role played by the researcher is data collection through conducting interviews, formulating qualitative data collecting instruments, site and participant selection as well as data analysis and interpretation. Unlike typical quantitative techniques which are objective, qualitative studies accept researcher subjectivity as something that cannot be eliminated as the researcher is seen as the "research instrument" in the data-gathering process (Maree, 2007: 79). This situation is caused by biases, values, personal background issues such as gender, socioeconomic status and culture which may shape the researcher's interpretations which may be formed during a study (Creswell: 2009).

With these concerns in mind, it becomes necessary that, apart from the above researcher's core roles, the researcher shall play additional roles such as observation of ethical issues.

1.11 ETHICAL CONSIDERATIONS

It is important that the researcher complies with ethical standards when conducting a research which involves human subjects. "Ethics" generally are concerned with beliefs about what is right or wrong from a moral perspective. According to McMillan research ethics are focused on what is morally proper and improper when engaged with participants or when accessing archival data (McMillan & Shumacher, 2010: 117).

In keeping with ethical imperatives, the researcher should observe the following:

Ethical clearance was sought from the North-West University's ethics committee. The faculty of Education and Training would give the researcher a letter of authority, which basically serves to introduce the researcher to all persons, organizations and education institutions that will serve as sources of study data.

In addition to this, authority will have to be obtained from the following "gate keepers:"

- The school principals for conducting interviews in their school and access to relevant documents such as school policies and teacher profiles.
- The Area Office Manager, Ramotshere Moiloa, for conducting interviews in his Area Office and possible access to short listing and sifting statistics, as well as male vs. female teacher statistics in Ramotshere Moiloa.
- The director, Ngaka Modiri Molema District for vital documents such as gender equity policies and permission to interview the district official.
- The SGB for their time and voluntary participation.
- The PL1 educators for their time and voluntary participation in the study.

In the case of schools, interviews will only be conducted after contact time to avoid lesson disruptions. Since official documents are not usually for the public, permission will be sought from relevant authorities in the Department of Basic Education to access any kind of official document. This is referred to as “seeking the approval of gatekeepers” to access research sites and archival documents for data (Creswell, 2009: 89).

Since participation in the study is voluntary, one has to ensure respondents’ trust and co-operation throughout the study duration.

Hence the researcher shall have to ensure that the purpose of the research is explained to the participants, confidentiality and anonymity will be guaranteed, while respondents have to be made aware that participation is voluntary and that they have the right to withdraw their participation at any stage of the study. The respondents will then be requested to sign consent forms.

1.12 CONTRIBUTION OF THE STUDY

Currently there is a lot of information about the intrinsic and extrinsic factors perceived to be responsible for gender imbalances in school leadership positions. However, no research has yet been conducted about specific perceptions by key stakeholders in education in Ramotshere Moiloa Area Office in particular. It is hoped this study will provide additional literature on gender imbalance and gender equity studies, thereby addressing this knowledge gap.

After all, one does research because, among others, one wants to add new information about an issue by addressing gaps in the existing knowledge, Creswell (cited by Maree, 2007: 256).

Moreover, education, like medicine and social work are applied fields. It is therefore hoped that the knowledge derived from this research findings will provide better insight into the phenomenon of gender disparity in leadership positions in education, allowing for possible solutions to gender imbalance, thus enhancing education practice.

Despite the availability of several pieces of policy and legislation about gender equity, gender-based imbalances still persist (Diko, 2006: 180). Hence, the researcher hopes that the knowledge gained from this research may help assess the merits and demerits in gender equity policy practice and procedures that continue to defeat policy intent.

As the findings of the research are expected to be valid in the context of Ramotshere Moiloa, the research site, it is hoped that the study will make a valuable contribution to the solutions of current and localized gender driven disparities in the Ramotshere Moiloa Area Office.

In concluding, it is evident from the above information that this study is multifunctional: it is field-and application- oriented, it will be used to determine merits and demerits of gender equity policies and it is hoped that it will be used by educational stakeholders to address gender disparity problems (Schumacher, 2010: 13-14) in Ramotshere Moiloa in particular, as well as South Africa in general.

1.13 DELIMITATION AND LIMITATIONS OF THE STUDY

Factors or characteristics that limit the scope and define the boundaries of one's study are referred to as delimitation (Simon, 2011). North West Province is made up of four districts: Ngaka Modiri Molema, Bojanala, Ruth Momphati and Kenneth Kaunda. Each of these districts consists of an average of five Area Offices. This study was conducted in the Ramotshere Moiloa Area office, which is only one of the five Area Offices in Ngaka Modiri Molema. Ramotshere Moiloa is mostly rural with schools deeply rooted within the context of traditional and cultural founded gender stereotypes. Educational stakeholders in rural schools may be exposed to different culturally and traditionally influenced gender stereotypes.

The same study conducted in other Area Offices and districts may perhaps come up with findings and conclusions slightly different from what is determined by this study.

Leedy and Omrod (2005) explain limitations as potential weaknesses in the researcher's study which falls outside his or her control.

Interviews, with their face to face nature may be intimidating to some interviewees. Recording of the interview may have unsettled some respondents, others may have selected responses hoping to give the researcher only what they thought I wanted to hear. Others might not have felt free to open up to me a total "stranger." People will not always trust what the researcher intends to do with responses. To ease up and make the interviewees comfortable, though, prior meetings were held to get to know the respondents. At these meetings, the purpose of the study and ethical issues were explained. Confidentiality and decision to quit the interview at any stage should one become uncomfortable were guaranteed.

As head of department (HoD) at school level as well as an executive member of one labour Union at branch level, one has had attend several interviews in different capacities. This puts one in a spot as a researcher where one has to fight hard to try and not allow personal experiences to influence one's interpretation of the empirical data from the study

1.14 CHAPTER DIVISION

Chapter I

As an opening chapter presents a summary of the study. It articulates the problem statement, which justifies the need to pursue this particular study and the worth of the study. It outlines the research aims as well as the research questions. The chapter also outlines the focus of the research literature. The chapter also marks the research boundaries.

Chapter 2

This chapter concentrates on the literature review on gender underrepresentation in education. The chapter highlights global, continental and national findings from previous studies conducted on gender underrepresentation of women teachers in school leadership. It also outlines global and national attempts to redress the problem.

Chapter 3

This chapter presents a detailed explanation of the research design, and the methodology to be used in the study. It discusses methods used to collect, analyse and interpret data. Sites and respondent selection procedures will be discussed. Ethical issues are discussed in this Chapter.

Chapter 4

This chapter presents the empirical data generated through qualitative open- ended interview questions and documents. The chapter presents the analysis and interpretation of the study data.

Chapter 5

This chapter presents the study findings and study summary and makes recommendations as guided by the study findings.

1.15 CONCLUSION

The summary of the study is presented in this chapter, being the opening chapter. It articulated the problem statement, research aims as well as the research questions. Chapter one also outlined the focus of the research literature and marked the research boundaries.

CHAPTER 2 : LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 presented a summary of the study, and articulated the problem statement, which justifies the need to pursue this particular study, and highlighted the worth of the study. It gave an outline of the research aims as well as the research questions. The chapter also provided the focus of the research literature and marked the research boundaries.

In this chapter 2, the study dealt with a literature review on gender underrepresentation in education leadership generally. The chapter highlighted the global, continental and national findings from previous studies conducted on gender underrepresentation of women teachers in school leadership. Generally perceived reasons for gender disparities in education leadership were highlighted. Global, continental and national attempts to redress the problem were also discussed.

The chapter also gave insight into the impact of women underrepresentation in educational leadership on educational practice. Other issues discussed include the legislative and policy arrangements that have been put in place to redress gender imbalance as well as the recommendations that previous researchers have made.

This study seeks to use the feminist theoretical framework as an ideal lens through which the study literature and empirical data are gathered, analysed and interpreted to understand gender disparity. Hence, there is need to discuss feminism as a phenomenon.

2.2 FEMINISM

According to Jayewardene (cited by Diko, 2004: 44), there are many definitions of feminism. Jayewardene defines feminism as “awareness of women’s oppression and exploitation within the family, at work and in society, and the conscious action by women and men to change this situation.”

This view has a lot in common with that held by Diko, who postulates feminism as “a perspective on power relations that exists between men and women with a view to redressing the prevailing discrimination and thereby achieving equality.” (Diko, 2004: 44).

The relationship between men and women has almost always been unequal and oppressive, and the extent of this inequality and oppressiveness has greatly varied. Feminism takes the view that all known societies have been patriarchal (patriarchy is a system in which males dominate females) so much so that that all major social institutions have been characterized by male dominance. Feminist theories have given rise to feminism movements which seek to understand the nature of gender inequality by examining women's social roles and lived experience. Because of different approaches, groups of women have chosen to address the perceived male dominion, and different versions of feminism have emerged. Liberal feminism, radical feminism, standpoint feminism and socialist feminism are just a few of the feminism theories that have emerged.

The core of all feminism theories purports that men and women should be equal politically, economically and socially. It is the struggle to end sexist oppression. This theory does not aim to benefit any particular group of women based on race or class (Friedman, cited in Chabalala, 2006). According to Gosset and Rush (in Chabalala, 2006) feminism does not aim to privilege women over men.

No attempt has been made to discuss the different feminist theories, since all of them seek to achieve one and the same core aim; equality between men and women politically, economically and socially. However, one theory; feminist standpoint theory seems to be more appropriate to this study. Feminist standpoint theorists such as Dorothy Smith, Patricia Hill Collins, Sandra Harding and others describe feminist stand point as an approach that purports that when research starts off from women’s lived experiences, it generates less partial and distorted narratives not only of women’s lives but also of men’s lives and of the whole social order, Hekman (1997) also shares this view. The stand point theory has its origins in the Hegelian and Marxist Era when Hegel and Marx use the dialectical struggles in the Slave-Master and the Proletariat - Bourgeoisie relationships, to suggest that these relationships will only be better understood if looked at from the stand point of the marginalised slave and proletariat.

Sandra Harding and the other stand point theorists extended and reframed the idea of the standpoint of the slave and the proletariat to mark out the logical space for a feminist stand point. Hence, today a feminist stand point advocates for narratives of social order that gives an account of the life experiences of the marginalised woman. In this study, female teachers provide the standpoint as the point of departure. Guided by the research sub aims, as much literature as possible was gathered. The discussion that follows dwells on the collected literature.

Globally and nationally, studies show that teaching is a highly feminized profession. For instance, research done in England, Moreau *et al.* (2005: 10), Greece (Kyriakoussis, 2001: 1), and New Zealand (Brooking, 2008: 42) show that despite being the majority of educators, women are grossly under-represented in schools' promotion posts. Study findings in Zimbabwe (Chabaya et al. 2009: 236), and South Africa (Diko, 2014: 825, Chabalala, 2005 Coombs, 2004: 1, Greyvenstein, 1989,), show that Africa is no exception, as regards gender disparities.

Gender imbalance has been evident for a long time in South Africa (Greyvenstein, 1989: 13, Monau 1995: ii, Chabalala 2005.) and the problem has persisted (Mestry, 2012, Motshekga, City Press, 2013/08/2013, Diko, 2014). In South Africa, only 36% of school principals are women despite an overwhelming number of women in the education sector. This is according to Angie Motshekga, the current Minister, as reported in City Press on 23rd August.

Various intrinsic and extrinsic factors, some of which are expressed in form of gender stereotypes, are perceived as reasons for gender disparities in educational leadership (Greyvenstein, 1989, Coombs, 2004, Chabalala, 2006). Other factors, though, are cited by other study findings. For example, in some instances there seems to be a measure of reluctance among some stakeholders in authority such as school heads and school board governors (governing bodies), to appoint women to positions of leadership in schools (Coombs, 2004: 3, Brooking, 2008: 417). "The perception of management as masculine prevents women from applying for positions because they believe they do not have the qualities to be managers." (Coombs, 2004: 2). This statement is clearly illustrative of lack of ambition to take leadership positions due to low self-esteem.

Other factors identified are family attachments, family roles and lack of family and official support (Chabaya, 2009: 239 - 244). Lack of guarantees, mentors, role models and networks deprive women teachers of the much-needed contacts, information, moral support and psychological security to enhance career progress and success (de Witt, 1991: 515 - 562).

The problem of women underrepresentation in education, as in all other walks of life, including leadership in political representation and employment, have drawn global attention as exemplified in the 8 Millennium Development Goals (MDG) of the United Nations (UN) (Michelle et al. 2007: 549).

In fact, MDG 3 demonstrates a global effort at eradicating gender inequality and enhancing women empowerment in education.

Countries like Zimbabwe have also demonstrated Government efforts at achieving gender equity. The release of public service circular No 11 of 1991, the gender affirmative action of 1992, the 1999 Nziramasanga Commission and the National Gender Policy of 2004 are illustrative of this national effort.

In South Africa, various pieces of legislation and policies have been enacted to address gender imbalances in public and private institutions, education included. Broad policies such as the Employment of Educators Act (EEEdA) 76 of 1996, the National Education Policy Act (NEPA) 27 of 1996, the Labour Relations Act (LRA) 66 of 1995, and the Employment Equity Act (EEEqA) 55 of 1998, were promulgated to realize this intent. As if to raise this commitment to a higher level, the presidency, having taken over jurisdiction of the national gender programme, directed that a policy framework be put in place to drive and guide issues of gender equality. Consequently, a programme, known as the Gender Policy Framework, was put in place. From the above discussion it is evident that there has been some measure of global and national awareness regarding gender disparities.

In the light of findings from different studies about women's underrepresentation in promotion posts in educational leadership, researchers have made various recommendations to address the gender-based problems in teaching.

Mestry and Schmidt recommend education campaigns through workshops to eradicate stereotypical perceptions and discrimination, coupled with adherence to gender equity policies and legislations as the way forward (Mestry and Schmidt, 2012: 535). Coombs recommends a change of attitude among stakeholders and development of a management development programme for women leaders in education (Coombs, 2004: 17).

Moreau et al. recommend challenging the power structures and cultures that hinder gender equity and training and conscientising the employer at school level to become proactive in gender equity issues (Moreau et al, 2008: 574). Diko challenges women themselves to exercise their democratic right and speak out about perceived injustices (Diko, 2006: 115). Schools are being urged to develop gender sensitive policies and aggressively implement them (Diko, 2014: 832).

2.3 THE EXTENT TO WHICH WOMEN TEACHERS ARE UNDER REPRESENTED IN LEADERSHIP POSITIONS IN SCHOOLS

Extensive research has been done regarding the issue of gender disparities in educational leadership globally. Research conducted globally and nationally portray teaching as a highly feminized profession. Research findings from England (Moreau et al., 2005: 10), Greece (Kyriakoussis, 2001: 1) and New Zealand (Brooking, 2008: 42) show that the teaching profession is female-dominated, though the female teachers are grossly under-represented in leadership positions in schools.

Women underrepresentation in educational leadership is indeed as global (Marczynski, 2011, Kyriakoussis, 2006), continental (Steyn & Parsaloi, 2014; Barmao, 2013; Chabaya, 2009), as it is national (Moorosi, 2010; Diko, 2006, 2014; Ndadane, 2013; and Lumby et. al., 2014).

In her dissertation findings as a Doctoral student at the Washington State University in 2011, Kaczynski reported a continued low admission of women into secondary school leadership positions. This, according to her, was an area for concern as in her view, “this underrepresentation of women in high school principals’ positions may contribute to the underrepresentation of women in the superintendent position as well.” This assertion is important to this researcher.

Viewed from a South African perspective, the researcher reaffirms the concern expressed and believes that this translates into low admittance of women leaders into district, provincial and eventually into national echelons of educational leadership. The result is the absence of female voices in these higher and influential corridors as far as policy is concerned.

Marczynski's scenario about gender inequality in the allocation of promotion positions in American secondary schools is reaffirmed by the assertion, "American secondary schools are almost entirely headed by male principals, while women make up about half the teaching force in these schools" (Bartling, 2013: 8). These findings also resonate with the view expressed by Coleman (2005) quoted in Bartling (2013), that "as the teaching profession becomes a feminine occupation, men preserve their dominance and hegemony by moving to positions of leadership, leaving women as simple teachers."

The global nature of gender inequality in senior positions in education can never be overemphasized. Research in Greece, the United Kingdom, New Zealand, Australia and Indonesia report evidence of the existence of the problem.

Citing the situation in England Moreau describes schools as "feminized" work environments (Moreau *et al*, 2007: 237). This scenario is reaffirmed in the research done in 2008 about gender representation in leadership positions in schools in England (United Kingdom) which presents women as representing 84.3 percent of the teaching workforce in nursery and primary schools, 54.2 percent in secondary schools, but only 63.0 percent and 32.5 percent of head-teachers respectively (Moreau *et.al*, 2008: 554).

A similar picture is presented in Indonesia where the number of women in school principalships is less than half of the males. This, in spite of the fact that the teaching workforce is dominated by the female gender (Rashidah, 2010: 1).

In the late 90s and early 2000s in Greece, the female teachers outnumbered their male counterparts in the teaching workforce, Kyriakoussis *et.al* (2001). However, senior positions are male dominated.

In America, gender inequality in senior positions in schools is also acknowledged. According to Marczyński, despite there being a deliberate institutionalization of affirmative action through programs and policies designed to address gender equity in leadership positions in schools, there is continued underrepresentation of women principals in schools in America (Marczyński 2011: iv).

Studies conducted in Kenya by Steyn and Parsaloi (2014: 5980), in Zimbabwe by Chabaya et al. (2009: 236), South Africa by Greyvenstein (1989), Chabalala (2005) and Lydia Coombs show that Africa has not been spared the issue of gender underrepresentation in education. In South Africa, gender imbalance in education has been evident for a long time (Greyvenstein, 1989: 13).

Findings from research done in Kenyan schools show that, despite women having attended the same management courses as their male counterparts, ‘women are still underrepresented in middle and senior management roles’ (Barmao, 2013:25). The Zimbabwean situation is not any different: “considering the persistent underrepresentation of women in school headship in Zimbabwe, despite almost three decades of efforts to achieve gender equity, there is no one answer as to how to increase the number of women school heads.” (Chabaya, 2009:249). Though this appears to be a defeatist position, it gives credence to the assertion that the situation in Zimbabwe is the same as elsewhere in Africa and abroad. However, more should be done to change the situation.

Back home, the scenario is as familiar as elsewhere. Both Kader Asmal, a previous Minister of Education, and Angie Motshekga, the current Minister of Basic Education, have acknowledged the existence of gender imbalance in education in South Africa. The transformation framework entitled TIRISANO, spearheaded by Minister Kader Asmal (parliamentary address, May 24, 2001) was an attempt at addressing gender disparities in education. Later Angie Motshekga, the current Minister indicated that only 36% of school Principals were women, City Press (23rd August, 2013) despite the fact that women constituted the majority of the teacher workforce. In echoing Minister Motshekga’s sentiments, this, indeed, should be cause for concern by all, particularly because women constitute the majority in society and in the education sector in particular.

This persistent nature of gender imbalance has the potential to dampen the morale of the majority gender (women teachers), consequently affecting job performance levels, more so that women tend to be discouraged from advancing themselves professionally as they felt this effort will not necessarily translate into advancement into leadership positions for women (Ndadanse, 2013: ii). Gender imbalance is, therefore, a problem that deserves urgent redress, a view shared by researchers such as Diko (2006: 2), Nomlomo (Nomlomo et al. 2012: 41) and Moorosi (2010)

2.4 WHAT ARE THE GENERALLY PERCEIVED REASONS FOR UNDERREPRESENTATION OF WOMEN IN EDUCATIONAL LEADERSHIP POSITIONS AS LEARNED FROM LITERATURE REVIEW?

Previous researchers, both local and international, have highlighted a number of barriers that explain why women teachers have found themselves in these marginalised situations in schools (Steyn & Parsaloi, 2014: 5980; Chabalala, 2005; Chabaya, 2009: 239 - 243; Coombs, 2004: 15-17, Diko, 2014: 827; SACE, Kanjere et al., 2011: 250-252; Moorosi 2010: 1-18). Their views are discussed below:

2.4.1 Gender stereotyping

Rashidah (2010: 5) contends that “women are considered to be weak compared to men, and are believed to have no capabilities to be good leaders.”

Rashidah draws support for this assertion from the Indonesian traditional point of view, that women are fragile and delicate, therefore they need protection and will always be dependent on man for this. Chabalala (2005) expresses similar stereotypical sentiments wherein he contends that traditionally women have been portrayed as weak, passive, dependent, and good followers of men.

According to Kiamba, Kelly and Osumba (in Steyn et al., 2014), women were historically encouraged to develop personality traits and behaviour that made society perceive them as lacking confidence, emotional and incapable of handling community conflicts. Unfortunately, all such attributes associated with the female gender do not in any way positively enhance women teachers’ aspirations to leadership positions in school.

2.4.2 Lack of role models and mentorship

Steyn and Parsaloi (2014: 5983) contend that as a result of stereotyping, negative myths of capabilities are created around women aspirants to educational leadership. To counter this, Steyn et al. believe, “there is need for women aspiring to leadership to observe those women in leadership who reflect their leadership styles.” Coombs shares the same view in his contention that a young person sees what he or she wants to become as embodied in the mentor (Coombs, 2004: 14). Mentors, are therefore, crucial to the concept of role modelling. By extension, the absence of female teachers in senior school posts deny female teachers the much-needed role modelling experience. Consequently, this has the unfortunate effect of stifling women’s movement into school leadership positions in numbers that compare favourably with their male counterparts (Coombs, 2004: 14).

Traditional values, for instance in Indonesia, create gender gaps as, for some groups of Indonesians, women are labelled as ‘temptation’ (Mullah, quoted in Rashidah, 2010: 9). As a result, the number of female school leaders is lower, as male principals are reluctant to share knowledge and experience with their female counterparts (Rashidah, 2010: 9). Therefore, it is imperative that women begin to form their own mentoring and support networks to counter negative impact of these gender distances in professional environments.

2.4.3 Low self esteem

Self-esteem or self-image refers to how an individual comes to perceive himself (Mathipa and Tsoka, 2001: 324). A good self-image results in a positive attitude about oneself, an attribute necessary for good leadership, while a poor self-image leads to an individual of low morale. The resulting low confidence discourages women teachers from aspiring to senior positions. This could be because they do not consider themselves equal to the task. We all need confidence, it is a key factor for every woman in management (Rashidah, 2010: 8). Low self-esteem, however, should not consign women teachers to a permanent marginalised position because it is not an innate trait. Rather, it is a trait women acquire through socialisation (Chabaya et. al., 2009: 244). Most women learn to grow out of it.

2.4.4 Family attachments

“Out of economic necessity, modern married women are obliged to seek employment away from the family home, thus assuming a dual role.” (Van der Westhuizen and Hildebrand, cited by Coombs, 2004: 15). However, “given a choice to advance their career in places away from their family, or staying with one’s family, most women would prefer the latter.” (Chabaya, 2009: 329). This is because from an early age, women are conditioned that a man provides for the family while a woman’s role is to sit at home and look after the husband and children. The woman’s career aspirations are therefore, consigned to lower ranks in the priority list.

2.4.5 Lack of support

Lack of support, as a factor in gender equality has been identified by several researchers on gender underrepresentation in promotion positions in education (Chabaya et al., 2009; Moorosi, 2010; Michelle, 2007). Chabaya et al. (2009: 246) contend that lack of support from family members and professional institutional support contribute to underrepresentation of women in school leadership. Researching on the same issue independently, Moorosi cites lack of professional and institutional support for women teachers as limiting factor to women career advancement to principalship and other senior positions. (Moorosi, 2010: 556).

What, perhaps will be of interest would be to find out whether this situation did not also apply to the male principals as well.

2.4.6 Gendered leadership perceptions

Morris (quoted by Coombs, 2004: 2) postulates that “perceptions that portray management as masculine discourages women from applying for promotion posts, because they believe they do not have the qualities to be managers.” Whitaker (cited by Coombs, 2004) reaffirms this assumption in his assertion that these assumptions were found to be even more prevalent in educational institutions than in the communities. Moorosi (2010) identified similar sentiments among communities in her research on female principals’ experiences in South Africa. Stereotypes like these will not only discourage aspirants to principalship, but serve to demoralise those already occupying principalship posts.

2.4.7 Women lack emotional intelligence

Schmidt (2012: 538) believes that principals work in a more diverse pressure-packed environment than ever before. To perform, Schmidt postulates, principals need the ability to manage the emotions that go with the situation. Emotional intelligence is defined as the intelligent and skilled use of emotions in different situations. Cubilio and Brown (cited in Schmidt, 2012) found that South African women struggle with personal issues which include emotions, aspirations and confidence. When weighed down by these issues, Cubilio believes that they are perceived not to have the self-esteem required to become successful leaders.

2.4.8 Glass walls and ceilings

Glass walls, also referred to as glass ceilings is a term used to describe the invisible artificial barriers created by attitudinal and organisational prejudices (Coombs, 2004: 16). Invisible, in the sense that since there are no objective reasons for women not to rise to the very top, then there must exist inherent discrimination embedded in the structures and processes of both organisations and society in general.

Coombs further argue that “glass walls” mean that women managers tend to be concentrated in certain sectors of the working force, usually, non- strategic positions rather than in line and management jobs that lead to the top (Hammonds, cited by Coombs, 2004).

In the case of education, glass walls translate into female teachers being concentrated in PL1 (classroom) responsibilities while their male counterparts occupy promotion positions in schools. The International Labour Organisation (ILO) also acknowledges the existence of glass walls (Coombs, 2004).

2.4.9 Culture and traditions

The role of culture and tradition in undermining a fair number of women in school leadership positions cannot be overemphasised: culturally, desirable feminine behaviour is considered to be nurturing and caring for others, hence female teachers give preference to the family roles rather than advancing their own careers (Logan, cited in Chabaya et al, 2009: 247).

Rashidah (2010:5) presents the Indonesian cultural view that women are fragile and delicate figures while men are strong and brawny, thus portraying women as creatures that needed to be protected and will always depend on men. Surely, a society harbouring such a view cannot be expected to put women in positions of leadership. Unfortunately, this masculine view is dominant in many other traditional societies such as South Africa, Kenya, and Zimbabwe (Kanjere, 2011: 251; Chabalala, 2005; Chabaya et al., 2009; Moorosi, 2010: 11). For instance, expressing the general impression that women are not good leaders, the Bapedi and Northern Sothos of Limpopo province in South Africa have it in their Proverbs; “Tsa etwa ke ya tshadi pele di wela leopeng” which means: “if a leader is a woman, disaster is bound to happen.” Kanjere et. al. (2011: 245). The Bapedi further express the limitation of a woman in terms of what she can contribute to society in a proverb “mosadi ke tswene o lewa mabogo.” translated in English, this means that “the only contribution a woman can make in society is through her physical work.” Kanjere et. al. (2011: 246). If this scenario is what pertains in traditional South Africa, I am afraid if this generation does not undergo paradigm shift on gender, having women in leadership roles would be a tall order.

2.4.10 Lack of networking

Absence of the “old boy networks” among women teachers denies them much-needed mentoring, role models and support structures (Chabaya et al. 2009; Moorosi, 2009: 15)

2.4.11 Absence of the female voice

The result of male domination in leadership positions in education implies that decisions are taken with less or no input from women so that aspects of gender equity and equality are hardly considered (Suryad and Idris, quoted in Rashidah, 2010). This makes the need for women teachers to band together around the common goal – increased women leaders in schools - more urgent than ever before.

2.4.12 Gender Roles Socialisation in Schools

In most societies children are socialised into gendered roles, with girls being considered less as regards their education compared with the male child (Coombs, 2004: 6).

According to Diko (2004: 115) there is evidence of assigned chores and thinking that reflect the local social construction of gender roles for both learners and teachers in Hope High school, a school of her focused research. In Hope High School, women teachers performed chores and headed structures that performed feminine gendered tasks. Girls performed feminine chores such as sweeping both staff and class rooms, cleaning bathrooms and washing the sports uniforms, similar gendered chores as in their homes. In fact, this is not an isolated incident, but a reflection of what happens in most schools (Herward and Bunwaree, 1999: 97). As Diko observes, Hope High School, indirectly socialises students and continues society's conditioning of the staff to maintain gender inequality.

2.5 EFFORTS TO REDRESS GENDER DISPARITIES

Literature review reveals that all countries that have acknowledged gender disparities in senior positions in schools have tried to put strategies in place to redress gender imbalance.

All these objectives were intended to facilitate career planning and management training, personalised educational management development and enhancing gender equity.

2.5.1 Efforts by other countries

Studies conducted in different countries reveal the presence of official awareness about gender imbalance in leadership positions in schools.

Evidence also abounds concerning efforts to redress the problem. In Zimbabwe, for instance, since attainment of independence in 1980, the country has demonstrated government efforts to remove all forms of sex discrimination in the society (Chabaya et al., 2009). For example, the government has alluded to several national and international gender declarations and conventions. Among these are the 1979 United Nations Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). The release of Public Service Circular No 11 of 1991, the gender affirmative action of 1992, the 1999 Nziramasanga Commission, and National Gender Policy of 2004 are all illustrative of this national effort.

In Kenya, the Kenyan government has taken some measures to address gender disparities in school leadership through appropriate policies and programs, Chisikwa and Indoshi (cited in Barmao, 2013: 5989) such as the introduction of gender sensitive teaching materials, re-entry to school of adolescent mothers, enhanced bursary funds for girls' education, and the establishment of a ministerial task force on girls. This is intended to increase the numbers of educated women by eradicating barriers to girl's access to education as a first step.

Now for women empowerment, policy and legislative arrangements have been put in place to achieve equal treatment and representation of women in professions and decision-making, legislation that women's participation in decision-making bodies on equal terms with men is guaranteed in the Kenyan Constitution. In terms of education, the Kenyan government is also a signatory to international protocols relating to education and the human rights of women and girls.

According to Osumba (cited in Barmao, 2013: 5989) these steps "imply that Government should focus on providing leadership training of women in all levels of management to equip them with skills that are required for educational leadership and management."

2.5.2 Global efforts

From personal experience, the researcher is of the view that more than one explanation could exist for the same phenomenon. It therefore follows that, other than legislative and policy provisions, advocacy for eradication of gendered disparities could come from other persuasions, such as religious, women's' lobby groups, traditional formations or eminent figures in society. The researcher seeks to find out if diverse formations want gender inequities removed.

According to a report, "The thematic papers on Millennium Development Goals," in March 2009, the ILO estimated that between 10 and 22 million more women will either be rendered unemployed or be pushed into insecure jobs at a faster rate than men. This is a clear indication of how insecure conditions in the job market affect more women than men, a case in point of gendered discrimination against women.

In recognition of such imbalances, Millennium Development Goals (MDGs) have been developed by the United Nations, setting target dates by which programmes of redressing world challenges will be realised. Millennium Development Goals 2 and 3 are United Nations goals targeting elimination of gender disparities in girls in primary and secondary education and intending to empower women in employment.

Considerable success has been recorded regarding increasing girl's enrolment in primary and secondary schools, despite the MDG 2 and 3 having missed the initial date 2005 for eliminating gender disparity in primary and secondary education.

Cited among the reasons for this success are elimination of school fees which has encouraged those who could not afford to go to school. MDG 2 and MDG 3, though concerned with girls' education, actually, by extension, translates into limited upward mobility into senior positions by women teachers, as their education opportunities which could have been stifled at an early age would open up.

NGOS at global level have also had their input. For instance, in 1995, the United Nations held a conference on women in which South Africa participated (SANPFWE, 1995). Gender equality in all spheres of governance and leadership was the topical issue for this conference.

2.5.3 Continental and Regional efforts

NEPAD means New Partnership for African Development. It is an economic development programme of the African Union. It was adopted in Lusaka in 2001.

Its relevancy to gender equality in education can be located in paragraph 68 on GOALS. The NEPAD document, in this section on its goals, commits to "make progress towards gender equality and empowering women by eliminating gender disparities in enrolment in primary and secondary education by 2005," (Ingle, 2005: 3).

The researchers view though is that, apart from this general intent at redressing forms of gender disparities, there appears to be no explicit intention by NEPAD of confronting gender inequalities in leadership positions in schools.

Or is it assumed that eliminating enrolment inequalities in schools, will automatically translate into space in promotion posts for women teachers in schools? This appears to be a far-fetched practical reality. For this reason, from a gendered perspective, in Ingles article, NEPAD is reported to have been accused by Sara Longwe of being “gender blind.”

This African Union effort, through NEPAD, is supplemented by efforts from the Southern African Development Community (SADC), through its gender policy.

According to South Africa’s National Gender Policy Framework, South Africa is a member and a signatory to a declaration committing governments of member countries to efforts intended to realise gender equality in all spheres including education (NGPF: 2.2).

2.5.4 National efforts, legal and civic

In South Africa, as early as 1995, the South African Government had ratified a number of international Conventions on the Elimination of all forms of Discrimination against Women (CEDAWA).

On a national level, through Parliament the country had established a National Policy Framework on Gender. By this national and international policies, parliament and the executive were legally bound to work actively towards the abolition of gender discrimination in all spheres of human endeavour. It must be remembered that this was a conscious decision the government took.

It therefore demonstrates awareness and the desire to pursue gender equity and gender equality.

With the advent of the new dispensation, the desire for gender equality gained such momentum that, soon, under the jurisdiction of the presidency, a policy framework titled: South Africa’s National Policy Framework for Women’s Empowerment and Gender Equality (SANPFWEGE), later to be known as National Gender Policy Framework (NGPF) was established. According to this National Gender Policy Framework, the main objective is to establish a clear vision and framework to guide the process of developing laws, policies, procedures and practices which will serve to ensure equal rights and opportunities for women and men in all programmes of government, its agencies and parastatals, civil society and the private sector.

The Gender Policy Framework is premised on the understanding that there are gendered power relations that disadvantage women in several spheres. The Gender Policy Task Team a component of the NGPF, identifies, among others, the following as areas where women are likely to continue being marginalised:

- Envisaged benefits of globalisation
- Political power sharing
- Economic empowerment
- Equal opportunity to receive redress in areas such as HIV/ AIDS and poverty
- Access to Science and Technology as fundamental components of development
- Access to basic needs (education included).

It is this last point that becomes fundamentally important for this study here.

To guide the policy frame work towards realisation of its goals, the following performance indicators were formulated to allow for monitoring and evaluation:

- Women's enhanced access to resources for economic development;
- Women's earning power and their involvement in the economy;
- Reduction of women's vulnerability to social injustice such as poverty, HIV/AIDS and violence;
- The extent to which women participate in political decision-making;
- A change in attitude to women and enhanced recognition of the value they add to Society; and
- Women's access to professional opportunities enhanced.

2.5.4.1 The legal framework of the National Gender Policy

The National Gender Policy does not operate in a legal vacuum. It derives legal credence for practical expression through an enabling legal framework of legislation by parliament and other legislative bodies (NGPF: 2.2). An example of these laws is given below:

- Section 9 Act 108 of the 1996 Constitution of South Africa states that everyone is equal before the law and no one may be discriminated against on any grounds including race, gender, sex, origin, ethnicity, colour, religion. This is the basis on which all other laws against discrimination draw their authority.
- Section 4(c) of National Education Policy Act (NEPA), 27 of 1996, aims at achievement of equitable education opportunities and redress of past inequality as well as the advancement of the status of women. In schools, this Act will translate into equal promotion and leadership opportunities for women teachers.
- Section 7 (i)(b) of the Employment of Educators Act (EEEdA), 76 of 1998, dictates that in the appointment or filling of any post on any educator establishment due regard shall be had to equality, equity and other democratic values and principles contemplated in section 195(1) of the Constitution of South Africa. This means the SGB as the recommending authority must be well versed in these legal and policy imperatives.
- Section 20 1(i) confers on the School Governing Body (SGB) the power to recommend to the DoE Head of Department the appointment of an educator to the school. In doing this, however, due regard must be had in terms of equity and equality as promulgated in NEPA, EAA, the South African Constitution and other related policies. Other policy promulgations on issues of gender equality and equity include the following:
 - The draft National Women Empowerment policy of 1995
 - White Paper on Transforming the Public Service
 - White Paper on Affirmative Action in the Public Service
 - Batho Pele
 - Gender Equity in Education
 - Report of the Gender Equity Task Team

Despite the existence of all these civic, legal and policy arrangements, gender disparities have persisted.

The question that comes to one's mind then is: Are there inherent contradictions in these arrangements which subvert policy intent, or is it that sufficient implementation mechanisms are not in place?

2.6 RECOMMENDATIONS BY PREVIOUS RESEARCHERS ON HOW TO REDRESS GENDER INEQUITY

Previous researchers in South Africa (Nshimane, 1995; Kanjere *et al.*; Coombs, 2004; Chabalala, 2006; Moorosi, 2010; Diko, 2006, 2014; Lumby *et al.* 2014; etc.) made several and diverse recommendations and yet the problem of gender disparities remains. This section discusses some of these recommendations:

2.6.1 Paradigm shift

As discussed earlier (2.4.1, 2.4.7), cultural stereotypes and prejudices against women mitigate against women actualizing their potential. To counter this, Kanjere suggests education for rural communities to put aside their traditional mind set, which looks down upon women leadership, so that they begin to acknowledge the great contribution made by women (Kanjere *et al.* 2011: 252). Mathipa and Tsoka had raised similar views as early as 2001 (Mathipa *et al.* 2001: 320).

More recently, Moorosi supports this assertion when she argues that “to counter perpetuating the reproduction of a continued male domination created by the interplay between social norms and believes playing out at organizational levels in school leadership” there must be “change in the attitudes and minds of community members,” (Moorosi, 2010: 16).

There is need to change the perceptions that the male gender holds a monopoly of leadership.

Kanjere lends support to this view when she advocates for creation of awareness in rural communities that leadership is not about gender.

This, she believes, should help women “to start to move from the view that the world is male dominant so that they should find for themselves a social space from which they can deservedly play their role in society and be able to actualize their potential.” (Kanjere, 2011).

2.6.2 Review gender equity policy at school level

Doubting the effectiveness of implementation of a gender equity policy at school level, Chabalala recommends a review of gender equity policies at school level (Chabalala, 2005: 115), a view supported by Moreau (2007: 251). However, this is not enough: Regular surveys should be conducted by Area Offices to determine whether such policies are available in schools. If not available, then School Governing Bodies must be capacitate and be mandated to formulate these policies and begin to implement them.

Chabalala further recommends gender equity awareness education for all stake holders intended not only to break myths about women leadership, but also to make it obligatory for schools to be reporting on employment equity plans for routine monitoring and control by educational authorities.

2.6.3 Support, networking and mentoring structures

Lack of support from both family and national levels hinder participation in leadership positions by women (Barmao, 2013: 45). Barmao recommends the establishing and strengthening of mentorship systems to help young aspiring female teachers progress into leadership roles in schools.

He also believes mentoring and networking should be the systems that women leaders should use to draw support and role modelling for successful leadership roles. Steyn (2014: 5986) in his call for organisational motivation and support, reaffirms this assertion.

Van Eck *et al.* (in Moorosi, 2010) also believes in the notion of networking, whose effect, he contends, should be greater if coupled with involvement of experienced participants, a requirement that may regrettably present a challenge among the female teaching fraternity due to their few numbers.

As for support, especially from the Department of Basic Education officials, I strongly advocate for its extension even to those women leaders who have already broken through the glass ceiling. There are positive spinoffs to be had from this support and encouragement as is evident from those who have succeeded (Moreau, 2008).

As for support and networking, Chabaya could not have put it better when he asserts that “Women need to be allies to each other and develop their own network of relationships.” (Chabaya et al., 2009: 249). Chabaya implies women school heads and women teachers should form their own associations which should operate on similar lines as the “old boy’s network.”

2.6.4 Affirmative action

Chabaya et al. (2009: 249) advocate for women teachers to be prepared for school leadership by providing them with job enriching experiences through:

- their inclusion into leadership roles;
- designating them as acting administrators; and
- assigning them tasks that involve solving pressing problems in schools.

These are affirmative actions designed to increase their skills and competences. To complement this intent, Chabaya recommends that affirmative action policies be put in place and be closely and seriously monitored. Barmao (2013) and Diko (2014) lend support to this view. In her study, on women in educational leadership, Diko recommended that her case study school needed to put in place a policy framework for implementing the country’s gender policy and to support those women who were in leadership positions. This recommendation, though apparently specific to the research school, nevertheless carries general relevance.

Affirmative action should not only aim at removing practical barriers that disadvantage women, but should include programmes that provide training, advisory group goals, financial assistance and monitoring of outcomes (Steyn & Parsaloi, 2014: 5986).

2.6.5 Abolition of the notion of the best candidate for the job

On face value, there can never be a better argument than “the best candidate for the job.” It appears to be a criterion based on merit. But “merit”, argue Blackmore et al. (cited in Moorosi, 2010), is a social construct “that reflects the experiences of those who define it”, and those already in the job. In a patriarchal society this may have a different connotation for women principals in South Africa, where the best candidate, according to the SGB discriminatory perspective, could be a strong man (Moorosi, 2010: 15). These implicit and explicit pre-determinants for the best candidate systematically place women teachers at a disadvantage in terms of consideration for recommendation for school leadership positions. Unless all stakeholders begin to hold gender- neutral perspectives of best candidates, gender equity and gender equality will remain a battle that will be fought for a long time to come

2.7 CONCLUSION

In this chapter, the study dealt with literature review on gender underrepresentation in education leadership generally. The chapter highlighted the global, continental and national findings from previous studies conducted on gender underrepresentation of women teachers in school leadership. Generally perceived reasons for gender disparities in education leadership have been highlighted. Global and national attempts to redress the problem have also been discussed.

CHAPTER 3 : RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 dealt with literature review on gender underrepresentation in education leadership generally. The chapter highlighted global, continental and national findings from previous studies conducted on gender underrepresentation of women teachers in school leadership. Generally perceived reasons for gender disparities in education leadership were highlighted. Global and national attempts to redress the problem were also discussed.

Chapter 3 will present a detailed explanation of the research design, the methodology to be used in the study. Methods used to collect, analyse and interpret data will be discussed. Sites and respondent selection procedures will be discussed. The role of the researcher and ethical issues will be addressed.

3.2 RESEARCH DESIGN

According to MacMilland and Schumacher (2010: 102) a research design is a plan for selecting subjects, research sites and data collection procedures. The research design shows which individuals, when, where and under which circumstances they will be studied. In other words, the research design indicates the general plan of the research, it describes how the research is set up, what happens to the subjects, and what methods of data collection are used. Mouton (2011) reaffirms this view when he describes a research design as a blue print of how you intend conducting your research.

Creswell (2009: 3) calls a research design a plan, a strategy and procedure for research, comprising decisions from the underlying worldviews to the detailed methods of data collection and analysis.

3.3 QUALITATIVE RESEARCH APPROACH

A qualitative approach, combined with an interpretive approach, and embedded in a social constructivist world view is adopted for this approach. A qualitative study is a study whose findings and analysis is done through the use of language. This study seeks to explore the varied meanings that different stake holders in education ascribe to the disproportional representation of female teachers in leadership positions in schools. The choice for this approach was, therefore, prompted by the fact that the approach acknowledges this value of the participants' perspectives (Creswell, 2009: 176; MacMillan & Schumacher, 2010: 319). A social constructivist world view is adopted for this study as it seeks to use multiple data collection methods in order to understand the multiple meanings that the participants themselves have constructed about gender disparities in promoted positions in schools based on their social and historical perspectives. These participant meanings will emerge during data analysis as themes intended for interpretation. These meanings, interpreted from participants own meanings, will be interpreted further by all researchers and others that may read this research report. This study, therefore, fulfils the tenets on which a qualitative research with a social constructive world view is premised.

Since qualitative designs provide for alternative explanations, McMillan and Schumacher, 2010: 319), data generation will be sought from multiple sources by collecting data from several subjects (women teachers, women principals, male principals, SGB members and education officials). Multiple data sources allow for triangulation to enhance validity and reliability which are hall marks of truthfulness (McMillan and Schumacher, 2010: 104; Creswell, 2009: 190). This study is limited to Ramotshere Moiloa Area Office, and the researcher has no intention of generalizing it to a broader context. This reaffirms Greene and Caracel (cited in Creswell, 2009: 193) when they contend that "the value of a qualitative research lies in the particular description and themes developed in context of a specific site, particularity rather than generalizability is the hallmark of qualitative research." This means that findings of this study, while valid and reliable in Ramotshere Moiloa Area Office, may not necessarily be generalized more broadly owing to different social, cultural and political challenges. Nevertheless, the study provides a framework through which other researchers can conduct similar studies.

3.4 INTERPRETIVE PARADIGM

This study is underpinned by an interpretive research paradigm. The study is focused on understanding the extent of awareness that stakeholders have on gender disparities in schools, what perceived reasons stakeholders hold for the existence of this problem and what is being done to redress the situation. The study further seeks to know whether stakeholders perceived reasons corroborate generally held views as literature review from previous studies hold, or new knowledge and understanding will emerge from this study. An interpretive paradigm is therefore ideal as all data from multiple sources has to undergo inductive analysis that terminates in interpreted varied meanings. McMillan and Schumacher (2010: 6) describe an interpretive paradigm as “systematic procedures that postulate multiple socially constructed realities. Rather than being objective, researchers’ professional judgments and perspectives are considered in the interpretation of data.”

3.5 THEORETICAL LENS

A theoretical framework is needed in order to place the research into a more general conceptual framework or theoretical orientation (Schumacher, 2010:74). According to Schumacher, a theoretical lens is essentially seen as an intellectual or scholarly perspective in which the problem being studied is embedded and being described. This study employs a feminist, critical perspective as the theoretical frame work from which I wish to investigate the reasons that stakeholders perceive to be responsible for low numbers of female Principals in schools in Ramotshere Moilola. The feminist theory shapes the choice of participants, the data collection methods, the design as well as the way the results will be analysed and interpreted; inductively from the standpoint of participants (Schumacher: 323). This theoretical framework therefore, ideally places this study in a particular social and historical context. A feminist critical theory assumes that women’s “oppression” is caused by the marginalised location of women in the social, political and cultural order in society (Diko, 2014: 827).

The underrepresentation of female teachers in leadership positions in Ramotshere Moilola is a practical case of such marginalisation. Hence, the study is suitably located in a feminist theoretical lens.

A feminist perspective advocates for equity, equality and justice in opportunities for both men and women (Chabalala, 2005: 6). It attacks and advocates for removal of the patriarchal philosophy that keeps women out of leadership roles because it is assumed that they don't have what it takes to be a leader. The feminist theoretical perspective focuses on eradicating the gender stereotypes in dominant cultures and drawing the attention of society to women and their experiences. This is the ideal framework from which findings may emerge that can provide an opportunity to relook into equity concerns confronting women teachers.

It is justice driven; hence the feminist theoretical perspective is an ideal framework for the research to achieve corrective rather than retributive outcomes, since it is premised on justice. Its critical aspects are suggestive of advocacy intentions for women empowerment. This study hopes to contribute towards such efforts. An empirical inquiry will be used to determine educational stakeholders' views of the problem.

3.5.1 Participants Selection

In this study the researcher targeted participants chosen from the following stakeholder categories: 4 PL1 women teachers, 4 women principals, 4 SGB members and 2 Area Office officials.

The original plan that included an official from the District Office of the North West Department of Basic Education was abandoned for logistical reasons. This change did not compromise the capture of intended data as the same data was obtained from one of the study participants at the Area Office.

These participants are people who have experienced the phenomenon of women teachers' underrepresentation themselves and understood it or have been stakeholders in processes and procedures in which the phenomenon being studied thrives. In other words, study participants have been purposefully sampled (Creswell, 2009). The female teachers are chosen for the fact that they may be experiencing the phenomenon while female principals may have experienced it themselves or may understand how those who are affected feel. The Area Office officials chosen are those charged with the responsibility of running and coordinating interviews.

Hence, they supposedly have a rich knowledge and practical experience regarding the processes and procedures of promotional interviews that supposedly perpetuate gender disparity, which is the topical issue in this study.

A survey tool was used to select the four PL1 teachers that finally participated in the study. Period of service and number of times one has applied for promotion were the dominant criteria for women teachers' selection to participate in the interview.

3.5.2 Data collection strategies

To answer the question- what are the stakeholders perceptions on underrepresentation of women teachers in leadership positions in South African schools in general and Ramotshere Moiloa in particular- the researcher purposefully identified documents analysis and qualitative interviews as relevant qualitative data collection methods. Aldridge *et.al.*, (2009: 149) maintain that data-generating methods have limitations and that using a range of research methods allows for triangulation of data sources. Triangulation is critical for enhancing credibility of study findings (McMillan and Schumacher, 2010: 24).

3.5.3 Piloting

The interview questions were subjected to piloting. One participant from each group of respondents was asked to respond to a written set of the interview questions. This was to ensure that questions were as clearly understood and interpreted as possible. This would add to the quality of the interview questions necessary for validity and trustworthiness of the research findings.

3.5.4 Interviews

In this study individual interviews were conducted using open ended questions (ANNEXURE A1- A4) with the 4 female Principals, 1 Area Office official, 4 female PL1 teachers and 4 SGB members.

Logistical challenges prevented the use of focus-group interviews for PL1 women teachers as earlier planned.

An Interview guide was prepared beforehand to direct the focus of the interview. The interview technique was chosen for data collection for its inherent nature of direct interactions with participants, its flexibility and adaptability (Welman and Kruger, 2001). Through these direct interactions during interview, the researcher had an opportunity to gain more insight into the problem of women teachers' underrepresentation in school leadership positions. The flexible and adaptable nature of interviews as a data generation method renders it usable for many different problems and different types of persons, such as those who are illiterate or too young to read and write, and responses can be probed, followed up, clarified, and elaborated to achieve specific accurate responses (McMillan and Schumacher, 2010: 204). The interview format is semi-structured. In this study comprising participants of different levels of education background, these inherent interview characteristics played out favourably.

All participants were exposed to similar interview questions. Additional questions called probes were asked depending on a particular response, to realize detail, elaboration and clarity (Maree, 2010: 89). In addition, clarity was sought where necessary, through telephonic conversations.

This contributes to enhancing item trustworthiness. Pseudonyms were used for all participants and in all cases, interviews were conducted in participants' working environments. All these measures are designed to protect the identity of participants.

A compromise was reached that all participants had access to the interview protocol a few days earlier so that they could prepare written responses before the actual interviews. These protocols were then collected for the researcher to study responses and prepare follow-up probes for clarity. The interviews were electronically recorded and later transcribed for 70% of the respondents. In 30 % of the cases, technical challenges made audio-recording difficult, and in one case one principal asked not to be audio-recorded, and this wish was respected. Prepared written responses, transcription and audio-recording ensured that all responses from respondents were captured verbatim. The interview duration took an average of one hour.

3.5.5 Documents analysis

When documents are used as source of data, the focus is on all forms of written communication that may shed light on the phenomenon being investigated. Written data sources may include published or unpublished organization reports, memoranda and administrative documents (Maree, 2010: 82). In this study, the researcher made use of the following documents: promotion circulars known as gazettes, national policies on education, legal statutes, NEPAD documents, Area Office statistical data on teachers, and school policies as well as available Acts of law on gender equity matters (2.7.4.1). Others included records of received applications for promotions, and statistics on shortlisted and successful applicants.

The purpose of documents analysis is to allow the researcher to generate data that gives insight about statistics of teachers at different post levels in terms of gender, to determine qualifications, experience and levels of ambition to leadership posts in schools by female teachers. Promotional advertisement gazettes were examined for inclusion or omission of provisions that provide enough checks and balances on issues of gender equity in schools. They could also reveal whether they contain enough obligations to officials conducting interviews to implement gender equity. Documents could also reveal at what level in the selection process (sifting, short listing or interviews) gender imbalances begin to emerge.

3.6 DATA ANALYSIS

In qualitative approach data analysis includes organizing, accounting for and explaining the data. In short, analysis refers to the process of making sense with regard to the participants' interpretation of the situation, taking into account patterns as analysed by the researcher to be able to identify relevant themes (Nadine, 2013: 32). In this study data collected is qualitative data. Hence descriptive and qualitative data analysis procedures based on an interpretive philosophy were used. The procedure tries to establish the multiple meanings that the participants attach to women underrepresentation in educational leadership positions as a phenomenon. From collected data, participants' attitudes, perceptions, understanding, knowledge, feelings, values and experiences emerged giving the researcher insight into the constructed meanings that participants attach to this particular gender inequality in educational leadership as a phenomenon (Maree, 2010: 99).

The researcher used an inductive data analysis approach in order to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data as opposed to a deductive a priori method which tends to obscure or render key themes invisible (Maree, 2010: 99).

In this study, in line with the inductive data analysis approach, the collected data from interviews were read through line by line, several times, organizing it into meaningful analytical units or codes. This is called coding. Descriptive phrases from the text were used to organize related codes into categories or themes. Each category was assigned an identifying label. The process was repeated several times, by reading through raw data in order to verify the categories and also identifying new categories to accommodate emerging data that do not fit into existing labels or themes. Verification was necessary to ensure that the themes agreed with raw data content, thus making themes more credible. It was important that I presented the themes using participants' direct words as much as possible as evidence of what they actually said so as to support the claims I shall be making. I must hasten to add here that the themes are actually a descriptive summary of the meanings that participants attach to the problem.

As a final step in data analysis, the researcher discussed the themes to give an interpretation of the participants' meanings. In the discussion the researcher had to bring the themes into context with existing theory or literature in order to determine whether the themes, as participants' meanings, corroborated existing knowledge in literature or the participants' meanings bring new understanding of knowledge.

It was envisaged that as other researchers read the findings, they will also give their meaning to the meanings attached by the researcher, thus giving credence to the assertion that qualitative research seeks to understand socially constructed meanings of the problem (Creswell, 2009: 190).

3.7 TRUSTWORTHINESS

In the context of research design (McMillan and Schumacher, 2010: 105), “the term validity means the degree to which scientific explanations of phenomena match reality.” It refers to the truthfulness of findings and conclusions. Explanations about observed phenomena approximate what is reality or truth and the degree to which explanations are accurate comprises the validity of the design.

According to Guba’s trustworthiness model, truth-value, applicability, consistency and neutrality are ingredients to establish validity and reliability of the research. In this study, trustworthiness was achieved through the use of triangulation (these are the various data collection and analysis methods (Maree, 2010: 39)). The researcher used the following triangulation strategies:

- Use of various techniques of data collection (qualitative open-ended questions, interviews, literature study and analysis of official documents) to ensure triangulation.
- Multiple data collection strategies. Data was transcribed verbatim audio recorded to ensure that data was accurately captured from respondents
- Clarification of tentative findings by checking with participants. During data collection, the recorded interviews were sent back to participants for checking. Final transcripts were also cross checked with participants. This was to ensure accurate representation, so that data captured was
- Cross checking with literature. Empirical data was crosschecked with existing literature,
- categories and themes from transcripts for data analysis were checked with participants
- Ensuring that research instruments are checked for expert evaluation before they are used: The dissertation supervisor checked the research question and sub-questions several times to ensure that they were brought in tandem with research aims. Similarly, the interview questions were checked for congruity with the main research question. This was designed to capture data that had relevancy to the study, thus reliable and valid.

- Profiles of participants were checked to ensure that they possessed the requisite credibility (such as period in service, frequency of applications for promotion, frequency of participation in interview processes and procedures) needed to serve as respondents for this particular study.
- All these strategies were designed and executed to ensure reliability and validity of the research methodology.
- A holistic interpretation was made from the multiple participant meanings obtained from multiple data sources.

All these measures are necessary to ensure credibility, reliability validity and authenticity during data generating, data analysis and data interpreting to ensure trustworthiness of study findings.

3.8 ETHICAL CONSIDERATIONS

It is important that the researcher complies with ethical standards when conducting a research which involves human subjects. “Ethics” generally are concerned with beliefs about what is right or wrong from a moral perspective. Research ethics are focused on what is morally proper and improper when engaged with participants or when accessing archival data (McMillan & Schumacher, 2010: 117). Right from the formulation of the research problem, I took cognizance of ethical issues, ensuring that the topic and title chosen implied a research purpose suggestive of direct or indirect personal or communal benefit. Ethical issues considered will include confidentiality, anonymity, and informed consent potential harm to participants, voluntary participation and professional integrity (McMillan & Schumacher, 2010)

(See ANNEXURE E).

In keeping with ethical imperatives, the researcher fulfilled the following:

Ethical clearance was done by the Ethics Committee (ANNEXURE J) of the North-West University. Subsequent to this, the Faculty of Education and Training gave the researcher an authority letter (ANNEXURE B), which basically serves to introduce the researcher to all persons, organizations and education institutions that were to serve as sources of study data. This letter also served to explain the purpose of the research.

Subsequently, the Area Office issued a permission letter (ANNEXURE C) that gave the researcher the authority to collect study data from respondents in the Area Office and chosen schools in Ramotshere Moiloa Area Office.

In case of schools, interviews will only be conducted after contact time to avoid lesson and office routine disruptions. Since official documents and information are not usually for the public, permission was sought from relevant authorities in the Area Office to access statistical data in terms of posts by gender across all phases. This is referred to as “seeking the approval of gatekeepers” to access research sites and archival documents for data (Creswell, 2009: 89). The researcher ensured that all dealings with the subjects remained formal and that study findings were not compromised by engaging in “backyard research.” Back yard research refers to research involving close relatives or close associates. Back yard research runs the risk of yielding compromised findings.

The researcher met the participants to ensure that the purpose of the research was explained to the participants, and that confidentiality and anonymity were guaranteed (Mungenda & Mungenda, 2003: 19). The respondents were also made aware that participation was voluntary and that “people had the right to refuse to divulge certain information about themselves” and that they had the right to withdraw their participation at any stage of the study (Oroldho, 2009: 119). (See ANNEXURE E)

Elaborate as they appear, this was necessary to ensure “buy-in” and establish trust so that participants will be cooperative and feel comfortable to give free, honest and voluntary responses. The respondents were then requested to sign consent forms (ANNEXURE E) as evidence that they understood the conditions under which they were participating in the research and that they were agreeable. Once all data generating processes have been completed, the researcher will ensure that the data generated is secured for a reasonable length of time (up to 5 years).

3.9 CHAPTER SUMMARY

This chapter presented a detailed explanation of the research design, the methodology to be used in the study. It discussed methods used to collect, analyse and interpret data. Sites and respondent selection procedures have been discussed. Ethical issues and strategies to ensure trustworthiness of study findings have also been discussed in this chapter.

Chapter 4 will present the empirical data generated through interviews and documents. The chapter also presents the analysis and interpretation of the study data.

CHAPTER 4 : DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Chapter 3 dealt with the research design and the methodology that was used in gathering data. In this chapter the empirical data generated from the field is presented, analysed and discussed. The thrust of the study was to find answers to key questions that formed the basis of the study.

Nine questions (ANNEXURE A1- A4) in the interview schedule were used for this purpose. These questions were purposefully formulated to stimulate responses that would provide answers to the research questions. Responses from the participants were captured in descriptive fashion, accompanied by verbatim quotes. This formed the study data. Verbatim quotes were used to maintain originality of respondent views.

4.2 PARTICIPANT PROFILES

As indicated in chapters 1 and 3, study participants included PL1 Female teachers, Female Principals, SGB members and Area Office Basic Education Officials. Each of the four tables below, therefore, represent profiles of the participants in each of the categories. The rationale for respondents' profile is to enhance reader's appreciation of the context within which data was generated.

Table 4-1 : PL1 Teachers Profile

Participant	Qualification	Period of service	Post applied for	Year application was made	Short listed and invited for interview?
1	REQV 16	20	HODx2 Deputyx2	2010 to 2011	No/Yes Yes Yes
2	REQV 15	22	Deputyx2 Deputyx2	2009 to 2015	YES Yes
3	REQV 14	24	HODx2 Deputyx2 Principal	2006 to 2017	Yes Yes Yes
4	REQV 14	25	Principal Deputy x2 HOD x2		Yes Yes Yes

Table 4-2 : Female principal's profile

Participant	Highest qualification	Years served as principal	Years served before appointed as principal
1	REQV 14	6	15
2	REQV 16	8	20
3	REQV 16	7	18
4	REQV 15	8	20

Table 4-3 : SGB members' profile

Participant	Position on SGB	Number/terms served as SGB member	Number of times participated in appointment processes
1	Chairperson	3	7
2	Secretary	3	9
3	Secretary	2	7
4	Chairperson	3	8

Table 4-4 : DBE officials' profile

Participants	Substantive position	Role in appointment processes
1	Circuit manager	Coordinating AO interviews As observer and resource and advisory personnel on department policies.
2	Circuit Manager	As a panellist on interviews for principals. Sitting on interview dispute committees Providing guidance on interview procedures

As already discussed (1.7.2.2), these tables show study Participants with the requisite experience of promotion procedures and processes which render them relevant as sources of study data.

4.3 RESEARCH QUESTIONS RESTATED

When interview questions were formulated, care was taken that each interview question seeks to provide responses that should be addressing one or more of the research questions (1.3). By analysing and interpreting responses to the interview questions, one is actually determining the emergent themes and the extent to which the research questions have been addressed,

As such, in this study the research questions are relevantly used as predetermined themes serving the role of emergent themes, while interview questions with their responses fulfil the role of categories that make the themes.

Once the categories and themes are analysed, data is presented, interpreted and discussed in relation to the predetermined themes (Research questions). These research questions are therefore restated below:

- What are the existing policy arrangements and legal provisions for the implementation of gender equity in the schools under study?
- To what extent are women teachers under-represented in educational leadership positions in general and in schools in Ramotshere Moiloa Area Office in particular?
- How much awareness about women teachers' underrepresentation in promotion posts exists among stakeholders in Ramotshere Moiloa Area Office?
- What are the generally perceived reasons for underrepresentation of women in educational leadership positions as learned from a literature review?
- What are the actual reasons for gender imbalance in school leadership from the perspectives of stakeholders as derived from an empirical study?
- What are stakeholders' suggestions on what should be done to increase women's representation in educational leadership positions?

4.4 EMERGING THEMES

Since research questions represent emergent themes in this study, the research questions are therefore rephrased and stated as emergent themes below to help guide the presentation interpretation and discussion:

- i) Leadership attributes
- ii) Existing policy arrangements and legislation
- iii) Extent of underrepresentation.
- iv) Levels of awareness about gender inequality.
- v) Generally perceived reasons for underrepresentation of women teachers in school top leadership positions.
- vi) Actual reasons for underrepresentation of women teachers in school top leadership positions in Ramotshere Moiloa.
- vii) Stakeholders' recommendations for reducing underrepresentation of women teachers in top school leadership positions.

4.5 PARTICIPANTS' PERCEPTIONS OF THE RIGHT ATTRIBUTES FOR THE PRINCIPAL'S POSITION

The rationale for this section is to help the researcher get an insight into depth of knowledge by the stakeholders about what qualities they believe a principal should have to help him perform his functions as stipulated in his terms and conditions of service as a school manager.

When asked about their perceptions about the attributes that are considered for the Principalship position, respondents' views were as varied as they could be. However, shared consensus was evident in a number of responses too. Given below are the responses and discussion thereof.

4.5.1 Responses from PL1 female teachers

The female PL1 teachers believe that the principal must possess the following attributes in order to run the school effectively and efficiently

- Must have Vision and ability to reach that vision
- Must manage the institution as a whole
- Plan the activities of the school in an organized manner
- Be able to lead all the activities of the school and control them
- Have a healthy relationship with all stakeholders and involve them all the way
- Must be approachable
- Must be friendly but firm
- Must be disciplined
- Must be dedicated to duty
- Have ability for conflict resolving
- Must be understanding
- Have respect for teachers
- Must be able to accept challenges
- Must be able to accept criticism
- Have knowledge and understanding of policies
- Must be fair

4.5.2 Responses from Principals

In responding to attributes for the principal's position the female principals had this to say:

- Knowledgeable on educational issues and matters besides education
- Total dedication to duty
- Must be intelligent
- Innovative and progressive
- A good listener
- Problem solver
- Instructional leader
- Must be a planner
- Good resource management
- Must be a disciplinarian.
- Must be strict but fair
- Good communicator
- Must be ethical and professional
- Must be religious to enforce ethical behaviour
- Hard worker
- Passionate about teaching
- Conflict resolver
- Professionally qualified
- Understands policy

4.5.3 Responses from SGB members

On the question of attributes for the principal, SGB members responded as follows:

- Must be qualified
- Possess experience of educational policies
- Must have good management skills
- A disciplined individual
- Must be ethical
- Have love for children and have their well-being at heart
- Must show great interest in their learning
- Good human relationships
- Strict but fair
- Must be visionary
- Passionate about one's work
- Must have courage to take unpopular but correct decisions
- Must be a hard worker
- Must possess emotional intelligence to handle heated moments
- Good listening skills
- Patient and polite individual
- Possess conflict resolving skills
- Possess good managerial skills
- Must have leadership skills
- Must be a focused person
- Must have comprehensive understanding of the curriculum
- Should possess strong personal management skills
- A good resource manager

4.5.4 Responses from the educational officials

On the question of attributes for a principal's position, the educational officials considered the following as the right attributes:

- Hard working individual
- Dedication to work
- Passionate about work
- A good track record
- Well conversant with policy and legislation around educational issues
- Performance driven
- Conscientious
- Professional
- Consistent Self empowering individual

A closer look at these attributes reflects a broader society view. Society expects the Principal to be honest, professional and ethical, professional and qualified because the Principal is selected among teachers and teachers are expected to be both academically and professionally qualified. The attributes reflect Society's expectations of a public office bearer who is entrusted with carrying out the educational mandate of their wards. They also reflect qualities that would enable the principal to competently deliver on his prescribed duties (EEqA, 1998(A) (4.2)) of leading and managing personnel, resources, general administrative duties, school curriculum, co-curriculum and extra-curriculum, interactions with the community and education officials, among others.

A school is a mix of all characters and personalities. Conflict is, therefore, to be expected and should be addressed professionally and fairly resolved, guided by policy. Schools by their nature and mandate attract a lot of public interest, with teachers expected to be dedicated and passionate about teaching. Principals should exhibit these attributes because they are, after all teachers, and society expects Principals to enforce these attributes among their staff.

They are the “captain of a ship”, which is a mix of diverse people, expected to steer the ship in the correct direction, in storm and calm waters, assuring crew and passengers that they and the cargo are in safe hands. It is not surprising, therefore, that stake holders expect them to be visionary, experts, polite, knowledgeable about their curriculum, passionate and problem solvers. The stakeholders’ expectations of the principal are really high.

4.6 EXISTING POLICY ARRANGEMENTS AND LEGISLATION

This section seeks to determine whether stakeholders know about the existence of policy and legislation on gender equality that guide promotional appointments in school leadership positions. It also seeks to determine availability and access to the same by school stakeholders. The findings on this should help the researcher to understand why gender disparity in Ramotshere Moiloa still persists despite the existence of policy and legislation.

4.6.1 PL1 teachers views about policy arrangements and legislation on gender equality in education leadership in schools

From the interview discussions it is clear that PL1 teachers interviewed are aware of the policies and legislation about gender equality that exist in the Department of Basic Education policy and legislation. As to reasons why women continue to be underrepresented in top school posts despite the existence of these policies, the female teachers commented they believe that most schools do not have these policies in their schools. Some in fact confessed not to have seen them. As for the school formulated policies on gender equality, all PL1 female teachers interviewed admitted that none of their schools had formulated policies on gender equality. The female teachers felt this situation existed because most SGB are not of the correct calibre and do not have the competence to comprehend issues of policy and legislation to enable them to formulate gender equality policies. Reaffirming this view, one female teacher respondent had this to say:

I think the SGB must be of the correct calibre so that they can be schooled in policies so that they can be able to formulate appropriate gender equality policies to address gender imbalance in promoted posts in schools.

The female teachers also felt that all stakeholders (SGB, SMT, and Department of Basic Education) do not adhere to gender equality policies and legislation designed to address gender issues. In fact, they confessed that even their own schools did not formulate policies on gender equality though they had a good number of the rest of the other policies.

Supporting this point one of the female PL1 teachers commented:

“In fact, the three schools I have been to, I never heard anyone talk about gender equity and gender equality issues.

In addition, the female teachers admitted that besides failing to formulate policies on gender, most schools do not even have Department of Basic Education policies on gender equality. This revelation is cause for concern. Schools do not have a school-formulated policy on gender equality, no Department of Basic Education distributed policy and legislation on gender, PL1 female teachers are aware, and they have teachers that represent them on the SGB! The silence of teachers on this issue begs answers.

4.6.2 Principals views on existing policy arrangements and legislation on gender equality in educational leadership in schools

It was evident from the interviews that female principals are aware that policy and legislation exist about gender equality in appointments in the Department of Basic Education. However, the principals conceded that these policies have not helped to realize the intended goal; gender equality in work places, including positions in schools. The reasons cited by Principals include interference from labour unions whom they feel are so influential in the Area Office with regard to promotional interviews such that even policies and legislation about gender equality in appointments are ignored.

According to the female principals, the unions do not just play an observer role as stipulated by SASA during interviews.

In this regard, one principal respondent made the following observation:

The labour unions do not restrict themselves to observer role as policy dictates, the observer role is only on paper, they do more than observing, they do actually influence the selection process. '

This revelation by the principals could be an eye opener. However, one hopes it is not an indication of many things that may not be going right in the interview processes and procedures. The Labour Relations Act 66 of 1995 in general and resolution 13 of 1995 in particular, provides for Teacher organizations to play an observer role. The observer role stipulates that the observer will not be directly involved in the process of shortlisting and interviewing. His/her role is limited to ensuring that the approved procedures and practices are adhered to in a fair, consistent and uniform manner. This alleged interference by labour unions as revealed by principals, therefore, has no legal authority.

Principals also conceded that most schools do not keep Department of Basic Education policies and legislation on gender equality, let alone formulate their own because, according to them, gender equality does not feature in schools as an issue. Below is how one principal expresses this situation in schools:

Gender inequality has really never featured as a component in decision making regarding appointments in our school, as long as the right person is appointed, male or female.

Formulating school policies is a responsibility of the school governing body, of which the principal is an executive member.

Numerous submissions have been made about the incapacity of the SGBs with regard to policy formulating. But, according to Employment of Educators Act 76 of 1996(4.2)(v), one of the principal's duties is to render the necessary assistance to the school governing bodies, and in participants' responses, none of the stakeholders made any submission that the principals are incapacitated in this regard. The revelation that schools do not regard gender disparity as an issue may explain why most Principals have failed to deliver on this stipulated duty.

The revelation by principals that most schools do not keep Department of Basic Education policies and legislation raises further concern.

One of the main duties of Principals is to ensure that all Departmental circulars and other information received which affect members of staff are brought to their notice as soon as possible and are stored in an accessible manner (EEEdA, 76 of 1996 (4.2)(i)).

Principals also doubted that the existence of Department of Basic Education policies in all schools alone will count for much in terms of turning around the gender inequality situation in schools' senior positions when the women teachers the policies seek to protect are not as keen to get into the top school positions as their male counterparts. They allege that female teachers feel principalship is extremely demanding especially for married women. As a result, it is either the family is neglected for total commitment to the job or the job is half done even for half commitment to the family.

This is how one principal put it to express how strongly she felt about how difficult it is to juggle between the job demands and family:

As a principal, if I were conducting the interview and assessing the participants the interests of my institution will always come first, naturally. However, given that all things being equal I would be inclined to give the job to the male applicant, unless the female applicant is not married and does not have a family. I have a reason for my position. Females with families living in traditional family setups, experience extreme difficulties in juggling and maintaining excellence in all spheres of their life. Naturally since your job is paid by the employer, you will give preference to its demands, this means in turn the family sphere of life is neglected. This could very likely lead to neglected families which breed ills in society.

This view is reaffirmed by Chabaya, when he contends that “given a choice to advance their career in places away from their family and staying with one’s family, most women would prefer the latter.” (Chabaya, 2009:329). These sentiments bear testimony to the fact that family attachments really play a role in curtailing the chances on the promotion ladder of many career women, teachers included.

This revelation is also an eye opener to a lot of people, the sense that, contrary to what is commonly believed, it is not only the male principals, who harbour preferences for male leadership in schools, some female principals do as well.

Female principals also feel that few women teachers vie for the top jobs in schools. They are reluctant, discouraged by communities where cultural stereotypes are buoyed by male chauvinist tendencies which portray women as incapable of making good leaders. These stereotypes and chauvinism then find expression through formal structures such as labour unions, SGBs and SMTs which prefer male candidates for principal positions.

Expressing this view, this is how one female principal commented:

The chances of a woman usually getting a position as opposed to men are limited. Reasons being cultural stereotypes, which suggest that women do not make good enough leaders. Now we all know that men dominate structures such as labour unions, SGBs and SMTs and being influenced by their stereotypes they decide the fate and future of female applicants.

Gender-based stereotypes have become an endemic problem hindering women's progress in school leadership. Coombs, in Chabalala, (2005) supported by Mestry (Mestry & Schmidt, 2013: 535) reaffirm the existence of these stereotypes. Unless society stands up, particularly women teachers themselves, (Diko, 2014) and use their democratic right to speak against these perceived injustices, society will have a long way to go to contend with this situation.

4.6.3 SGBs views on existing policy arrangements and legislation on gender equality in education leadership

A variety of views emerged from the interview with SGBs about the views they hold on why policy and legislation have not succeeded in addressing gender imbalance in school leadership positions in Ramotshere Moiloa. However, despite this diversity in views, there was consensus in some cases.

Generally, SGB members felt that in some instances stakeholders ignore policy in preference for the best candidate

Expressing this view, one SGB member put the case this way:

In my view, you have to put the best candidate in the position. It does not matter if it is a male or a female, black, coloured or white. In the end we have our future leaders in our schools and they deserve the best managers in their schools.

Echoing similar sentiments another SGB member stated the view:

Gender inequality is not regarded as a serious issue in our school. The SGB is mostly interested in selecting the right candidate for the principal post. The issue that concerns the SGB is not gender but race.

Given all situations being equal, selection based on the best candidate would be the fairest thing to do. However, given the situations schools find themselves in, with women made to feel society does not regard them as worthy leaders, affirmative action would be the best route to level the playing field; after all, society would be morally bankrupt to allow gender disparity in a democratic environment.

Some SGB members believe that the government itself is partly to blame for the failure of gender equality policy and legislation. The government extends cadre deployment through union interference in promotion appointments in schools. Disapproving this kind of practice by government officials, one SGB member commented:

These problems are created by the government itself by the so called "cadre deployment," because in our Ramotshere Moiloa labour unions are the ones having the power to appoint their comrades, especially men.

Sharing a similar view one female Principal commented:

Some of the appointments are done directly by the department without the knowledge of the different stakeholders, as SGB sometimes we just find a person sent to the school by the department and we just get informed that the decision is from above.

This practice effectively renders SASA, the act of law that gives the SGB the mandate to shortlist, interview, and recommend, useless. This is self-defeating. Wrong as it may be, it is not an uncommon practice.

Cadre deployment and direct appointment of principals to schools is a demonstration of the intertwining of policy and politics illustrated in the allocation of resources which Green (cited in Molale, 2007: 81) claims is the business of politics expressed as “no policy without politics, nor politics without policy. “

The SGB also felt that schools did not have policies on gender equality and affirmative action. This, in their view, is one of the contributors to the low awareness among women teachers about the rights that gender policies and legislation confer on them.

Admitting the non-availability of policies in schools and subsequent ignorance of women teachers' rights, this is what one SGB member had to say:

the majority of our women do not know their rights as far as these gender policies are concerned. In my school, there is not enough awareness about gender equality and there is no school policy in place to address this, for instance in my school SMT are all men.

When this comes from the SGBs, whose responsibility among others, is to address issues of gender inequality in schools, then the issue of gender disparity is larger than meets the eye, and the Department of Basic Education must move, and move fast!

A similar view on the issue expressed by another SGB member ran as follows:

Most SGB members are unaware of such gender policies as they are not made available to us. They are not even discussed in briefings before selection, and shortlisting of candidates.

These revelations about SGB's lack of awareness about gender policies makes sad reading. The right to govern schools is conferred on the SGBs by the Act of Parliament (SASA 84 of 1996). According to SASA, the right of school governance includes the power to make policies. The admission by the SGBs that schools do not have policies on gender, policies on gender are ignored, Department of Basic Education makes direct appointments in schools and that government practices cadre deployment through unions, gives more than enough credence to allegations that emerged from interviews that most SGBs have no capacity to comprehend education policy and legislation.

It clearly shows that the SGBs do not understand the rights, power and responsibilities conferred on them by legislation. If they did, they would not allow what they allege to happen in schools, unless of course, they have chosen to abdicate their responsibilities.

The revelation that there are female teachers and SGB members who are not clear about the rights that gender equality policies confer on female teachers is a clear indication of lack of seriousness about gender equality issues, even from those who should be spearheading the campaign of gender disparity abolition in schools of Ramotshere Moiloa, and as submitted by some respondents, even the female teachers whom the policy and legislation on gender seek to protect. It is in these circumstances that the call by Diko for female teachers to rise and use their democratic right to fight injustice finds meaning (Diko, 2004).

4.6.4 The views of Department of Department of Basic Education officials on existing policy arrangements and legislation on gender equality in education leadership

From the interview discussion it is evident that even at the level of the Department of Basic Education, they share the view that gender policies and legislation have not realized the envisaged gender equality in top school positions in Ramotshere Moiloa. The Department of Basic Education officials expressed the reasons as follows:

It could be that the DoE is not taking the issue of representativity seriously. For instance, although the Department of Education has a policy and legislation on gender, it has no plan for the implementation of affirmative action. As for schools, they do not have policies on gender equality

In their article; “Equal opportunities Policies in English Schools.” Moreau and Halsall argue that “because head- teachers’ and governors’ discourses do not always fundamentally challenge the position of women in society, school policies and practices can offer only a limited contribution to gender equality.” I wish to put it to Department of Basic Education that unless the officials put in place a monitored gender equality implementation plan, the existing policies can only make a limited contribution to gender equality.

Despite the scenario above the Department of Basic Education officials admitted that gender equality policies and legislation from the Department of Basic Education take precedence in interviews and for that reason interview panels are taken through Affirmative Action and gender equality issues before interviews are conducted.

This is how one Department of Basic Education official expressed this view:

Those policies take precedence in the selection process but unfortunately in most instances our female teachers do not rise to the occasion. One cannot be recommended to the position even when one does not present oneself satisfactorily in the interview just because they are female.

The preference for the best candidate as opposed to gender merits is being reiterated, which may be interpreted as a show of how strongly people feel about importance of the right person for the job.

However, in the scenario of widespread gender disparities as exists in Ramotshere Moiloa, some form of a balance between best candidate and gender equality must be sought. The statement that interview panellists are taken through gender issues before interviews start is a pleasing revelation. However, this is an action left too late. In Ramotshere Moiloa with overwhelming allegations of lack of gender policies in schools, widespread unawareness about gender policies, and unwillingness by female teachers to vie for promotion positions, what is needed is not last-minute reminders about gender policies, but an intensified pragmatic strategy to popularize the zeal to implement gender equality policies in schools.

4.7 THE LEVEL OF AWARENESS AMONG STAKEHOLDERS ABOUT WOMEN TEACHERS' UNDERREPRESENTATION IN PROMOTION POSTS IN RAMOTSHERE MOILOA

Common knowledge dictates that a solution to a problem starts with acknowledgement that a problem does exist.

Women teachers' underrepresentation in school leadership is a problem. The question is, do the stakeholders know that there is gender disparity in school leadership? Do they acknowledge this as a problem that needs to be redressed? This section discusses this question.

4.7.1 The view PL1 teachers about the level of awareness among stakeholders about women teachers' underrepresentation in school leadership posts in Ramotshere Moiloa Area

As the interview of PL1 female teachers continued it became progressively clear that there is little awareness or little concern about women teachers being underrepresented in top posts in schools in Ramotshere Moiloa.

This is how the PL1 female teachers see the situation:

PL1 female teacher 1: There is very little gender inequality awareness. So, the absence of female leaders in senior school posts is not noticed by many.

PL1 female teacher 2: I can say there is no awareness.

PL1 female teacher 3: They are not aware of gender inequality in their school.

PL1 female teacher 4: Gender has never been an issue in my school, so gender is not considered as a criteria point for promotion, and deserving candidate gets the post.

4.7.2 The views of the Principals about the level of awareness about women teachers' underrepresentation in school leadership posts among stakeholders in Ramotshere Moiloa

Emerging from interviews with the female Principals it became quite clear that they are of the view that most stakeholders are not aware of the existence of gender disparities in senior posts in schools in Ramotshere Moiloa. However, they also recognize the fact that there is some awareness among some stakeholders, but gender has never been regarded as an issue.

Talking about the situation in her school this is how one female principal reflected this view:

Some are aware; however, gender disparity is not seen as important. The school has not even formulated its own policies, even the documents I referred to earlier are only used for reference, sometimes, by those involved in interviews,

Another female Principal had this to say:

About awareness I am not sure, but I can safely say that gender inequality in our school has never been regarded as a problem. Nobody has ever brought it up and nobody talks about it.

The principal is the Department of Basic Education on the ground. He or she is the eye and ears for the Department of Education. He or she is the custodian of Department of Basic Education policy documents and supervises the implementation of the same. To claim that gender disparity has never been an issue and yet by enactment and formulating gender policy the DoE acknowledges gender disparity as an issue. This surely is a serious discord between the DoE on one hand and its representatives, the Principals, on the other.

4.7.3 The view of SGB members about the level of awareness among stakeholders about women teachers' underrepresentation in school leadership posts in Ramotshere Moiloa Area

Interview responses from SGB respondents produced a somehow divided opinion. Some SGB members felt that in their school's gender disparity did not present as an issue and others felt there was a low level of awareness. This is how the SGB respondents told their experiences:

There is some awareness and our school policy on gender states that no one will be discriminated against when it comes to accessing senior posts in school, not on race, not even on gender. I think in our school women show enthusiasm in promotion.

This is the positive spinoff derived from availability of policies on gender. I believe there will be more of such cases if policies were available in all the schools.

Others SGB members submitted that in their school there was very little awareness about gender disparity in school leadership positions among stakeholders.

To back up this assertion, this is how she put her case:

In my school, there is no enough awareness about gender inequality and there are no school policies to address the issue. For example, in our school all SMT members are men despite there are more female teachers in the school.

This could be a clear result of absence of policy on gender.

Another SGB member submitted that gender inequality was not really an issue in the school as the SGB was mostly interested in selecting the right candidate for the post.

In this school the issue that concerned the SGB is race rather than gender, she added.

Expressing a similar view in a different way, though, another SGB member had this to say:

In my school Acts such as EEdA, LRA are available, but they are just for human relations.

There could be more of such cases in other schools. Structures that play oversight in schools regarding policies and performance indicators should learn from this finding that the presence of documentation in itself may not be enough evidence of implemented policy.

4.7.4 The view of Department of Basic Education Officials about the level of awareness among stakeholders about women teachers' underrepresentation in school leadership posts in Ramotshere Moiloa Area

The DoE officials submitted that from their practical experience with schools, it was evident some stakeholders are not aware about gender disparity in leadership positions in their schools, but others are aware, especially the schools that have had to interview candidates for promotion because on such occasions the panels are reminded about the importance of gender.

The findings on awareness by stakeholders can be summed up in two categories; a category that purports that there is some form of awareness among some stakeholders and a category that feel there is very little awareness or no awareness at all. In cases where there is little or no awareness at all, the reason could include lack of school policies.

In cases where awareness exists and yet gender disparities still continue, the explanation could be that a gender equality policy is ignored, or there is lack of seriousness about gender representativity, and a desire for the best candidate rather than an Affirmative Action candidate.

The big concern is if nothing is done about schools' failure to formulate gender policies and the DoE continues to pay lip service to policies on gender, and gender policy is totally side-lined for the best candidate, then the problem of gender disparity will be there for a long time to come.

Department of Basic Education officials also submitted that those whose schools go through promotional interviews at the Area Office are aware because they are taken through the policy imperatives of affirmative action before interview are done and a recommendation for a candidate is made. This is a good sign. However, I feel that such an important step should not be a last-minute action. What is needed to be done is ongoing empowerment training for all schools in Ramotshere Moilola by the Department of Basic Education officials. That is the only way they can show commitment to gender representativity, which is apparently lacking now.

4.8 THE GENERALLY PERCEIVED REASONS FOR UNDERREPRESENTATION OF WOMEN IN EDUCATIONAL LEADERSHIP POSITIONS AS LEARNED FROM LITERATURE REVIEW.

The purpose of this section was to determine what the findings of other researchers on the same topic elsewhere are. These findings may assist the researcher and readers to have a better understanding of the findings in Ramotshere Moilola.

Generally perceived reasons for underrepresentation of women in education leadership refers to those reasons that emerge in the general discourse about gender disparities in schools. These are not confined to a particular region. They can fit more-or-less in any geographical context. In this study, the generally perceived reasons were generated from the literature review and have been discussed in section 2.5.

4.9 THE ACTUAL REASONS FOR GENDER IMBALANCE IN SCHOOL LEADERSHIP FROM THE PERSPECTIVES OF STAKEHOLDERS

Actual reasons refer to reasons obtaining in the context of Ramotshere Moiloa, generated from empirical data, through interviews and documents.

Generated from the interviews of different stakeholders, a number of reasons for women teachers' underrepresentation in school leadership positions emerged. In this section, the actual reasons generated from each different stakeholder's group has been consolidated into one list. They include the following:

4.9.1 Actual reasons for underrepresentation of women teachers in Ramotshere Moiloa as perceived by PL1 female teachers

From the interview of female PL1 teachers, a number of reasons that explain underrepresentation of female teachers in school leadership emerged. Some teachers felt that cultural stereotypes which portray males as having an entitlement to leadership, is one of these reasons. Reaffirming this position, one PL1 female teacher remarked:

Stakeholders prefer men for principalship as the men are considered to be stronger leaders compared to women.

Another participant who agreed with the above view had this to say:

The principal's job is demanding, women should be at home caring for the family. If they take up principalship, their families will be neglected the same way it happens to those who get too involved in church work.

They believe these cultural stereotypes about gender and leadership is a societal issue. It runs deeper than meets the eye. Traditional leaders and religious leaders are not exempt. One female teacher, who says she has grown up in a rural area and teaches in a rural secondary school tells her experience in this way:

As for traditional leaders, they are influenced by their cultural stereotypes of males being better. I believe religious leader also do not believe women should take top positions. You need not look far for evidence of this; even mainstream leadership structures in churches are filled by men by design. Most religious leaders are therefore patriarchal.

Shifting in her seat, with observable indignation, one female teacher respondent admitted the existence of these types of stereotypes as she comments:

Culturally, males are regarded as leaders, so, many people do not notice the absence of females in senior positions in schools.

Echoing these entrenched patriarchal stereotypes, another female teacher respondent lamented:

Women are not considered as good leaders because they are sensitive. What is even more painful is that most are not even academically oriented, they abandon school to go to the mines. Yet, the few that go into teaching, because they are men, they are identified for positions as principals.

This assertion about women's emotions reaffirms the findings in a study by Schmidt that South African women struggle with emotions, aspirations and confidence which portray them as not having the self-confidence required for successful leadership (Schmidt, 2012: 538).

The issue of stereotypes kept coming so, further prodding was done to determine whether stereotypes about leadership is a male issue. It later emerged that all the female teachers interviewed felt this problem is a society issue, it is not limited to a particular gender in society.

When asked about what role stakeholders could play to reverse the gender disparity trend, the female teachers did not think much of stakeholders with regard to playing a corrective role in reversing the trend of underrepresentation. In fact, they felt the SMTs, SGBs and labour unions are complicit in the problem. They felt these structures are male dominated, hence their choices for top leadership in schools is male-inclined.

One female teacher talking about this view had this to say:

I am aware that in the new dispensation the SMT, SGBs, Religious leaders and traditional leaders have a role to play in school governance. But we should not forget that 90% of these structures are men and our communities believe that men are the leaders in society, so they will certainly support male rather than female candidate for the principal post.

Subscribing to this notion, one PLI female teacher expressed

You know what. Some female teachers are weak, they feel threatened by male politics and jostling for power.

Sharing the same view, another female teacher stated the reason for reluctance to apply as follows:

Most women with potential never apply for these posts, and they always fear that they won't be shortlisted, and some women only apply for deputy principalship as they believe that principalship will be reserved for certain people, "which in most cases, is true."

Incapacitated SGBs emerged as another reason. Female teachers felt that the SGBs in most rural schools were not educated enough to understand policy and legislation on gender. So, they are easily manipulated by labour unions who go on to impose the principals of their choice, usually those aligned to their unions or the political parties aligned to these unions. Expressing similar sentiments, one respondent puts it this way:

In former model C schools where the level of awareness is different, the SGBs are in control and not the labour unions.

Reluctance by female teachers to apply for promotion posts is the other reason advanced by the female teachers. Fear of challenges is one of the reasons respondents cited. For instance, learner indiscipline in schools and lack of respect for female authority by male teachers are among the challenges encountered in schools. Other researchers identified women's lack of ambition for promotion positions in school.

In my view, reluctance to apply lack of ambition for senior posts among female teachers can be ascribed to fear of challenges and other negative attributes that are assigned to the female gender as discussed in this section.

As for the governance role in school's role by the SGB, it is a role conferred by Act of Parliament (SASA) and it is well-intended. However, the South African society is such that certain communities have taken this responsibility seriously and have contributed greatly to the successful running of the schools.

In some communities, however, because of education levels, these responsibilities have not been understood. These are the communities that have fallen prey to manipulation by labour unions.

4.9.2 Actual reasons for underrepresentation of women teachers in school leadership positions in Ramotshere Moiloa as perceived by female Principals

Various reasons were advanced by female principals to explain underrepresentation of female teachers in school leadership. Some Principals felt that female teachers are not keen to apply for promotion for various reasons:

To support this assertion, one female Principal made the following observation:

It is possible that females do not apply. Probably because they realize just how demanding the job is. One will have to make many family sacrifices,

They also felt that females are discouraged by both community attitudes and men's arrogance. One principal who shared this view had this to say:

Communities believe in men leading. Men in turn see themselves as superior when coming to leadership. This has great influence in deciding who should lead.

Another Principal who shared a similar view put it this way:

Firstly, there are few females do not apply for promotion posts because they think male teachers have less respect for women in authority, women are undermined just like they are treated on the roads.

The principals also feel that influential institutions in the community have little regard for women as leaders in the schools. Such include royal houses, religious leaders and SGBs. One female Principal felt so strongly about this view. This is what she had to say:

As for traditional leaders, they are influenced by their cultural stereotypes of males being better. I think religious leaders also do not believe women should take top positions. Most religious leaders are patriarchal. Look at how leadership structures in churches are filled by men, it is by design

The “actual” reasons advanced by the principal are, in the main, the same reasons PL1 teachers advanced. This, I believe, is an indication that these factors are so prevalent that the community at large experiences them.

4.9.3 Actual reasons for underrepresentation of women teachers in Ramotshere Moiloa as perceived by SGB members

A lot of consensus emerged among SGB members as regards reasons for underrepresentation of female teachers in school leadership. For instance, SGB members felt that female teachers did not show interest in applying for promotion. Agreeing with this assertion, one SGB member commented:

Female teachers do not apply for senior positions which call for a lot of responsibilities as they feel overburdened with their own family responsibilities. In addition, some spouses not supportive of their wives when they take on such responsibilities.

To support this position another SGB member had this to say:

I think women are not applying for these positions, maybe they have a fear of the unknown and would also not like to find themselves in stress related positions.

SGB members also found consensus on the point that female teachers are still being undermined by society and in work places with regard to leadership positions.

Going along with this view one SGB member had this to say:

Women cannot stand a chance against a man for a principalship position because our society view women as inferior and cannot hold leadership positions. They are also regarded as weak without leadership backbone.

Concurring with the same sentiments, another SGB member commented:

Gender disparity in school leadership is here to stay. Women are still undermined in our society and principal posts are still regarded as man's job. Areas in Ramotshere Moiloa are villages where tradition and culture are still practiced, and women still regarded as inferior.

Smarting from a past experience where she was on an interview panel (as I later learned at the end of the interview) in which a female candidate had been recommended over male contestants, in line with affirmative action, a female teacher made the following comment:

Everybody must work hard for a senior post. Women are not always good leaders, and we can't just put women there just because they are not enough women principals. Affirmative action for the sake of it is unethical practice. Best candidate must be the answer. In fact, parents, teachers and learners are more likely to follow a male leader. I know of schools in Northwest that did very well under male principals and now under female principals, things are falling apart, standards have dropped.

Perhaps a Principled position by the SGB. On the other hand, the SGBs should be seen to be coming up with strategies that should get the Department of Basic Education to empower female teachers for leadership skills so that they can compete favourably with male counterparts and be able to perform just as well.

In most of these submissions the unwillingness by the female teachers to aspire to a leadership position in school comes up so frequently. Of course, nobody wants to enter a career with a predetermined decision to stay in the same position.

Everybody wants to grow in their profession, except, according to these finding, our female teachers! This cannot be normal and is not normal: when your community thinks that you cannot make a good principal, when your tradition considers you as weak and inferior to men, and that leadership is associated with masculine characteristics and you are female, when the responsibilities of principalship calls for total commitment and personal sacrifice, and when family support is not guaranteed, it cannot be correct to think that women do not apply for promotion, perhaps they have fear of the unknown. In my view, the above scenario is the source of their fear

4.9.4 Actual reasons for underrepresentation of women teachers in Ramotshere Moiloa as perceived by Department of Basic Education officials

From their role as Department of Basic Education Officials responsible for coordinating interview activities and serving as resource personnel to interview panels during interviews in Ramotshere Moiloa, they had a position with regard to reasons for gender disparity in school leadership in Ramotshere Moiloa.

Firstly, they think that the Department had no plan for affirmative action implementation. This is how one official expressed this view:

I feel that there is lack of affirmative action plans, equity is not being enforced, and the Department of Basic Education is not taking the issue of representativity as it should.

Secondly, they hold the view that many female teachers do not apply for senior school positions and among those few that apply most do not perform well at interviews.

This is how one Department of Basic Education official respondent had to say:

It is due to lack of application by females for management positions such as principalship. Sometimes performance by female candidates during interviews is too poor.

Lending voice to this position the other official commented:

Female teachers are not ambitious enough. They also have the notion that principalship is for male teachers. It is a known fact that performance by most female candidates is not up to standards. While I admit that we would like these gender equality policies to take precedence at interviews, we must also take care that one is not recommended for a position on the basis of being female alone even when one does not present oneself satisfactorily in the interview.

Thirdly, they also feel that these reasons and a number of other factors conspire together to mitigate against female teachers' chances of getting into promotional posts. They cited factors such as gender stereotypes, failure by schools to formulate and implement gender equality policies and low gender disparity awareness in schools. This is how one DoE participant put it:

There are a number of factors, for instance, gender disparity awareness is lacking in schools, stereotypes, and most schools do not have school policies on gender disparity, common knowledge belief that male handle challenging situations better than women.

As the officials that interact with panels and have first-hand access to interview results, procedures and process, we have reason to take their submissions seriously. As the eyes and ears of the Department of Basic Education on the ground, the Department of Basic Education must take their submissions seriously.

But the question would be, is there provision for these officials to review and report their observations with regard to how these practical realities seem to be defeating gender policy intent?

4.10 EXTENT OF UNDERREPRESENTATION

Data was provided from the Area Office records. The table below shows data provided as at June 2017. The figures may not read the same at the time of this report as post-provisioning data changes as determined by factors such as transfers, promotions, retirements and drop in learner enrolments.

Table 4-5 : Post provisioning by gender in Ramotshere Moiloa

	Male	%	Female	%
PL1	328	65.9	873	87.8
HODs	101	20.3	65	6.5
Deputy Principals	23	4.6	19	1.9
Principals	46	9.2	37	3.7
TOTALS	498	33.4	994	66.6

Please note that the figures in the table are fluid and subject to change as they are affected by movements due to factors such as promotions, transfers, resignations, retirements and death.

Analysis of the Ramotshere Moiloa post-provisioning data in the table above clearly indicates that the female teachers outnumber the male teachers by far; 66.6 % of the teaching fraternity are female teachers with 89.8% still occupying PL1 positions and only 3.7% of them being principals. On the other hand, despite their small composition (33.4 %), only 65.9% are in PL1 posts with 9.2% being principals. The figures for deputy principals show a similar complexion. These statistics are consistent with the national and provincial statistics. For instance, in 2013, females constituted only 36% of principals nationally (Motshekga in City Press, 3rd August, 2013), while in 2012, in Gauteng, only 17% of teachers were female principals. The scenario is not different globally (Brooking, 2008; Kyriakousis, 2001 and Moreau et al., 2005).

The fact that the figures in Ramotshere Moiloa are current and they are consistent with findings as far back as more than ten years, suggest to me that the situation regarding gender disparities in school leadership positions has not changed for the better. Concerted efforts by all are needed.

4.11 STAKEHOLDERS' SUGGESTIONS FOR REDUCING UNDERREPRESENTATION OF WOMEN TEACHERS IN TOP SCHOOL LEADERSHIP POSITIONS

All the stakeholders interviewed were asked to suggest the recommendations that they would make to increase the number of women teachers in school leadership positions, and below are their suggestions.

4.11.1 PL1 teachers' suggestions on how to increase the number of female teachers in school leadership positions

Women teachers need motivation by other women who are already in senior positions, who must continuously serve as role models to aspiring PL1 teachers.

The DoE and civil society must come up with leadership development programs that would help the aspiring teachers in terms of self-image boosting.

Women need support structures similar to the "old boy networks" that exist informally among male teachers

I think all SGBs must be trained about gender equality issues.

For schools with posts advertised for promotion, their SGBs and SMTs go through workshops as a reminder that when they interview candidates, they should be guided by affirmative action.

There must be gender equality campaigns in all schools in Ramotshere Moiloa.

Political interference through cadre deployment must be avoided.

4.11.2 Female Principals suggestions on how to increase the number of female teachers in school leadership positions

Put to the female principals on what they thought could be done to increase the number of female teachers in leadership positions in schools, these were their responses:

The SGBs must be capacitated around issues of gender equality

Schools should formulate policies on gender equality make available the policies and legislative statues to all stakeholders in the school.

Labour unions should adhere to their role as interview observers and stop interfering with selection processes.

There must be deliberate campaigns to encourage female teachers to show e more ambitious in promotion.

There must be increased women representation on selection panel to add a female voice and to the process.

Affirmative action policies and implementation plans should become evident at all levels in the educations system.

4.11.3 SGB's suggestion on how to increase the number of female teachers in school leadership positions

When the question of suggestions for increased female teachers' representation in school top post ions in Ramotshere Moilola was put to the SGBs, this is what they had to say:

There should be public awareness campaigns through workshops

Policies on gender equality should be more accessible to the school communities.

The DoE should organize road shows to conscientise school communities about gender equality issues. This could be done during the women month (August).

Department of Basic Education policies about gender equality should be strictly adhered to by all stakeholders.

4.11.4 Department of Basic Education officials' suggestion on how to increase the number of female teachers in school leadership positions

Responding to the question about how to increase female teachers' representation in school leadership positions, the Department of Basic Education officials had this to say:

Schools must have Department of Basic Education policies and legislative statutes on gender equality and make these available to all groups of stakeholders in the school.

The Department of Basic Education have must have an action plan on gender disparity.

There must be continuous empowerment sessions, perhaps by labour unions, motivational talks by women already in leadership to help boost self-image of female candidates, thus improve their performance at interviews.

Female candidates should prepare themselves for the interview

It is interesting that analysing literature by previous researchers comes up with similar recommendations. This speaks to the fact that society at large is confronted by similar challenges about gender, particularly underrepresentation of women teachers (Ndadane, Chabaya, 2009; Lumby et. al.2013; Barmao, 2013; Marczynski, 2011). This, therefore, means that the issue of gender needs collective and collaborative effort at all levels; stakeholders, community, national and international.

4.12 CHAPTER SUMMARY

Chapter 3 dealt with the research design and the methodology that was used in gathering data. In this chapter the data generated from the field was presented, analysed and discussed. The thrust of the study was to find answers to key questions that formed the basis of the study.

Nine questions in the interview schedule were used for this purpose. These questions were purposefully formulated to stimulate responses that would provide answers to the interview questions. Responses from the participants were captured in descriptive fashion, accompanied by verbatim quotes. This formed the study data. Verbatim quotes were used to maintain originality of respondent views.

CHAPTER 5 : SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter addressed the presentation and discussion of empirical data generated through qualitative, open-ended interview questions and documents.

This chapter is the last one and winds up the whole study. The chapter presents the study findings drawn from data presented in chapter 4. Guiding this, the research questions that underpin the study are restated. The rationale is to guide the discussion and facilitate the assessment of the degree to which these questions have been answered. Before these research questions are restated, however, a brief summary of the study is presented in order to remind, not only the researcher, but the readers too, about what the dissertation addresses.

5.2 SUMMARY OF THE STUDY

Chapter 1 as an opening chapter, introduced the study by highlighting a number of things. It presents a summary of the study, articulates the problem statement, which justifies the need to pursue this particular study and the worth of the study. It outlines the research aims as well as the research questions. The chapter also outlines the focus of the research literature and marks the research boundaries.

Chapter 2

This chapter concentrated on the literature review on gender underrepresentation in education leadership. The chapter highlights global, continental and national findings from previous studies conducted on gender underrepresentation of women teachers in school leadership. It also outlines global and national attempts to redress the problem.

Chapter 3

This chapter presented a detailed explanation of the research design, the methodology to be used in the study. It discussed methods used to collect, analyse and interpret data. Sites and respondents' selection procedures were discussed. Ethical issues were addressed in this Chapter.

Chapter 4

This chapter presented and discussed the empirical data generated through interviews, qualitative open-ended questions and documents.

Chapter 5

This chapter presents the study findings based on data presented in chapter 4. It also provides the summary of the study and makes recommendations as guided by the study findings.

5.3 STUDY FINDINGS

Presented below is the summary of study findings based on data presented in chapter 4.

5.3.1 What are the existing policy arrangements and legal provisions and views of Stakeholders for the implementation of gender equity in the schools of the study?

The Employment Equity Act (EEqA) 55 of 1998, and the Labour Relations Act (LRA) are sources of broad policies that speak to affirmative action measures for designated groups of people including women. EEA 55 of 1998 chapter iii section 15(c) stipulates that designated people be considered for equal opportunities and equitable representation in all occupational categories and levels in workplaces. Women, like all employees, are further protected against unfair labour practice by LRA 66 of 1995 chapter viii section 185 and the Constitution of the Republic of South Africa Act 108 of 1996. Drawing authority from such legislation and provincial educational policies, all school governing bodies are mandated to formulate school policies on gender equity.

The research findings show that the respondents were aware that there is legislation and policy on gender, however most admitted they had never seen these statutes in their schools. Most participants confessed that they knew of no school that had formulated a policy on gender, let alone had in possession the Department of Basic Education circulated policy on gender. Incompetence of the SGBs was cited as the reason for schools' failure to formulate policies. Other reasons are that the Department itself did not take the issue of gender representativity seriously, while schools deliberately ignored affirmative action policy on gender because some stakeholders felt the best candidate deserved to be appointed regardless of gender. But others, driven by gender stereotypes, cultural in nature, felt women are not good enough to lead schools. This finding is consistent with those of Rashidah (2010); Mestry and Schmidt (2013); Steyn and Parsaloi (2014).

The stakeholders also felt that even when the policies and legislation existed, most stakeholders had no access to them. Pursuit of cadre deployment by the Department of Basic Education itself, through their aligned labour union structures was another reason cited. This action, unfortunately, defeated the purpose gender equity policy and legislation seeks to serve.

5.3.2 To what extent are women teachers under- represented in educational leadership positions in general and in schools in Ramotshere Moiloa in particular?

Several studies have revealed that, despite the teaching profession being highly feminized, female teachers are grossly underrepresented in educational leadership positions. Globally, studies conducted by several researcher (Moreau et al. 2008; Chabaya, 2009; Kyriakoussis, 2001; Brooking, 2008: 42) attest to this while nationally studies by Chabalala (2000), Diko, (2006), and Mestry, (2012) reaffirm this. For instance, nationally, only 36% of school principals are women. (Angie Motshekga, City Press, August 3rd, 2013). The following statistics from the North West and Gauteng Provincial Departments of Basic Education give further credence to this assertion. For example, educational statistics published in 2008, in Gauteng and North West Provinces indicate that out of 67,307 teachers in Gauteng, 45,978 were women, representing 71.8%. In North West Province, out of a total of 26,620 teachers, 70% were women. A similar pattern is revealed nationally. From a teaching force of 400,953, 68 % were female.

During the same period in Gauteng, there were 1,479 male principals and 1,367 deputy principals with only 881 (or 37%) and 628 (or 46%) women principals and deputy principals respectively (DBE stats, 2008).

To compare these statistics with the situation in Ramotshere Moiloa, the researcher asked for data from the Area office/ Sub-district and table 4.5 shows this information obtained as at June 2017.

From the statistics in table 4.5, it is evident that female teachers outnumber the male teachers by far, and yet in all promotion posts, male teachers proportionately outnumber the female teachers. For instance, of the female teachers who make up 66.6 percent of teacher population in Ramotshere Moiloa, only 3.7 percent are principals. On the other hand, of the male teachers making up 33.4 percent of the teacher population in Ramotshere, 9.2 percent are principals. These figures are consistent with national and global pronouncements about women teachers' underrepresentation in school leadership positions as pointed out by other national and global researchers [section 1.5].

The fact that the figures in Ramotshere Moiloa are current and yet they are consistent with findings as far back as more than ten years, suggests to me that the situation regarding gender disparities in school leadership positions has not changed for the better. Corroborative, collective and concerted efforts by all is, therefore, needed.

5.3.3 How much awareness about female teachers' underrepresentation in promotion posts exists among stakeholders in Ramotshere Moiloa Area Office?

Different views emerged from the interviews on this matter. Participants responses were divided around three opinions: some stakeholders felt that there was very little or no awareness at all among stakeholders. This was evident from absence of school policies in schools where awareness was either minimal or non-existent. Others felt that gender disparity was not an issue at all, as their school's concern was to select a suitable candidate based on merit rather than gender. The other group felt that stakeholders were aware of gender disparity but lack of political will played it down.

5.3.4 What are the generally perceived reasons for underrepresentation of women in educational leadership positions as learned from literature review?

Generally perceived reasons for underrepresentation of women in education leadership refers to those reasons that emerged in the general discourse about gender disparities in schools. These are not confined to a particular region. They can fit more-or-less in any geographical context. In this study, the generally perceived reasons for women underrepresentation in school leadership are generated from literature review. The paragraph below highlights some of them:

- i) Gender stereotyping, that suggests that women are weak compared to men, and are believed to have no capabilities to be good leaders (Rashidah, 2010).
- ii) Lack of role models and mentorship, a situation that denies the women teachers aspiring to leadership the opportunity to observe those women in leadership who reflect their leadership styles (Steyn & Parsaloi, 2014)
- iii) Low self-esteem or poor self-image, a situation that discourages women teachers to vie for top positions because they do not consider themselves equal to the task (Rashidah, 2010).
- iv) Lack of professional and family support discourages female teachers from contending for senior positions (Moorosi, 2010; Chabaya et al., 2009).
- v) Gendered leadership perceptions, that portray leadership (management) as masculine while viewing women as lacking leadership qualities (Coombs, 2004).
- vi) Women lack emotional intelligence needed by principals to withstand the diverse pressure- packed environments (Schmidt, 2012).
- vii) Women lack assertiveness due to cultural suppression that conditions them to accept fragility and gentleness as feminine virtues (Rashidah, 2010; Kanjere 2011; Chabaya et al., 2009).
- viii) Absence of the female voice as leadership is male dominated thereby denying women input into decision making processes (Rashidah, 2010).
- ix) Lack of networking, the so called “old boy networks” denies them the much-needed mentoring, role models and support structures (Chabaya et al., 2009; Moorosi, 2009).

- x) Gender role socialization in schools which assigns chores that reflect the local social construction of gender roles for both learners and teachers (Diko, 2004; Coombs, 2004).
- xi) Family attachments deny women opportunity to advance their careers in places away from their family (Moorosi, 2010; Coombs, 2004; Chabaya, 2009).

5.3.5 What are the actual reasons for gender imbalance in school leadership from the perspectives of stakeholders as derived from the empirical study?

Actual reasons refer to reasons obtaining in the context of Ramotshere Moiloa, generated from empirical data, through interviews and documents.

Generated from the interviews of different stakeholders a number of reasons for women teachers' underrepresentation in school leadership positions emerged. These included the following:

- i) Incapacitated SGBs, most of whom are unable to comprehend and formulate school policies with regard to gender equality in schools' appointments of teachers to leadership positions
- ii) Labour unions' interference with interview selection processes and procedures in pursuit of influencing the interview outcomes that mainly favour men.
- iii) Department of Basic Education direct appointments, which ignore interview procedures and processes are usually male inclined due to institutional male domination.
- iv) Failure by schools to formulate, circulate and implement gender equality policies,
- v) Male dominated structures (SGBs, SMTs, Traditional leaders and Religious leaders) with inclinations towards male appointments to principal positions as they are influenced by negative stereotypes about female teachers' suitability to lead. This finding is collaborated by Coombs (in Chabalala, 2005).
- vi) Mistrust that arises from perceptions that under women leadership, schools will fall apart as women teachers are believed to be sensitive, lacking emotional intelligence to handle stressful situations. This finding reaffirms Schmidt's belief that postulates that Principals work in a more diverse pressure-packed environment than ever

before, and that to perform, principals need the ability to manage the emotions that go with the situation (Schmidt, 2012: 538)

- vii) Lack of zeal to implement gender equality policies and legislation as stakeholders felt the best candidate should be the preferred candidate for the post rather than follow gender considerations.
- viii) Lack of action plans by the Department of Basic Education to implement affirmative action in schools' leadership positions.
- ix) Existence of negative gender stereotypes among male dominated institutions such as SGBs, SMTs, labour unions, traditional structures and religious house, and society at large, that undermine suitability of female teachers as leaders. This finding is reaffirmed by other researchers such as Diko, Chabalala and Chabaya encountered already in the literature of this study (2.2).
- x) x) Reluctance by female teachers to apply for promotional positions in schools which is as a result of factors such as; being discouraged by their own low self-confidence, negative pressures such as deteriorating learner discipline and male teachers disrespect for female authority, unsupportive family attachments and community attitudes towards female teacher's leadership in school. This finding reaffirms a number of findings from previous researchers. For instance, Morris (in Coombs 2004) found evidence of women teachers being discouraged to apply for promotion by gendered perceptions, and Mathipa & Tsoka postulate that low self-esteem is a hindrance to career prospects. This is collaborated by Rashidah (2010) who asserts that self-confidence is a critical attribute for leadership. Barmao (2013), Michelle (2007), and Coombs (2004) reaffirm the finding that family attachments discourage female teachers' ambitions for leadership positions in schools. Community attitudes and their negative impact on female teachers' leadership aspirations is also evident in similar research (Mesty & Schmidt, 2012; Rashidah, 2010).
- xi) Unconvincing performance at interviews by female candidates, leaving panels with no choice but to abandon affirmative action and gravitate towards the best candidate idea even in situations where affirmative action would be ideal for implementation.

- xii) Preference for best candidate rather than gender-based candidate by interview panels
- xiii) Community Preference for male rather than female leadership in schools leaves female teachers with less chance for being recommended for a principalship. This finding is consistent with the findings by other researchers (Kanjere, 2011; Chabaya, 2009; Moorosi, 2010), who make the assertion that society stereotypes prefer male leadership.

5.3.6 What are stakeholders' suggestions on what should be done to increase women's representation in educational leadership positions?

This section of the interview was the most exciting. Stakeholders showed a lot of enthusiasm, which was an indication of their eagerness to make a contribution towards the envisaged position of the Department of Basic Education on gender. The stakeholders are already on board, what remains is the Department of Basic Education to steer the "gender equality ship" in schools in the right direction. Highlighted below are the suggestions the stakeholders made:

- i) Women teachers need motivation by other women who are already in senior positions, who must continuously serve as role models to aspiring PL1 teachers. Motivation, role modelling are necessary support new entrants need to succeed. This assertion is collaborated by Steyn who contends that "there is need for women aspiring to leadership to observe those women in leadership who reflect their leadership styles." (Steyn et. al. 2014: 5983). Coombs lends support to this view in his contention that a young person sees what he or she wants to become as embodied in the mentor (Combs 2004: 14). By these contentions, Steyn and Coombs reinforce the belief that mentoring, and role modelling play a crucial role in motivation for success.

- ii) The Department of Basic Education and civil society must come up with leadership development programs that would help to boost the morale and confidence of aspiring teachers. Boosted morale and self-confidence are certainly positive attributes in leadership roles. Ndadane shares the same opinion; when referring to the principals in her study, she wrote, “They all expressed a belief that self-advancement boosted their morale and self-confidence which enabled them to manage better.” (Ndadane, 2013: 36)
- iii) Women need support structures similar to the “old boy networks” that exist informally among male teachers. This is very essential for any leader to succeed. A female teacher needs a supportive family to help her withstand the pressure of establishing a balance between family needs and the needs of the job. She also needs professional support from peers and mentors in the work place and networking structures in the community. Lack of family and professional support tend to negate female teachers’ entry into leadership positions in schools. Moorosi (2010: 556) and Chabaya et.al, (2009) lend support to this view.
- iv) All SGBs and SMTs must be trained on gender equality and all affirmative action issues.
- v) Workshops should be conducted for SGBs and SMTs whose schools have had posts advertised for promotion,
- vi) There must be gender equality campaigns in all schools in Ramotshere Moiloa.
- vii) Political interference through cadre deployment must be avoided
- viii) Schools should formulate policies on gender equality and make these, together with Department of Basic Education policies and legislative statutes, available to all stakeholders of the school community. This finding reaffirms the view shared by Chabalala (2005: 115) and Moreau (2007: 251).
- ix) Labour unions should stop interfering with interview selection processes.
- x) There must be deliberate public awareness campaigns to encourage female teachers to show more ambition in promotion.
- xi) There must be increased women representation on selection panels to add a female voice to the process.

- xii) Affirmative action policies such as gender equality and implementation plans should become evident at all levels in the education system.
- xiii) Department of Basic Education policies about gender equality should be strictly adhered to by all stakeholders.
- xiv) Schools must have DoE education policies and legislative statutes on gender equality and make these available to all groups of stakeholders in the school.
- xv) The Department of Basic Education must have an action plan on gender disparity.
- xvi) There must be continuous empowerment sessions, perhaps conducted by labour unions, and motivational talks by women already in leadership to help boost self-image of female candidates, thus improving their performance at interviews. This belief is supported by principals in other studies (Ndadane, 2013: 36; Chabalala, 2006).
- xvii) Female candidates should prepare themselves for the interview

5.4 RECOMMENDATIONS BASED ON THE STUDY FINDINGS

Based on the study findings discussed in the previous section, the following recommendations are made.

- i) The gender equality policy must be accorded the same status as the Health and Safety policy, so that it is strengthened by corroborative social partnerships in the same way the police and nurses have partnered with schools on Health and Safety policy to promote implementation of the policy.
- ii) All SGBs and SMTs in schools must undergo continuous developmental training on all affirmative action issues, particularly gender equality policy.
- iii) The Department of Basic Education must establish an academic qualification threshold so that people elected to serve on SGBs should be of the calibre that can comprehend policy and legislation. This way they will have the capacity to formulate gender policy and to keep manipulative labour unions at bay.
- iv) All schools must formulate a gender policy with all stakeholders to ensure buy-in and ensure that this is circulated to all stakeholders. Principals must play their role as resource personnel to SGBs in this process.

- v) The Department of Basic Education officials, on their routine control, monitoring and support visits to schools, should ensure the availability and evidence of implementation of gender policy.
- vi) The Department of Basic Education at all levels, including schools, must draw action plans on gender equality.
- vii) When posts fall vacant in schools, all posts that qualify for affirmative action must be identified and declared. When advertised in the Government Gazette, such posts should be Affirmative Action “tagged” so that only women candidates are shortlisted. The Department of Basic Education should play an oversight role in this process to ensure gender equality is implemented in such posts. This will give practical interpretation to affirmative action with regard to gender.
- viii) All officials on the interview and shortlisting panels should complete a declaration in the form of a short questionnaire purposely designed to expose wrong doers hijacking the interview selection process.
- ix) Support structures, such as labour unions, women desks of political parties and other formations that champion gender equity, should emerge and offer mentoring sessions to female applicants to empower them and raise their self-esteem to improve their performance at interviews.
- x) There must be increased female numbers on the interview panels to add the female voice to the selection process.
- xi) Gender equality campaigners must ensure buy-in of the concept by community leaders such as Traditional and Religious leaders so that together there is a concerted effort to change the mind-set of communities regarding gendered perceptions about leadership.
- xii) Female teachers themselves must stand up and speak with zeal against gender inequality in leadership in schools the same way they have begun to rally against gender violence, because both are a violation of their human rights (the South African Constitution 108 of 1996 (2)(9)).

- xiii) Since all interviews are conducted at the Area Office in Ramotshere Moiloa, the Department of Basic Education officials at this level should be more vigilant and play oversight role to ensure that the labour unions do not overstep their observer role during interviews.

Principle 2.6 in all Department of Basic Education Promotional gazettes read as follows: “the filling of these Posts must further be guided by Affirmative action measures for designated groups, (namely Blacks which include Indians, coloureds and Africans), women and disabled educators, and) and Representativity.”

As can be seen this Principle talks to everybody and ends up talking to nobody. No school identifies itself with this Principle. Before selection process starts, the Department of Basic Education should give this Principle only to schools that they identify as qualified for gender based affirmative action. Such schools should then be monitored for implementation of gender equality policy. It is then and only then that schools shall start to take notice of Principle 2.6.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Since the study was limited to Ramotshere Moiloa, and study participants highlighted labour union interference in the interview selection processes, there is need for further research to be conducted and extended to other Area offices to establish how widespread labour Unions interference is.

As this research findings confirmed gender disparities in school senior positions in Ramotshere Moiloa, there is need for further research extended to other Area Offices in the province to establish how the province can come up with effective strategies to use existing policies, and perhaps develop additional ones to redress gender disparities in schools.

5.6 IMPLICATIONS OF THE FINDINGS

The findings of this study would help educational authorities to come up with strategies that could help eliminate practices in the selection process that defeat gender policy intent.

The study findings would also assist educational authorities to better understand some of the reasons responsible for failure of gender equality policies with regard to promoted posts in schools in Ramotshere Moiloa in particular and in South Africa in general. Consequently, ways could be found to remedy the situation. The study findings also have policy implications for the Department of Basic Education to reconsider the composition of participants in the recruitment and selection process.

The study findings would assist awaken the need for women interest groups, especially in the teaching fraternity, around the need to establish networking and mentorship structures that would capacitate women teachers around the realities of gender inequalities in schools' leadership positions.

5.7 CONCLUSION

This study findings reaffirmed the existence of gender imbalance in school leadership in Ramotshere Moiloa. The study then concentrated on identifying the factors which have helped perpetuate gender inequalities in senior positions in schools in Ramotshere Moiloa despite the existence of policies designed to redress this imbalance.

The study highlighted a number of challenges that have negated gender equality policy implementation. These challenges include the following: Existence of gender stereotypes that negate the capacity of female teachers as leaders. It is evident that these gender stereotypes are founded on cultural beliefs and traditions of the community. The findings have revealed unwillingness of female teachers to challenge for leadership positions, it can be logically argued that most of this unwillingness can be attributed to the fact that female teachers have lost trust in the interview selection process which is corrupted by labour unions manipulation and Department of Basic Education cadre deployment in schools' senior positions. The preference for family commitment and the stressful work environment will most certainly detach the female teachers even further away from the desire for senior positions in school. The effect could be increased gender gaps in these positions. It is clear that diminished political will has rendered the existing gender policies ineffective.

There is, therefore urgent need for the entire education system to rethink the way it does business so that the SGBs, SMTs and Department of Basic Education officials can become accountable for the failures in their specific mandates. Developmental training for these stakeholders should not just be an intention but a reality.

The study has made recommendations based on study findings. These recommendations expect all stakeholders to introspect and begin to do their business differently in order to ensure change in gender proportions in schools' leadership in Ramotshere Moiloa. The study has also made recommendations for further study to be conducted to determine the degree of Labour Unions interference in the selection process and to broaden the scope of this study so that redress of the Problems of gender inequalities should cover other areas in the North West Province and the country as a whole.

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ANNEXURE A1 - A4: INTERVIEW SCHEDULES

APPENDIX A1: INTERVIEW SCHEDULES FOR PL1 TEACHERS

TIME OF INTERVIEW

DATE

PLACE

INTERVIEWEE

THE INTERVIEWEE:

As you know from our earlier conversation, my study will be looking at women teachers' underrepresentation in educational leadership positions in schools in Ramotshere Moilola in particular and South Africa in general. Female teachers outnumber their male counterparts; and yet, there are more male principals in South African schools in general and Ramotshere Moilola in Particular. Several studies have been done nationally and globally on this subject. However, no research has ever been conducted in Ramotshere Moilola Area Office to determine the factors responsible. A knowledge gap therefore exists in literature on this phenomenon and this study seeks to close that knowledge gap and unearth reasons that perceive as being responsible for this gender imbalance.

Several female teachers are frustrated and despondent. Others have left the profession and others in the process of doing so.

Your participation, together with other participants in this study is crucial as it will form part of study findings that may help the research to make recommendations that could help the department of education take measures that may increase the number of women principals in schools. This could improve morale among female teachers thereby help stem their exodus from the system. I just wish to remind you that you can refuse to answer any questions you wish and that you may withdraw from the study at any point. Do you have any questions so far?

You are urged to feel free to express your opinion as honestly and openly as you can. Your identity will remain anonymous in keeping with standard practice and the University ethical imperatives.

ICE BREAKER.

Condoleezza Rice, the once Secretary of state under president George Bush junior's administration, once remarked that "as a black student in predominantly white school in the USA, she had to perform three times better to be noticed by the school administrators." Some **feminists** also argue that to be noticed and be recommended for Principalship, you have to be three times better than a male counterpart. What is your take on this?

INTERVIEW QUESTIONS

1. When recommending a teacher to a Principalship position, authorities are looking for an individual with the right attributes for the position. What in your opinion do you consider as the right qualities of an educational leader at school level?
2. Given same qualifications, same teaching experience and same competences for principalship as a male applicant, what are the chances of a female applicant being successful for a principalship position, and how do you explain your response?
3. There are more female teachers than male teachers across all phases in most schools in Ramotshere Moilola, (and this picture is similar to national figures) and yet there are more male principals than women principals. What do you regard as the contributing reasons for this?

4. “The filling of these posts must be guided by Affirmative action measures for designated

Groups, (namely blacks, women and disabled educators) and representativity will be observed when making appointments. This is a quotation from DEPARTMENT CIRCULAR NO. 24 OF 2014, a promotions advertisement gazette).

These are statements you always find in DoE promotion advertisement gazettes. They are, of course, in line with **broad policies such as Employment Equity Act (EEA) 55 of 1988, Labour Relations Act.** They are supposedly intended to remind stakeholders about gender equity in making recommendations for promotion.

Despite these provisions, gender imbalance in school leadership still persists in Ramotshere Moiloa Area Office in favour of male teachers. What in your view are the reasons why these policies have not been successful as intended?

5. Appointment to Principalship and all promotional posts is not an event but a process. It involves advertisement of the post, sifting to determine the applicants meeting minimum requirements, shortlisting candidates to be invited for interviews, conducting interviews, recommendations of candidates and appointment of successful candidate. Different stakeholders are involved for different roles. What changes would you like to see in terms of these processes, procedures stakeholders’ roles, which could facilitate increasing the number of female principals in schools?

6. In post-apartheid South Africa, many structures such as SGBs, SMTs Department of education officials, Labour unions, community structures such as royalty and churches, play a role in governance or management of schools.

Looking at the different roles these structures play as you understand them, in what ways, in your opinion could each of these stakeholders have contributed to low numbers of female principals in schools in Ramotshere Moiloa?

7. It is often argued that SMTs and SGBs in most schools are either not aware of Gender disparities in their schools or they just do not regard it as an issue. How much awareness is there in your school about gender inequity? Explain your response by citing some school policies and/or any other practical steps taken by your school to address gender disparity.

8. This study seeks to use the findings to make recommendations that could help relevant authorities put in place measures that could contribute to an increased number of female principals in Ramotshere Moiloa in Particular and South Africa in general. What would you propose to be done to increase the number of female principals in schools?

9. At your level as a stakeholder, which policy document (designed at your level), are you using to ensure that gender equity is implemented by all stakeholders in education. Can I look at the document please?

I wish to thank you for your time and accepting to participate in this study.

APPENDIX A2: INTERVIEW SCHEDULE FOR FEMALE PRINCIPALS

TIME OF INTERVIEW

DATE

PLACE

INTERVIEWEE

THE INTERVIEWEE:

As you know from our earlier conversation, my study will be looking at women teachers' underrepresentation in educational leadership positions in schools in Ramotshere Moiloa in particular and South Africa in general. Female teachers outnumber their male counterparts and yet, there are more male principals in South African schools in general and Ramotshere Moiloa in Particular. Several studies have been done nationally and globally on this subject. However, no research has ever been conducted in Ramotshere Moiloa Area Office to determine the factors responsible. A knowledge gap therefore exists in literature on this phenomenon and this study seeks to close that knowledge gap and unearth reasons that perceive as being responsible for this gender imbalance. Several female teachers are frustrated and despondent. Others have left the profession and others in the process of doing so.

Your participation, together with other participants in this study is crucial as it will form part of study findings that may help the research to make recommendations that could help the department of education take measures that may increase the number of women principals in schools. This could improve morale among female teachers thereby help stem their exodus from the system. I just wish to remind you that you can refuse to answer any questions you wish and that you may withdraw from the study at any point. Do you have any questions so far?

You are urged to feel free to express your opinion as honestly and openly as you can. Your identity will remain anonymous in keeping with standard practice and the University ethical imperatives.

ICE BREAKER.

Condoleezza Rice, the once Secretary of state under president George Bush junior's administration, once remarked that "as a black student in predominantly white school in the USA, she had to perform three times better to be noticed by the school administrators." Some **feminists** also argue that to be noticed and be recommended for Principalship, you have to be three times better than a male counterpart. What is your take on this?

INTERVIEW QUESTIONS

1. When recommending a teacher to a Principalship position, authorities are looking for an individual with the right attributes for the position. What in your opinion do you consider as the right qualities of an educational leader at school level?
2. Given same qualifications, same teaching experience and same competences for principalship as a male applicant, what are the chances of a female applicant being successful for a principalship position, and how do you explain your response?
3. There are more female teachers than male teachers across all phases in most schools in Ramotshere Moilola, (and this picture is similar to national figures) and yet there are more male principals than women principals. What do you regard as the contributing reasons for this?

4. "The filling of these posts must be guided by Affirmative action measures for designated

Groups, (namely blacks, women and disabled educators) and representativity will be observed when making appointments. This is a quotation from DEPARTMENT CIRCULAR NO. 24 OF 2014, a promotions advertisement gazette).

These are statements you always find in DoE promotion advertisement gazettes. They are, of course, in line with **broad policies such as Employment Equity Act (EEA) 55 of 1988, Labour Relations Act.** They are supposedly intended to remind stakeholders about gender equity in making recommendations for promotion.

Despite these provisions, gender imbalance in school leadership still persists in Ramotshere Moilola Area Office in favour of male teachers. What in your view are the reasons why these policies have not been successful as intended?

5. Appointment to Principalship and all promotional posts is not an event but a process. It involves advertisement of the post, sifting to determine the applicants meeting minimum requirements, shortlisting candidates to be invited for interviews, conducting interviews, recommendations of candidates and appointment of successful candidate. Different stakeholders are involved for different roles. What changes would you like to see in terms of these processes, procedures stakeholders' roles, which could facilitate increasing the number of female principals in schools?

6. In post-apartheid South Africa, many structures such as SGBs, SMTs Department of education officials, Labour unions, community structures such as royalty and churches, play a role in governance or management of schools. Looking at the different roles these structures play as you understand them, in what ways, in your opinion could each of these stakeholders have contributed to low numbers of female principals in schools in Ramotshere Moilola?

7. It is often argued that SMTs and SGBs in most schools are either not aware of Gender disparities in their schools or they just do not regard it as an issue. How much awareness is there in your school about gender inequity? Explain your response by citing some school policies and/or any other practical steps taken by your school to address gender disparity.

8. This study seeks to use the findings to make recommendations that could help relevant authorities put in place measures that could contribute to an increased number of female principals in Ramotshere Moilola in Particular and South Africa in general. What would you propose to be done to increase the number of female principals in schools?

9. At your level as a stakeholder, which policy document (designed at your level), are you using to ensure that gender equity is implemented by all stakeholders in education. Can I look at the document please?

I wish to thank you for your time and accepting to participate in this study.

APPENDIX A3: INTERVIEW SCHEDULE FOR SGB MEMBERS

TIME OF INTERVIEW

DATE

PLACE

INTERVIEWEE

THE INTERVIEWEE:

As you know from our earlier conversation, my study will be looking at women teachers' underrepresentation in educational leadership positions in schools in Ramotshere Moiloa in particular and South Africa in general. Female teachers outnumber their male counterparts and yet, there are more male principals in South African schools in general and Ramotshere Moiloa in Particular. Several studies have been done nationally and globally on this subject. However, no research has ever been conducted in Ramotshere Moiloa Area Office to determine the factors responsible. A knowledge gap therefore exists in literature on this phenomenon and this study seeks to close that knowledge gap and unearth reasons that perceive as being responsible for this gender imbalance. Several female teachers are frustrated and despondent. Others have left the profession and others in the process of doing so.

Your participation, together with other participants in this study is crucial as it will form part of study findings that may help the research to make recommendations that could help the department of education take measures that may increase the number of women principals in schools. This could improve morale among female teachers thereby help stem their exodus from the system. I just wish to remind you that you can refuse to answer any questions you wish and that you may withdraw from the study at any point. Do you have any questions so far?

You are urged to feel free to express your opinion as honestly and openly as you can. Your identity will remain anonymous in keeping with standard practice and the University ethical imperatives.

ICE BREAKER.

Condoleezza Rice, the once Secretary of state under president George Bush junior's administration, once remarked that "as a black student in predominantly white school in the USA, she had to perform three times better to be noticed by the school administrators." Some **feminists** also argue that to be noticed and be recommended for Principalship, you have to be three times better than a male counterpart. What is your take on this?

INTERVIEW QUESTIONS

1. When recommending a teacher to a Principalship position, authorities are looking for an individual with the right attributes for the position. What in your opinion do you consider as the right qualities of an educational leader at school level?
2. Given same qualifications, same teaching experience and same competences for principalship as a male applicant, what are the chances of a female applicant being successful for a principalship position, and how do you explain your response?
3. There are more female teachers than male teachers across all phases in most schools in Ramotshere Moiloa, (and this picture is similar to national figures) and yet there are more male principals than women principals. What do you regard as the contributing reasons for this?

4. "The filling of these posts must be guided by Affirmative action measures for designated

Groups, (namely blacks, women and disabled educators) and representativity will be observed when making appointments. This is a quotation from DEPARTMENT CIRCULAR NO. 24 OF 2014, a promotions advertisement gazette). These are statements you always find in DoE promotion advertisement gazettes.

They are, of course, in line with **broad policies such as Employment Equity Act (EEA) 55 of 1988, Labour Relations Act.** They are supposedly intended to remind stakeholders about gender equity in making recommendations for promotion.

Despite these provisions, gender imbalance in school leadership still persists in Ramotshere Moiloa Area Office in favour of male teachers. What in your view are the reasons why these policies have not been successful as intended?

5. Appointment to Principalship and all promotional posts is not an event but a process. It involves advertisement of the post, sifting to determine the applicants meeting minimum requirements, shortlisting candidates to be invited for interviews, conducting interviews, recommendations of candidates and appointment of successful candidate. Different stakeholders are involved for different roles. What changes would you like to see in terms of these processes, procedures stakeholders' roles, which could facilitate increasing the number of female principals in schools?

6. In post-apartheid South Africa, many structures such as SGBs, SMTs Department of education officials, Labour unions, community structures such as royalty and churches, play a role in governance or management of schools. Looking at the different roles these structures play as you understand them, in what ways, in your opinion could each of these stakeholders have contributed to low numbers of female principals in schools in Ramotshere Moiloa?

7. It is often argued that SMTs and SGBs in most schools are either not aware of Gender disparities in their schools or they just do not regard it as an issue. How much awareness is there in your school about gender inequity? Explain your response by citing some school policies and/or any other practical steps taken by your school to address gender disparity.

8. This study seeks to use the findings to make recommendations that could help relevant authorities put in place measures that could contribute to an increased number of female principals in Ramotshere Moiloa in Particular and South Africa in general. What would you propose to be done to increase the number of female principals in schools?

9. At your level as a stakeholder, which policy document (designed at your level), are you using to ensure that gender equity is implemented by all stakeholders in education. Can I look at the document please?

I wish to thank you for your time and accepting to participate in this study.

APPENDIX A4: INTERVIEW SCHEDULE FOR DoE OFFICIALS

TIME OF INTERVIEW

DATE

PLACE

INTERVIEWEE

THE INTERVIEWEE:

As you know from our earlier conversation, my study will be looking at women teachers' underrepresentation in educational leadership positions in schools in Ramotshere Moiloa in particular and South Africa in general. Female teachers outnumber their male counterparts and yet, there are more male principals in South African schools in general and Ramotshere Moiloa in Particular. Several studies have been done nationally and globally on this subject. However, no research has ever been conducted in Ramotshere Moiloa Area Office to determine the factors responsible. A knowledge gap therefore exists in literature on this phenomenon and this study seeks to close that knowledge gap and unearth reasons that perceive as being responsible for this gender imbalance. Several female teachers are frustrated and despondent. Others have left the profession and others in the process of doing so.

Your participation, together with other participants in this study is crucial as it will form part of study findings that may help the research to make recommendations that could help the department of education take measures that may increase the number of women principals in schools.

This could improve morale among female teachers thereby help stem their exodus from the system. I just wish to remind you that you can refuse to answer any questions you wish and that you may withdraw from the study at any point. Do you have any questions so far?

You are urged to feel free to express your opinion as honestly and openly as you can. Your identity will remain anonymous in keeping with standard practice and the University ethical imperatives.

ICE BREAKER.

Condoleezza Rice, the once Secretary of state under president George Bush junior's administration, once remarked that "as a black student in predominantly white school in the USA, she had to perform three times better to be noticed by the school administrators." Some **feminists** also argue that to be noticed and be recommended for Principalship, you have to be three times better than a male counterpart. What is your take on this?

INTERVIEW QUESTIONS

1. When recommending a teacher to a Principalship position, authorities are looking for an individual with the right attributes for the position. What in your opinion do you consider as the right qualities of an educational leader at school level?
2. Given same qualifications, same teaching experience and same competences for principalship as a male applicant, what are the chances of a female applicant being successful for a principalship position, and how do you explain your response?
3. There are more female teachers than male teachers across all phases in most schools in Ramotshere Moilola, (and this picture is similar to national figures) and yet there are more male principals than women principals. What do you regard as the contributing reasons for this?

4. "The filling of these posts must be guided by Affirmative action measures for designated

Groups, (namely blacks, women and disabled educators) and representativity will be observed when making appointments. This is a quotation from DEPARTMENT CIRCULAR NO. 24 OF 2014, a promotions advertisement gazette). These are statements you always find in DoE promotion advertisement gazettes. They are, of course, in line with **broad policies such as Employment Equity Act (EEA) 55 of 1988, Labour Relations Act.** They are supposedly intended to remind stakeholders about gender equity in making recommendations for promotion.

Despite these provisions, gender imbalance in school leadership still persists in Ramotshere Moilola Area Office in favour of male teachers. What in your view are the reasons why these policies have not been successful as intended?

5. Appointment to Principalship and all promotional posts is not an event but a process. It involves advertisement of the post, sifting to determine the applicants meeting minimum requirements, shortlisting candidates to be invited for interviews, conducting interviews, recommendations of candidates and appointment of successful candidate. Different stakeholders are involved for different roles. What changes would you like to see in terms of these processes, procedures stakeholders' roles, which could facilitate increasing the number of female principals in schools?

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I wish to thank you for your time and accepting to participate in this study.

APPENDIX B: REQUEST FOR PERMISSION TO CONDUCT RESEARCH



NORTH WEST UNIVERSITY
YUNIBESITHI YA BOKONE BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa, 2735

Tel: 018 389-2111

Fax: 018 392-5775

Web: <http://www.nwu.ac.za>

The Area Office Official
Ramotshere Moiloa Area Office

Education Leadership
Development

Tel: 018 3892500 (Secretary)

Email: eliza.senne@nwu.ac.za

21/02/2017

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that **Mr B.CHIPULU (17050103)** is a *Masters* student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: *STAKEHOLDERS PERCEPTIONS ON UNDERREPRESENTATION OF WOMEN TEACHERS IN LEADERSHIP POSITIONS IN SCHOOLS IN RAMOTSHERE MOILOA*.

Permission is hereby kindly requested to enter Ramotshere Moiloa Area Office to collect data from the Area Office officials, Principals, Teachers and SGB members.. Data collection will be by way of interviews.

Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the schools will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/Area Office/school in terms of its performance in comparison with others, because the information collected will not be about academic results or teachers' teaching performance in specific schools.

Should you enquire more information about the project, kindly contact the supervisor for this project: Prof Zulu (082 6800 057)

Herewith permission is kindly requested to perform this research in your Area Office. It would be appreciated if you would kindly grant **written** permission to this student. Any assistance given to the student to perform the research will be appreciated.

Yours sincerely

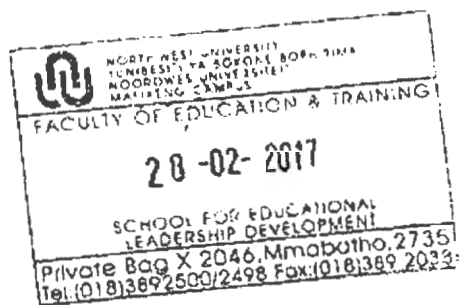
For

Prof N. Diko (Director)

School for Education Leadership Development

North-West University (Mafikeng Campus)

Mmabatho



**APPENDIX C: PERMISSION TO CONDUCT RESEARCH IN
RAMOTSHERE MOILOA AREA OFFICE**



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

Welbedacht,
Zeerust

Tel.: (018) 363-5900

Cell: 083 675 1356

e-mail: mokoena@nwpg.gov.za

**OFFICE OF THE AREA MANAGER: RAMOTSHERE MOILOA AREA OFFICE
NGAKA MODIRI MOLEMA DISTRICT**

DATE: 24 MARCH 2017

TO WHOM IT MAY CONCERN

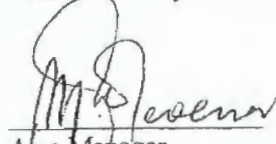
**RE: PERMISSION FOR MR B. CHIPULU TO CONDUCT RESEARCH IN RAMOTSHERE
MOILOA AREA OFFICE.**

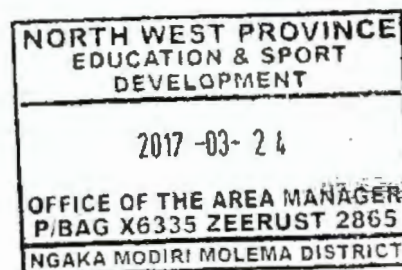
This serves to confirm that Mr. B. Chipulu has been granted permission to conduct research in the Ramotshere Moilola Area Office. Research topic: Stakeholder perceptions on underrepresentation of women teachers in leadership positions in schools in Ramotshere Moilola Area Office.

Please give him the necessary support.

Thanking you in advance

Yours faithfully


Area Manager
S.S. Mokoena



"Towards Excellence in Education and Sport Development"

APPENDIX D: INVITATION TO PARTICIPATE IN AN INTERVIEW

STAKEHOLDERS' PERCEPTIONS ON UNDERREPRESENTATION OF WOMEN TEACHERS IN LEADERSHIP POSITIONS IN SCHOOLS IN RAMOTSHERE MOILOA.

Dear Sir/Madam.

REQUEST TO PARTICIPATE IN A RESARCH INTERVIEW

You are kindly being invited to take part in a voluntary research interview whose Aim is to investigate reasons for the underrepresentation of female teachers in school leadership positions in Ramotshere Moiloa.

Female teachers constitute the majority in the teaching fraternity in Ramotshere Moiloa and yet they represent a minority number in terms of school leadership positions.

Your participation forms part of a small, and yet, an essential contribution towards the implementation of affirmative action and realisation of employment equity in the promotion procedures and processes in school senior positions.

Your confidentiality is guaranteed as it forms part of the universal research ethical code.

You are also free to opt out at any stage in the interview process.

Kindly find attached a consent form and a preliminary questionnaire for your completion.

A schedule of 9 interview questions is attached for your perusal

Thanking you in anticipation of your positive response.

APPENDIX E: CONSENT FORM

Chipulu Benjamin (MED, student, NWU, Mafikeng.)

RESEARCH ON PERCEPTIONS OF STAKEHOLDERS ON UNDER-
REPRESENTATION OF WOMEN TEACHERS IN LEADERSHIP POSITIONS IN
RAMOTSHERE MOILOA.

CONSENT FORM

CONSENT BY PARTICIPANTS

The undersigned hereby give informed consent to participate in the above mentioned research and understands the following:

- What the research entails
- That participation is voluntary
- There is no monetary gain
- That my name and identity will not be revealed and reflected in any way
- That confidentiality will prevail
- That I reserve the right to withdrawal from participation at any point in the course of my participation in this study

Participants signature: -----Date: -----

Capacity; ----- (Teacher, Principal, SGB, Department official)

Researcher signature: ----- Date: -----

APPENDIX F: PRELIMINARY QUESTIONNAIRE FOR PL1 TEACHERS

INTERVIEWEE	/QUALIFICATION	POST APPLIED FOR	YEAR OFAPPLICATION WAS MADE	SHORT LISTED FOR INTERVIEW	NOT SHORT LISTED FOR INTERVIEW
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

Please note that this preliminary questionnaire helps the researcher to have insight into the level of ambition for promotion by our female educators.

ANNEXURE G: PRELIMINARY QUESTIONNAIRE FOR PRINCIPALS
[PARTICIPANT PROFILE]

Please note that this preliminary questionnaire helps the researcher to have insight into how long it takes for one to serve before they become principals.

Participant pseudonym	Highest qualification/REQV	Years served as principal	Years served before appointment as principal

**ANNEXURE H: PRELIMINARY QUESTIONNAIRE FOR SGB [PARTICIPANT
PROFILE]**

Please note that this preliminary questionnaire helps the researcher to have insight into how long it takes for one to serve before they become principals.

Participant pseudonym	Highest qualification/REQV	Years served as principal	Years served before appointment as principal

**ANNEXURE I: EMPIRICAL DATA COLLECTION SURVEY: [TEACHER
STATISTICS BY POST LEVEL AND GENDER IN RAMOTSHERE MOILOA]**

This survey is intended to provide empirical data on gender inequality through post levels by gender.

	Male	Females
PL1 Teachers		
HODs		
Deputy Principals		
Principals		
Totals		

APPENDIX J: ETHICS APPROVAL CERTIFICATE OF STUDY



South Africa, 2520

Fax: (018) 299-4910

Private Bag X6001, Potchefstroom,

Tel: +27(18) 299-4900

Web: <http://www.nwu.ac.za>

Research Ethics Regulatory Committee Tel: 018 299
4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Human Resources Research Ethics Committee (HRREC)** on **06-Dec-2017** after being reviewed at the meeting held on

06-Dec-2017, the North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your study as indicated below. This implies that the NWU-RERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that

may be necessary, the study may be initiated, using the ethics number below.

Study Title: Stakeholders' perceptions on underrepresentation of women teachers in educational leadership positions in Ramotshere

Moiloa

Study Leader/Supervisor: PROF CONSTANCE BENEDICTA ZULU

Student: B CHIPULU - 17050103

Ethics Number:

NWU-HS-2017-0237

Application Type: Original Single Application

Commencement Date: 06-Dec-2017 Expiry Date: 05-Dec-2020

**Minimal, low or
negligible risk**

SPECIAL CONDITIONS OF THE APPROVAL (IF APPLICABLE):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principal investigator) must report in the prescribed format to the NWU-RERC via HRREC annually (or as otherwise requested) on the progress of the study, and upon completion of the project without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project - Annually a number of projects may be randomly selected for an external audit
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the HRREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC via HRREC and new approval received before or on the expiry date
- In the interest of ethical responsibility, the NWU-RERC and HRREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study,
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately, new
 - institutional rules, national legislation or international conventions deem it necessary
- HRREC can be contacted for further information or any report templates via Dalene Vorster@nwu.ac.za or 10933468@nwu.ac.za

The NWU-RERC would like to remain at your service as scientist and researcher and wishes you well with your project. Please do not hesitate to contact the NWU-RERC or HRREC for any further enquiries or requests for assistance.

Yours Sincerely



1. PROF. REFILWE PHASWANA-MAFUYA

Chair NWU Research Ethics Regulatory Committee (RERC)