

Management challenges facing female secondary school principals in the rural North-West Province: A feminist perspective



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DEDICATION

I dedicate this work to the late Busisiwe Agnes Khoza and Shadrack Khoza. You will forever be dear to my heart. May your souls find eternal rest.

DECLARATION

I **NJABULO KHOZA** the undersigned, hereby declare that the work contained in this dissertation titled: *Management challenges facing female secondary school principals in the rural North-West Province: A Feminist Perspective* is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

A handwritten signature in black ink, appearing to read 'Khoza N.', enclosed within a large, stylized circular flourish.

30 October 2019

Signature

Date

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I take this opportune moment to acknowledge the Creator of all, God, Almighty, who gives me strength in abundance to continue doing what I do. I further acknowledge the following individuals who have been exceptional in my life for the duration of this degree:

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isiZulu sithi: Ukwanda kwaliwa wumthakathi.

ABSTRACT

School management has become a topical issue, and with the implementation of the Affirmative Action policies, the emancipation of women into management and leadership positions has become prominent in the South African context. The education spectrum is not exempt to this. The study sought to explore the challenges female school principals face due to the gendered nature of the rural communities they operate in, where patriarchy is eminent and extreme gender stereotypes are experienced and evident. The main research question that underpinned the study is, ‘what are the management challenges secondary school female principals face in the rural North-West Province?’ The methodology that is underwriting the study is the qualitative research methodology. This study adopted the liberal feminism as the theoretical framework underpinning it. The target population for the study is focused on female secondary school principals in selected schools of the North-West Province, South Africa. It was from this population where a total sample size of three female secondary school principals is purposefully sampled for data collection using semi-structured interviews together with six DHs having focus groups. The data analysis process followed a thematic approach.

Among the significant findings of the study was that challenges of female school principals generally emanated from the school, the immediate schooling community, and the entire school ecology. These challenges included non-verbal and unwritten barriers towards school management, physical strength as a barometer of leadership, lack of leadership mentoring, qualifications and lastly being inadequately groomed for leadership. One facet that underpinned the varied challenges was that families of female school principals lose out on the parental figures because secondary school management requires extensive hours of work, constant monitoring, and supervision and all these activities erode on family time. The conclusion is that there is a dire need for the rural school communities to take the government’s gender sensitivity initiatives seriously if women leaders are to succeed in their roles as managers in virtually all social institutions. The study therefore recommends that the school quality teaching and learning campaign (SQLTC) should be effectively implemented and used as this is one platform that brings all the school’s stakeholders under one roof to enhance the overall development of the school. The study concludes that the upskilling of qualifications of teachers, promoting the effectiveness of the SQLTC and support and forums for newly appointed principals.

KEYWORDS

Female principal, gender, masculinity, femininity, patriarchy, stereotypes, emancipation

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LIST OF ABBREVIATIONS AND ACRONYMS

ACE –	Advanced Certificate in Education
AO –	Area Office
CEPD –	Centre for Education Policy Development
DH -	Departmental Head
DoE –	Department of Education
NPDE –	National Professional Diploma in Education
OECD –	Organisation for Economic Cooperation and Development
PL –	Post Level
POPI –	Protection of Personal Information
PPM –	Post Provision Model
READ –	Rural Education and Agricultural Development
SASA –	South African Schools Act
SBST –	School-Based Support Team
SGB –	School Governing Body
SMT –	School Management Team
SQLTC –	School Quality Teaching and Learning Campaign

CHAPTER ONE

INTRODUCTION AND ORIENTATION

1.1 Introduction

In this empirical study I explore and unravel the elements which constitute challenges in school leadership and management confronted by female secondary school principals in their daily managing of the effective delivery of quality teaching and learning in schools. The study seeks to establish, describe, and recommend ways to mitigate the common challenges female school principals constantly face in their tenure of leadership in schools, especially at the secondary school level. This is mainly done because Coleman (2012), indicates that principals are the core of schools and the success of the school largely depends the principal's functionality.

Furthermore, principals remain the central source of leadership influence and due to this, are expected to be actively involved in the initiation and facilitation of continuous school improvement, rather than simply keeping schools going. For the successful accomplishment of this, a combination of effective management and leadership is required because there cannot be successful management without effective leadership. The most important element to achieve school effectiveness and success is care, where without a caring leader or manager, successful management and leadership is impossible (Place, 2013).

The next section vividly describes the background of the study and the problem

1.2 Background

The roles and functions of school principals have become multifaceted and increased with the new government dispensation. Owing to this demand, the education sector necessitated the notion that principals should be duly qualified, competent, and up breast with the current activities transpiring relating to functional school leadership and management. Andersen (2016) found that female school principals are generally threatened by the already existing male-dominated environment, where leadership and management are not viewed in the lenses of qualification and skill but rather masculinity. Management in schools has become a global challenge that is directly affecting teaching and learning dramatically in recent times. School principals have been found to be critical drivers in ensuring effective and efficient education

in the schooling environment. Principals are tasked with the vast responsibility of ensuring that, throughout the schooling day, learners are in class learning, teachers are in their respective classes teaching and necessary support is given to all stakeholders to ensure the delivery of a successful learning and teaching environment (Naidu, Joubert, Mestry, Mosoge, & Ngcobo 2015: 48).

In light of this premise, Zulu (2016) further found that besides principals being key in the leadership and management of schools, the School Management Team, abbreviated as SMT here forth, has been found to be critical in the process of ensuring the delivery of quality teaching and learning in schools. Through effective management, which encompasses the principal, a deputy principal and heads of departments Bisschoff and Mestry (2009), there is a mechanism of ensuring that teachers utilise the teaching time effectively and efficiently through continuous class attendance, ensuring that an atmosphere for effective learning is created and continuous monitoring, moderation and development of teachers.

It is therefore through this foundation that the study of female school principals in rural areas emanates with the primary aim of investigating the varied challenges female school principals face in rural areas of the North-West Province. The study of female management in the school environment has been conducted by various scholars in various spaces across the globe. There is extensive research on educational leadership and management done by various scholars in the South African schooling context and the broader schooling community conducted by leading scholars such as Moorosi (2006); Steyn and Wolhuter (2014) and Bush et. al. (2011). Furthermore, gender leadership has been central in the studies of school leadership and management and due to this, the topic has been widely studied and elucidated.

Ntaka, (2013) found that although such a study is worn out, school management by women in South Africa has over the years been confined to the primary school level. This is mainly attributed to the notion that women have been side-lined before the 1994 era and that our society is particularly patriarchal in nature and the perception that leadership realm naturally belongs to males. Secondary school management remained the male responsibility and domain. It is under these circumstances, as research shows, that management in secondary schools and higher education was, and in some contexts still is, synonymous with “masculinity” (Al-Khali; Shakeshaft; Ozga cited in Leonard, 1998)

This study expands on the already existing plethora of knowledge, where challenges of women principals are explored. The significant difference with this study is that it focuses on rural secondary schools within the North-West Province, South Africa. The study was envisaged to have a close look at the historically disadvantaged schools in the South African teaching spectrum and how the management of principals, especially females, impacts and affects the overall order of the school as an institution of learning. Although the study is fatigued, Taole (2014) indicates that such a study is significant and comes at a time where challenges in school management, violence and criminal activities have become prevalent and rife especially in historically disadvantaged schools within the country at large and the same can be said about the province (Bitterman, Goldring, & Gray, 2014).

1.3 Problem Statement

Schools do not exist in isolation from the communities they serve and due to this, the schools tend to reflect the belief, culture and the ethos of the immediate community in which they exist. de Bruyn, Erasmus, Janson, Mentz, Meyer, Steyn, Xaba (2016) found that there is a strong emphasis on schools to ensure that there is coercion and integration of the community's views and beliefs within the schooling culture. Unfortunately, this is challenging mainly because schools as organisations remain host to a large number of individuals who, in their own right, have their individual values, beliefs and ethos which they ascribe to, it therefore becomes challenging to unify this diversity. The principal is therefore tasked with the vast responsibility of developing and ensuring the implementation of a school culture which is accommodative to all, promotes learning and teaching and further embraces individuals within a group. This remains particularly challenging in many schools especially those which are rural.

The researcher strongly agrees with a study conducted by Choge (2015) highlighting that issues of school management are without ornamentation and prolonged, especially in rural African schools led by female school principals as there is a distorted image of females as managers and leaders. I sturdily believe that the distorted image of women managers is perpetuated by the inherent patriarchal society in which the schools exist. According to Johnson (1994), there is the inherent belief that authority is within the male gender and the researcher strappingly believes that this notion is worsened in rural schools within the North-West Province.

The research emanates from the notion that several rural communities within the South African borders in the post-apartheid era are particularly patriarchal, bias and stereotyped into the belief system which focuses on masculinity, male dominance, and sexism. This poses a challenge in such communities when principals are appointed, and their task becomes mammoth when they are female and constantly have to prove their competence throughout their tenure as school leaders and managers. The North-West province is not exempted from this. This province is classified as semi-rural with considerably high levels of illiteracy, and due to this, culture and tradition are still entrenched in all aspects of society (Rural Education and Agricultural Development, 2016). Practices in some parts of this area are of the ancient times, and there is a strong belief in the hierarchal structure, which is represented by patriarchy within these communities. These hierarchal structures believe that the male heads the home and the community; therefore, anybody else becomes a subordinate. This poses a threat to women principals as they face varied challenges in their tenure as principals in schools. Coleman (2012) found that while male principals must do little to nothing to possess authority, women must go through hurdles to be respected. This goes both for educators, learners and even their peers. Coleman (2012) has also found that school leadership and management is generally easier for the male principal and the opposite at times for the female. These are the premises of this study.

Educational leadership and management, in particular leadership and management of the SMT, have recently become a topical issue, with many academics coming up with vast methods and strategies of dealing with decisive leadership and management in schools. Chonge (2015) argues that the introduction of the Affirmative Action in Kenya resulted in the considerable attention given to women leadership in schools. Although such an approach in developing women leadership is a step in the right direction, there is inadequate support provided for these leaders after being appointed in these positions.

1.3.1 Research aim

The overall aim of this study was to investigate the challenges female school principals face in rural areas of the North-West Province.

1.3.2 Main research question:

What are the management challenges facing secondary school female principals in the rural North-West Province?

1.3.3 Sub questions:

- What challenges do female secondary school principals encounter in the rural North West Province?
- How, from the principal's experiences, are secondary school female principals perceived in the rural North West province?
- How do secondary school female principals mitigate the challenges they encounter in rural North West province?

1.3.4 Objectives

Objectives of the study are to investigate:

- The main challenges facing female secondary school principals in the rural North West province
- Perceptions of female secondary school principals in rural communities
- Strategies in assisting school principals mitigating the challenges.

1.4 Literature Review

This section presents a summarised version of the literature review relevant to the challenges of female school principals in rural secondary schools of the North-West Province.

Fraenkel, Wallen and Hyun (2012) define a literature review as an assessment of a body or bodies of literature concerned with a specific question through essential research findings and theories. The primary purpose of this literature review is to examine and scrutinise the various challenges experienced by female school principals in the day-to-day management of their schools especially in rural areas of the North-West Province. Creswell, Ebersohn, Eloff, Ferreria, Nievenhuis, Pieterse, Clark and van der Westhuizen (2015) state that a good literature review includes the process of intense scrutiny of local and international sources consulted to obtain adequate, reliable and most relevant information regarding the topic at hand. The study of literature assisted in the establishment of the varied challenges female principals face in their tenure as principals and envisaged possible methods and approaches to tackle these challenges.

Furthermore, Creswell, Ebersohn, Eloff, Ferreria, Ivankava, Jansen, Nievenhuis, Petersen, Plono-Clark (2017) postulate that this section of research is vital because it gives the researcher the opportunity to make an in-depth analysis of the phenomena studied, it assists the researcher to identify what has already been studied on the topic and what has not. This is when the researcher identifies the research gap.

Several studies have been conducted on school leadership by the Organisation for Economic Cooperation and Development (OECD 2008). For the sake of this study, it is referred to as the OECD Report, within varied school contexts. The results have revealed that the school principal is the critical component for the success of any school. There have been various characteristics attributed and emphasised to good leaders; these include integrity, effectively managing external and internal environments, critical thinking and continuing professional development as the hallmarks of a successful leader (Pont, Nusche & Hopkins, 2008).

Gurr, Drysdale and Mulford (2006) postulate that successful managers have excellent tension and dilemma management skills. With such managers in schools, the status quo ought to improve for the betterment of effective and efficient schooling environments. The challenges of management within the education context is a global problem which affects all schools throughout the world, especially those based in rural areas (Leithwood, 2008).

According to Bitterman, Goldring and Gray (2014), school management is still a significant challenge in many American schools, especially in the public education domain. These scholars have further found that only 42% of school principals are female; this is regardless of the notion that 85% of school teachers are female. From these statistics, the interpretation emerging is that management and masculinity are correlated.

1.4.1 Perspectives and perceptions on feminism and management in schools

There has been enormous research conducted on school management and various, but similar findings seem to be prevalent dating as early as the early 1980s. Shakeshaft (1993:47) found that senior educational specialists and school board members or district directors within the South African context, held unfavourable attitudes towards women in senior administration posts. The argument posed was that women had no support structures readily available for

them, encouragement or counselling from family members, peers, subordinates or educational institution representatives to pursue or maintain careers in administration. Within the UK, Cole (2000:208) reported that although women in principalship positions still face challenges, their number is steadily increasing. Within the British region, Morris (2000:341) conducted a study on how students experienced women managers. The conclusions of the study stipulated that female students were afraid to speak out in class because of fear of academic and social penalties.

Choge (2015) conducted research within the southern hemisphere on women leadership and management within the education context and noted the following as prevalent perceptions on women managers, especially within the educational domain:

- Children of working women are neglected.
- Marriages of women managers are neglected.
- Women without children or those with grown-up children are more competent than those with children.
- Women lose their femininity when they are appointed as managers; and
- Women must stay at home.

These findings reveal that women managers have great difficulties in becoming successful school principal, and this poses a threat to their male counterparts, subordinates and even seniors. There is a generalised bias towards women managers (Crobo, 2004).

1.4.2 Theoretical framework

The significant aspect relating to theoretical framework is that having a theory helps the study identify the limits to generalisations that are commonly made. The theoretical framework adopted for this study was the feminist perspective by bell hooks (2000), whose main tenets revolve around the need to deconstruct the patriarchal hegemony typical of social institutions in many parts of the world (Mutekwe, 2012). Feminism thus aims to understand the nature of not only gender inequality but also the politics of patriarchy (male domination) or challenges women experience at the hands of men (Meena, 2004). It does so by examining women's social roles and their lived experiences in the social institutions in which they are embedded (Mutekwe, 2013:77). Generally, there are three dimensions of the feminist perspective: radical, liberal and Marxist-socialist feminism. Each of these dimensions is discussed in the subsequent sections. This study is guided and based within the feminism theory. Macionis

(2010) notes that the feminist theory is generalised by five main subjects and key to these five main subjects is, working for increasing equality in society, destroying the gender stratification and the encouragement of sexual freedom.

For the sake of this study, the liberal feminism approach is adopted as it seeks to defend equality in opportunity. This is necessary as the study seeks to find reasons for the long-drawn-out challenges women principals face in their tenure as school principals, especially in the remote schools of the North-West Province.

1.5 Research design and methodology

Creswell (2017) indicates that research is inevitably done to understand the world or a specific phenomenon and this understanding is informed by one's perspective of the world, what they think the understanding is and lastly what one sees as the purpose of understanding. According to Nievenhuis (2017), a paradigm refers to a set of assumptions or beliefs about fundamental assumptions of reality which gives rise to a world view. A paradigm or philosophical perspective can also be defined as representations of what humans think about the world. This refers to the actions towards the world, including the actions, taken as inquiries cannot occur without the occurrence to those paradigms (Lincoln & Guba, 1985). Furthermore, Schwandt (2001) states that a paradigm is a shared world view that represents the beliefs and values in discipline and that guides how problems are solved.

The philosophical view for this study is aligned to the interpretivist perspective in research. Interpretivism, also known as interpretivist, involves researchers to interpret elements of the study; thus, interpretivism integrates human interest into a study. Accordingly, interpretive researchers assume that access to reality is only through social constructions such as language, consciousness, shared meanings, and instruments (Creswell et al., 2015).

Asher and Herbert (2004) note that the interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology and hermeneutics approaches that reject the objectivist view that meaning resides within the world independently of consciousness. According to the interpretivist approach, it is essential for the researcher as a social actor to appreciate differences between people. Moreover, interpretivism studies usually focus on meaning and

may employ multiple methods to reflect different aspects of the issue. The interpretivist is based on two central beliefs which are, the relativist ontology and the transactional epistemology (Asher & Herbert, 2004).

Nievenhuis (2015) states that the interpretivist approach is based on the naturalistic approach of data collection such as interviews and observations. Secondary data research is also popular with interpretivism philosophy. In this type of studies, meanings usually emerge towards the end of the research process. The most unique variations of interpretivism include hermeneutics, phenomenology and symbolic interactionism.

1.5.1 Research design

The study was underpinned by the case study under the qualitative research design. Oosthuizen, Grosser, Simmonds, and van der Vywer (2017) note that the case study is an in-depth study of a research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often used to narrow down a vast field of research into one or a few easily researchable examples. The major contributors to the study being underpinned by the case study as a design method are that this research has its concentration mainly on a few schools and through these few schools, the study is envisaged to thoroughly examine management and leadership challenges. This means that this research is probing or inquiring on problems within the teaching, learning and management fraternity, which will inevitably assist and improve the way management and leadership is perceived in rural secondary schools in the province. In case study research, the research aims at identifying cases viewed as problematic especially in terms of ill-discipline and lack of appropriate management (Oosthuizen, Wolhuter, & Du Toit, 2003).

1.5.2 Research methodology

The research methodology adapted by the study is the qualitative research approach. The main reason I selected the qualitative research methodology is mainly because in this study, I was exploring educational challenges and actual people's perspectives and experiences on the issue of educational management and leadership. Qualitative research attempts to explore an already existing phenomena of different groups of people within their natural setting. This is significantly important as it assists in giving the researcher an in-depth analysis and understanding of the realities of the phenomena, which in this study, is the challenges of leadership and management.

Defined by Leedy and Ormrod (2012) qualitative research is naturalistic; it attempts to study the phenomena of different groups of people and communities in their natural setting; it is particularly useful to study educational settings and processes. They further explain that qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them.

This is important as the principals' perspectives together with their DHs will be taken into consideration in a quest to understand challenges they face in their roles as school leaders and managers.

1.5.2.1 Site Selection

The focus of this research project was based on the management challenges facing female secondary school principals in the rural North-West Province. The site selected for the purpose of this study was the North West province, in particular the Ngaka Modiri Molema District. The reason for the selection of this educational district is that it is central in the four districts and stretches over several villages and small towns. Rural public schools at secondary level with female school principal and classified either within educational quintile 1,2 or 3 are used as main research participants. A total of three schools were selected and a principal and two departmental heads have been identified and selected in each school.

1.5.2.2 Participant Selection

The sampling technique adopted by this study was done through purposeful selection. Creswell et al. (2017) state that purposeful sampling is a non-random method of sampling, where the researcher selects information-rich cases for study. For this study, three female principals including six departmental heads were selected and participated in the study on the challenges facing female secondary school principals in the rural North-West Province.

1.5.2.3 Data Collection

The interviews were selected as the appropriate data collection tool, with focus group interviews carefully chosen for the DHs and semi-structured interviews selected for the school principals. The semi-structured interviews were conducted for the school principals in their respective schools and the focus group interviews were conducted for the heads of

department in their schools. Furthermore, semi-structured interviews are used in research to corroborate data which is emerging from other data sources (Creswell et al., 2017).

The researcher in the schools where female principals and the heads of department are based conducted the interviews. The researcher visited the schools on the agreed dates with the participants to ensure that they were available, and the data collection process was successful.

1.5.2.4 Data Analysis

The method adopted for data analysis in this research was the thematic approach for data analysis. Braun and Clarke (2006) define the thematic approach as an analytic method for identifying, analysing and reporting patterns or themes within data. The researcher minimally organises and describes the data set in detail. The study adopted the thematic approach in data analysis as the specific method of presenting the data collected on various challenges affecting women managers in the secondary schools around the North-West Province. This method of data analysis and presentation is useful in analysing naturally occurring conversation and various types of written text. It focuses on how people express themselves verbally in their everyday social life (De Vos, Strydom, Fouche, & Delpont, 2011). This was done through the semi-structured interviews that took place in the natural setting of the school and through this, the problems were established, possible reasons attributing to the occurrence of these problems and suggested methods of mitigating these challenges were unearthed. Furthermore, narrative analysis was also conducted. De Vos, et al., (2011) interpret narratives as transcribed experiences. Every interview/observation has a narrative aspect. The researcher had to sort out and reflect upon the data, present it in a revised shape for the reader and ensure that the data were authentic and reliable. The core activity in thematic analysis is to reformulate stories presented by people in different contexts and based on their different experiences (De Vos et al., 2011).

1.5.2.5 Trustworthiness

According to Steiner and Norman (2003), trustworthiness refers to measures needed to ensure the validity and reliability of the study. As a process, validation involves collecting and analysing data to assess the accuracy of an instrument. To ensure trustworthiness for this study, the data collected went through triangulation and member verification.

Creswell et al., (2015) reiterates that researchers need to validate data collected through the process of triangulation. Triangulation can be viewed as a method used by qualitative researchers to check and establish validity in their studies by analysing a research question from multiple perspectives to arrive at consistency across data sources or approaches (Yeasmim & Rahmam, 2012).

The study applied triangulation to data collection methods and data analysis to determine whether there were any discrepancies in the findings. The triangulation of data had occurred in the use of DHs to validate what principals had indicated in their interviews. This meant that data that is supplied by the principals should be similar to that given by the DHs to ensure the truthfulness of the data. The research strived to produce results that are both realistic and applicable to the diverse teaching contexts in the province by including contrary and inconsistent results to ensure that credibility and reliability of the study were adhered to (Yeasmim & Rahmam, 2012).

1.5.2.6 Researcher's Role

The researcher assumed the role of a facilitator. The researcher facilitated the process of requesting permission to conduct research from the North West Department of Education and Sports. Furthermore, the researcher went to collect the data from the schools through the participants which were the school principals together with their DHs. The researcher further transcribed the collected data and completed the report.

1.5.2.7 Ethical Considerations

The researcher attempted to ensure that various ethical considerations had been made in the process of data collection because schools are diverse and the SMT must not then be exposed to danger through explicit implications. These considerations attempted to ensure that there is no bullying and that participants are confident that their identities will be concealed when results and reports are made available to various stakeholders.

The three primary ethical considerations the researcher had to put emphasis on were informed consent, privacy and confidentiality and lastly voluntary participation of participants.

The participants were required to be committed to participate in the study fully and acknowledge that some of their responses might be used and they may be quoted, with their

permission with concealed identity in the findings of the study (Shrill, Nelli, & Stone, 2012). Participants were further made aware of the fact that taking part in the study was entirely voluntary and participants could withdraw at any given moment when they felt uncomfortable. Participants were informed about the Protection of Personal Information Act (POPI) which articulates that personal information should only be used and / or given to third parties with the consent of the person involved. Participants were also made aware of the fact that their privacy would be protected and if required, fictitious names would be used instead of their real names (South Africa, 2013).

There was a strong emphasis made to all participants regarding how their responses will be handled. Participants were informed that only the researcher and the research team were allowed to view, transcribe and present the responses and findings of the research project. Through this process, the researcher and the team had to sign a confidentiality form binding them to conceal all the information found from participants and to strictly use it for research purposes only (Jack & Norman, 2000).

Furthermore, the researcher applied to the NWU's faculty of Education ethics committee for an ethical clearance certificate in which it was granted. This was done in an attempt to ensure that the researcher was well equipped with the research code of ethics that is applicable to research conducted on school teachers and adult participants.

1.6 Contribution of the Research

The focus of the study was to investigate the various challenges female school principals encounter on their daily running of schools in the North-West Province with specific reference to Ngaka Modiri Molema District and principals especially those situated in rural areas. For the achievement of this purpose, female school principals' experiences were explored, with attention focused on discipline, educator conduct, community engagement and overall school management.

Bush et. al. (2011) indicates that such a study comes at the most appropriate time in the education fraternity as there have been constant challenges with secondary school leadership,

management and the escalating disciplinary issues. The level of violence and low tolerance levels is questionable, and all these occur due to a lack of decisive leadership and school management (Dolombida, Poreus, & Vally, 2000). Female principals will be the immediate beneficiaries of this study as it intends to provide tentative solutions to management problems they face daily; it will also seek to investigate how these challenges can be mitigated.

1.7 Preliminary Structure

Chapter 1 – Introduction and Background of the Study

Chapter one provides an overview of the entire study by outlining in explicit detail the introduction together with the background of the study, which serves as the study's foundation. The chapter further explores the problem statement with the research aim, questions and objectives. A short summary of literature is explored with the research design and methodology discussed.

Chapter 2 – Theoretical Framework and Literature Review

The theoretical framework and literature review seek to look at similar studies that have been conducted on the same topic to that of this study. It seeks to identify commonalities within the studies that have been concluded and identify gaps to ensure that studies are not replicated only to find the same results. Furthermore, this section highlighted the paradigm and theoretical framework that underpins this study.

Chapter 3 – Research Methodology and Design

Chapter three looks mainly at the approach the study undertook. This looks specifically at the type of study whether it is quantitative or qualitative and the approach in which the study is based.

Chapter 4 – Data Presentation and Analysis

Chapter four analyses the data collected and presents the emerging themes and subthemes. The chapter indicated the challenges female principals faced and experiences DHs had under the leadership of women principals. This is guided by the research methodology and design outlined in chapter 3.

Chapter 5 – Summary, Conclusions and Recommendations

This chapter concludes on the study and gives recommendations on how the situation, idea or behaviour can be remedied; it gives recommendations based on findings that the study has concluded on.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter explored the overview of the entire research project. The chapter discussed the overarching purpose of the study by outlining the aim, objectives, problem statement and the research design and methodology of the study. In this section of the study, the researcher explores the theoretical framework, various literature that has been conducted on various challenges affecting female school on their daily running of schools especially those in the remote villages of the North-West Province within the South African context and abroad.

2.2 Legislative Framework on Women Principals

The South African Constitution (South Africa, 1996a) which is regarded as the supreme law of the land, has been based on principles of human rights, constitutional supremacy and the rule of law. Underpinned by these principles are the values of equality and equity which emphasise the notion that all are equal, and the adopted interpretation of this premise is that any form of discrimination, be it racial, sexual or in any other form is prohibited. It is therefore through these assassins that the study is based. The South African Schools Act South Africa (1996b) the Employment Equity Act South Africa (RSA, 1998) and the National Education Policy Act South Africa (RSA, 1996c) reaffirm that the employment of all citizens in the country should not only be fair but just and promote the previously disadvantaged. Through these acts, the democratic government of South Africa attempts to ensure that redress and the necessary change is sought in the employment sector which was predominately run and managed by males (Ntaka, 2013).

There are various reform attempts, and such can be identified in the South African Schools Act (RSA, 1996b). The Act attempts to transform education by creating and maintaining a unitary schooling system that seeks to ensure that all are given equal opportunities to develop their skills and abilities through fighting racism, sexism and all other forms of unfair discrimination and intolerance (Van Deventer & Kruger, 2003). Unfortunately, most rural communities are apprehensive with the implementation of gender equality and emancipation,

and with the North-West Province declared predominately rural, the implementation and realisation of some government policies are challenging to implement. Ntaka (2013) stipulates that this is because there are certain cultural beliefs and traditional values about women that still construct women as mothers and homemakers.

2.3 Leadership and Management in Education

Management and leadership are two concepts that are closely related and at times used interchangeably due to the lack of understanding or characterisation of each concept. Further, both concepts are closely related to principalship within the education and schooling domain. It is essential to make a clear distinction within these concepts and at the same time, outline the interrelatedness of each. There is a strong need to unpack these concepts to allow clarity and conciseness within the study. Christie (2010) states that leadership may be understood as a relationship of influence directed towards goals or outcomes, whether formal or informal. On the other hand, Limerick (2008) argues that while leadership is often a valorised concept associated with success rather than mediocrity or failure, there certainly exist examples of leaders as controlling individuals, ineptly dealing with complex contexts, and winning support based on shallow or immoral visions of the desired future (Christie & Limerick, 2008).

According to Bush (2007), management refers to the internal operations of an institution. It should do with systems, structures and the culture of a school for effective and smooth day-to-day operations. The core purpose of management in all areas of the school is to enable the creation and support of conditions under which high-quality teaching and learning can take place. The core business of education management is to focus on the effective delivery of teaching and learning (DoE, 2004).

In contrast to leadership, management can be viewed as an organisational concept in the sense that it relates to processes by which organisations meet their goals and central purposes (Buchman & Huczynski, 2002). Management is more likely to be tied to precise positioning than persons, unlike leadership. Schools, as organisations, need to be well managed to be able to function well without any significant mishaps (de Bruyn et al., 2016). To support de Bruyn, et al. (2016), Roberts and Roach (2006) concluded that good management is essential for the functioning of schools. This also proves the notion that if schools are not competently

managed, the primary task and central purpose of that school, which is teaching and learning, is likely to suffer. School management should not only exist, but its existence should be effective and efficient to ensure that sound teaching, and learning takes places within an environment that is conducive enough to allow for such. Effective school management involves four key responsibilities which are:

- Planning.
- Organising.
- Leading; and
- Controlling.

A competent principal chooses a time frame that fits the planning agenda and develops strategies to monitor progress. Meetings should be well-planned, and time management strategies should be applied to achieve appropriate delegation of tasks. Leadership is a basic part of management, and loyalty and respect are gained through merit. Four attributes of a successful school principal are intelligence, expression and image, leadership and management ability, and strong will power.

The following diagram was adapted from Squelch and Lemmer (1994), and illustrates the interrelatedness between leadership and management:

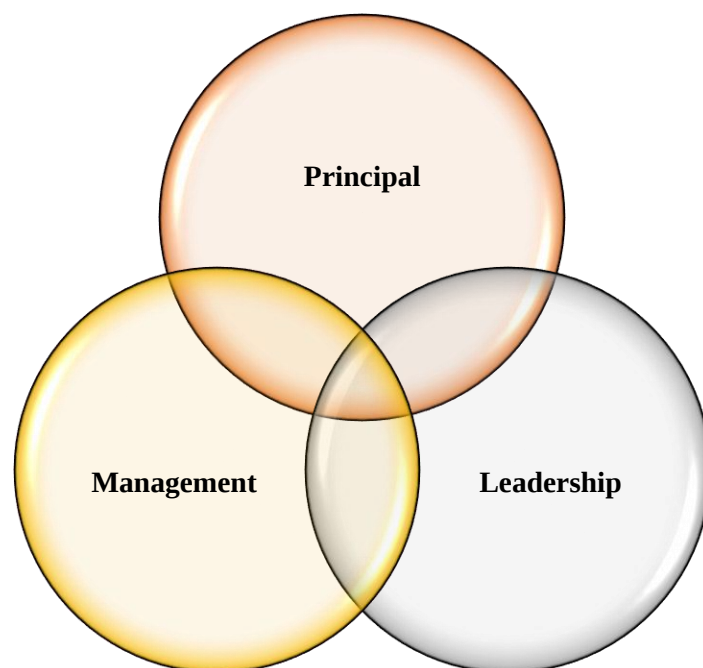


Figure 1: Relationship between the principal, management and leadership

Squelch and Lemmer (1994) used the diagram to illustrate the strong relationship between leadership and management. Based on the previous argument, there is no leadership without management. Leadership and management are closely related that one cannot divorce one from another. They are intertwined and interdependent, but they are not synonymous. For the school to be successful, both leadership and management need to be practised at the same time. For example, the principal as a leader in a school is supposed to both lead and manage.

From these, a generic definition and distinction of management can be identified in the following terms; educational management is an official duty whereby the principal, as an Accounting officer and a representative of the department, must, where reasonably possible, ensure that effective implementation of the curriculum, co-curricular and other teaching-related functions. As well as duties performed by the relevant persons (it being subordinates or seniors) within the school. While on the other hand, leadership can be defined as the process in which management is made possible. Leadership is not an official title or position; it mostly deals with guidance and motivation to ensure that all that is required to be completed is indeed completed within the specified timeframes. Leadership is inherent, and due to this, leaders assist subordinates, peers or even seniors in executing their tasks with ease. Leadership has to do with the influence of others' actions, coaching, guiding and motivation.

2.4 Importance of Effective Management and Leadership in Schools

Leithwood et al. (2001:18) note that there has been enormous literature that offers a variety of conceptual models and theoretical frameworks for effective school principal. The challenge with this varied literature is that it focuses mostly on the American and European countries and the research tends to be embedded and constructed on moral, interpersonal, instructional and administrative dimensions of which sometimes neglects the core contextual factors affecting and impacting on South African education (Leithwood, et al., 2001). It is also worth noting that literature on educational leadership and principalship is related to social and organisational structure of educational systems in the Western world. Regardless of this, it is essential to note that the structures of educational systems differ widely across countries, and education systems are structured in different ways (Dimmock & Walker, 2005). The crisis of South Africa's education system is well-documented. Jansen (2001) argues that the country

generally does poorly compared to other poorer African countries and the situation is worsened in townships and rural areas. The situation of schools is summarised by Bloch (2009:34) in the following manner: half of all black learners drop out. By any measure, 60-80% of our schools are dysfunctional, achieving poor education outcomes. It is mostly Black, rural and poor learners who suffer the most (Bloch, 2009).

Jansen (2001) argues that the transition to a democratic government in the early 1990s took its toll on the country, South African, especially on the education system regardless of various rigorous research conducted in identifying and describing the issues affecting and impacting the system. A possible reason for this is that very few studies seem to get at the why and how that lie at a deeper level to the what questions that have typically been asked by research (Christie, 2010). It is important to note that worldwide, the demands on educational leaders are evolving. The view of the principal being a solemn dictator who operates on his or her own prerogative has been phased out as principals need to communicate, consult and engage other stakeholders before a decision can be taken as the school is not theirs but of all those within it including the immediate community (CEPD Report, 2012). Educational leadership involves working well with teachers and other education professionals on systematic plans to improve the educational programme and outcomes (Gaziel, 2003).

Pont, Nusche and Hopkins (2008) in the OECD Report, noted that teachers teach and work in schools that are often administered by managers often referred to as principals. There is significant emphasis on the conditions of teachers' working life as there is a belief that they are influenced by the administration and leadership provided by principals. In addition, it is widely assumed that leadership directly influences the effectiveness of teachers and the achievement outcomes of students (Pont et al., 2008). School principals face challenges due to various reasons such as rising expectations of schools and the view of schooling in a century characterised by technological innovation, migration and globalisation (Christie, 2010). The majority of countries, including South Africa, aim at the transformation of their educational systems. This is done to ensure that all youngsters of the country are prepared with the required skills, knowledge and attitudes needed in changing this world. In a book chapter by Mampe (2014), there is a vivid discussion on the expectations of the school principal in the 21st century school. In this, there is a discussion that argues that principals are no longer expected to just be good managers, but effective leadership is now viewed as the large-scale education reform and improving educational outcomes (Mampe, 2014).

Throughout the world, many governments are giving school leadership more responsibility for implementation and managing significantly more demanding education programmes and institutions. The challenges of school leadership and management seem to significantly increase with the years as schools are made and forced to be self-governed. This is done regardless of the high illiteracy rates dominant in many countries (du Plessis, 2014). School management and leadership are, in recent times, given greater autonomy compared to the previous decades. Steyn and Wolhuter (2014) state that compared to the education system before 1994, the Department of Education in South Africa was highly centralised, with all control and power held by the national education ministry. Twenty (20) years down the line, the department is greatly decentralised, and this is coupled with greater autonomy, more accountability for schools and learner attainment. The decentralisation and greater autonomy in school leadership are also being coupled with broader responsibility for contributing to and supporting the schools' local communities, other schools and other public services (Steyn & Wolhuter, 2014).

The report argues that to meet the educational needs of the 21st century, the principals in primary and secondary schools must play a more dynamic role and become far more than an administrator of top-down rules and regulations. Schools and their governing structures must let school leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their schools. These recommendations flow from a field of education that has recently experienced a fundamental change in its philosophy of administration and even in its conception of schools as organisations.

Bedden (2006:6) asserts that school leaders are not surrogate parents, even in their role of in 'loco parentis.' He argues that they are officials of the state. This then necessitates the need for school principals to understand policies and procedures regarding the management of school discipline in secondary schools. In fact, this is a requirement that cannot be negotiated. According to Militello, Schimmel and Eberwein (2009), the principal plays a critical role in legal literacy in the school. However, Brabrand (2003) claims that principals have an inadequate amount of legal knowledge. This does not bode well for future school discipline as litigation continues to be a critical challenge to school principals. The 21st century is consumed with learner rights coupled with high levels of litigation both in South Africa and

abroad. According to Smit (2012), there have been 13 learner discipline cases of litigation since 1994 in South Africa. Lewis (cited in Hymowitz, 2000:2) eloquently warns that “If you have a law, you’d better have a policy.” Educational policies are mediated to school principals in different forms, namely legislation, rules and regulations, directives, circulars, memos and more recently, examination instructions.

2.5 Challenges of Women Principals

Ntaka (2013) found that women in many African societies typically face more disadvantages and exploitation than men. They must cope not only with poverty and underdevelopment; but are also subjected to deep-seated patriarchal attitudes and practices (Manyak & Katono, 2010). This is evident when Williams (1992) argues that women all over Africa live under challenging conditions, especially rural women, as they experience similar customary, traditional and social treatment. Rural women work very hard, and their contributions to development are enormous, yet they are not recognised or valued. Mfugale (1994) also raises that women are discouraged from striving for literacy, although they still need the education they were denied during their early years. Women still face barriers to fully reaping the benefits of literacy classes because of gender-related problems, which is based on cultural and religious practices of not mixing men and women (Mfugale, 1994).

Muchenji (1994) found that 70% of Zimbabweans live in rural areas and most of them are women who lack knowledge and skills that could improve their self-sufficiency and general quality of life, as well as skills that would ensure their participation in developmental activities. Cultural and traditional attitudes demand that women marry to bring income to the family through the bride price, while men were educated (Muchenji, 1994).

The situation for Ugandan women is not different. For example, there is a strong belief in patriarchy in Uganda whereby the girl child is always subjected to their father and later married and subjected to their husbands; there is never a point in their lives where women are independent, strong-willed and decisive in their decision-making. This is due to the notion that there is little to no decision-making power assumed to girls or women. Furthermore, to this, Africans’ love for children is well known and documented. Because of this, the love of boy children is greater. This is because there is the belief in the African culture that the boy child continues and builds the name of the family and the father, while the girl is subject to

marriage and therefore girl children are not as praised. Further, it is unusual for a woman to be granted inheritance as it is supposed to follow the patrilineal line. Female subservience such as kneeling while greeting one's father and husband in many areas of Uganda, not making eye contact with elders and the state of naturally being submissive towards the father, husband and all other senior men within their context, is an accepted custom by most men and women in the Ugandan society (Manyak & Katono, 2010).

The situation is no different in India. Ottinger (2002) suggests that culture and tradition militate against women post-primary education opportunities. All of this reveals the extent to which cultural problems are more pronounced for rural women. This is shown by the fact that less than 1% of eligible rural women enrolled for higher education (Ottinger, 2002). Naicker (1994) also reveals that tradition has an impact on rural women; that is, women in Africa live under challenging conditions. The husbands, particularly in the African context, control and contain their wives because to them, women are their source of production and reproduction (Naickler, 1994).

South Africa's education system is one of the most well-funded education systems in the world, but unfortunately, low performance and lack of quality have been well associated with this system. Compared to other education systems of the world, this country does not compare favourably especially in those developing African countries (CEPD Report, "Challenges facing education in South Africa", 2012). The problems within the schooling system are still huge, and well-written documents are produced and publicised on regular basis yet nothing concrete is done. Challenges in inadequate teaching staff, underqualified teachers and poor teacher performance seem to be one of the significant obstacles in the education sector.

Brouwer (2014) maintains that there is inadequate support for learners especially those in the remote African communities as the culture of learning is distorted. This could be associated with the scarcity of resources, the geographical area and the struggle to recruit and retain highly qualified educators. Many communities discourage learning and challenge and destroy teaching and learning facilities because such communities have not yet seen any positive yield of education.

The following sub sections highlight the various challenges relating to leading and managing schools:

2.5.1 Discipline in Schools

Discipline is a fact of life, a normal part of the process of growing and developing and therefore, a normal part of the classroom experience. All children begin life not knowing any of the life skills of self-control, and they need to learn them to become independent, responsible, happy and well-adjusted members of society. Discipline is a crucial aspect of educators and learners' lives in the classroom. It is a way through which learners' academic, personal and social growth can be promoted (Oosthuizen et al., 2003). In the past, corporal punishment was administered in South African schools as a lawful means of disciplining learners. However, in terms of the relevant sections of the Constitution, corporal punishment has been declared unconstitutional and was banned in schools (Department of Education, 2000).

In a book titled 'Multicultural Education: A manual for South African Teachers' by Lemmer, et al. (2014), the following have been found to be critical common causes in learner ill-discipline in many South African schools:

- Inexperience and ignorance.
- The developmental stage of learners.
- Curiosity.
- The need to belong.
- The need for recognition.
- The need for power and control; and
- Anger release (Lemmer, et al., 2014).

These challenges can be attributed to the rise in the number of discipline challenges schools have encountered in recent times. Pupils slap, stab, threaten and throw chairs at teachers, and there is little or nothing that is done as punitive measures to ensure teacher safety, whereas learners are heavily protected by numerous policies, laws and legislature.

News24 (2017) found that teachers fight schoolboys over schoolgirls, while female teachers are sexually harassed by the boys they teach. These are the same boys who have had sex with

other women teachers. The cause of some of these encounters for teachers has been attributed to age. The age factor is applicable to both the teachers and learners.

Armstrong (2015) found that in the past five years, there has been an increase in the number of teachers younger than 25 years of age. These educators are not only young but look young and sometimes act and behave in the same way as their students. There is a challenge from learners in perceiving the authority of such educators. The learners' age has also become an eye-opener. Some schools in individual provinces still having learners that are way above the average school going age, still attending school. These learners tend to become problematic in the sense that they believe they are old and therefore no one can tell them what to do.

The ban of corporal punishment was one of the significant achievements of the new democratic dispensation. However, there were no actual alternatives in ensuring sound discipline by teachers in schools, and hence learners started undermining the authority of their educators. Discipline often poses a significant challenge in schools today because of the pressures society has imposed on individuals and families. The effects of drug abuse, spouse abuse and neglect, community and media-generated violence, and poverty and single parenting reverberate in schools (Marlyn & Grootman, 2004). One of the significant contributors acting as a determining factor influencing the learning environment in South African education is the behaviour and conduct of learners. The education system is one which is still struggling to create and maintain a positive culture of teaching and learning, and ill-disciplined behaviour can distort all efforts intended to restore or create this culture (Swart & Phasha, 2011).

Andrews and Taylor (2000:1) point out that learners who misbehave tend to perform poorly in school and tend to be absent frequently from school. They further state that "in addition, discipline at school is correlated with learner absenteeism". In recent research in South Africa related to school discipline, Moloi (2002:2) mentions that "the learners lost culture of respect and trust towards the educators". Learner safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by fellow learners (Rossouw, 2012). According to a study by the SAIRR, when South African pupils were asked whether they felt safe when they were at school and whether they had experienced incidents of stealing, bullying and injury to themselves or to others, only 23% said that they felt safe

(South Africa: School safety influences literacy rate (2008:1). It also seems that violence and crime are not limited to either high or primary schools. A Western Cape Survey by Eliasov and Frank (2000:5) revealed that violence and crime are endemic to both primary and high schools, incidents of theft, vandalism, burglary, bullying, verbal abuse and assault with a weapon were reported in the researched schools. These types of disruptive behaviour must undoubtedly have a definite adverse influence on the maintenance of discipline. In another study, it was reported by Finsterlin (as cited in De Wet, 2003:90) that approximately 50% of all reported crimes in South Africa are committed by youths between the ages of 14 and 18 years of age. Therefore, it was deemed appropriate to include primary as well as high school learners from Grade 7 to Grade 11, a range that caters for this age group.

From another point of view, De Wet (2003:95) examined the perceptions and experiences of educators regarding safety at their schools, and from the educators' responses in the Eastern Cape, it was found that the environment in which the schools were located constituted a problem regarding safety. Some potential problem areas were identified, namely the school grounds, empty classrooms, parking areas, and learner bathrooms (De Wet, 2003:95).

It was also reported in this study that even though many educators try their best to maintain discipline in their classes, several teachers are finding it hard to enforce discipline, and complain that learners are unruly, disrespectful and have a "don't care" attitude towards their work. De Wet (2003:95) further reported that in some of the researched schools, the educators complained that they often found themselves in classroom situations where they could not handle certain behavioural problems (Smith, 2012).

2.5.2 Patriarchy, Bias and Stereotypes

By the middle of the 21st century worldwide, many teachers were female while much of school principals were male and there were fewer male teachers in primary schools as it is with female educators in secondary schools (Reynolds et al., 2008). According to Gaziel (2003:475-486), in Canada, there had been only 11% of females appointed in the principalship positions by the end of 2000, regardless of the Affirmative Action policies put in place. Found in Pont et al. (2014:4-7) in the OECD Report, there is a consensus that in Malaysia, only 22.8% of the secondary school principals are female. Although such a situation is better in the American and European countries, China and Africa still have

meagre numbers when it comes to female school principals especially at secondary level (Jansen, 2012).

Choge (2015) concludes research within the Southern hemisphere on women leadership and management within the education context and notes the following as prevalent perceptions on women managers especially within the educational domain. Firstly, children of working women are neglected due to the elongated working hours and extensive workshops and constantly training. The marriages of women managers are neglected due to time constraints. Furthermore, women without children or those with grown-up children are more competent than those with children or younger children. Lastly, women lose their femininity when they are appointed as managers this is caused by the notion that most management positions require a certain level of assertiveness and it is often a characteristic associated with male managers. All these factors are viewed and widely accepted especially within the African domain as they agree to the African philosophy of life.

In South Africa, multiple studies have been carried out by various academics, including, but not limited to, Ngcobo (1996) and Moloi (2008). Most of these studies focused their research on secondary schools and mostly within urban to semi-rural communities. These studies lack a variety of ethnicity, looking at what are the perceptions of women within each ethnic group on both educators who have worked with female school principals and those who have not. Jones (2002:7-34) states that schools are currently undergoing monumental challenges as they evolve from monocultural non-diverse contexts to ethnically diverse, multilingual and economically more impoverished children. Due to this statistic, leaders must possess administrative skills to mobilise a diverse teaching staff, so children will succeed academically. The diversity in schools is a worldwide phenomenon that is rapidly increasing due to urbanisation, immigration and better job opportunities (Jones, 2002). Ill-disciplined learners, teachers undermining authority and the community's belief, or lack thereof contribute to many influential, duly qualified female educators not pursuing the position of school head, especially at secondary schools. In South Africa, most schools are based in rural communities, and this is exacerbated in the North-West Province, with over 90% of the province classified as rural (Chittoor & Mishra, 2016).

Schools are organisations and organisms that do not exist in a vacuum but exist within communities that have cultures, customs, and traditions (de Bruyn, et al., 2016:90). Due to this fact, many, if not most beliefs of the community are cascaded to the school level through learners and parents. Many children in the province and the country believe that the authority in the household is held by the father of and because of that, the mother in the house becomes a subordinate to the discipline authority of the father (Tabane, 2014).

Zulu (2011) discusses that women leadership and management are receiving growing attention in the recent years, and regardless of this, there are adequate studies investigating the way women construct leadership and management in the education sector. Findings indicate that female leadership is characterised by strong communication and interpersonal skills; information and power-sharing; professionalism and integrity; servant leadership; participatory, collaborative, androgynous and transformational leadership styles. These findings illuminate women's ways of leading and provide a basis for further research into how these ways can be optimally used for the benefit of the education sector (Zulu, 2011).

2.5.3 Perceptions of Women Principals

The past decades in South Africa and the world at large has seen the segregation of women from the public presence, economically exploited and forced into motherhood. Through the lens of culture, the responsibilities associated with child upbringing, household chores and family bonds remained the preoccupation of women while men on the other hand held paying jobs and were providers of the household. The escalation of women in climbing the corporate, government and traditional affairs ladders affected such women drastically in most cases if not all as there was a challenge in striking a balance between family life and leadership roles (Naidoo & Perumal, 2014).

Van der Westhuizen (1997:545) asserts that because of their gender, the internal and external challenges that women encounter is often misconstrued as women's ineptitude to assume leadership positions. Although there are convincing grounds for equal representation of women in leadership, progress towards achieving this goal has been slow. There is often scepticism as to whether women are indeed, 'leadership material'. The observation was made at the United Nations 4th World Conference on Women, held in Beijing in 1995 that women were significantly marginalised in most government ranks (Van der Westhuizen, 1997). Prior to 1994, gender discrimination was also evident in the South African education sector.

Different subject specialisations offered to teachers, salary scales of educators and the dismissal of married women or women who intended to marry characterised discrimination in the teaching profession. The profession, therefore, became problematic regarding gender equality. Jansen (2012) in line with the Bill of Rights and the Constitution of South Africa (RSA, 1996a), says The Employment Equity Act 55 of 1998 (RSA, 1998b) was enacted to achieve equity in the workplace through the implementation of Affirmative Action by 'promoting the employment and promotion of individuals from previously disadvantaged backgrounds (RSA, 1996a).

Although there have been notable policy efforts to address these imbalances; in practice only, a small number of women have currently been appointed to leadership positions in the education sector.

The way women are perceived cultural and historically as well as barriers from home are some of the challenges preventing women from perusing advanced or higher positions in the workplace Moorosi (2010). Women tend to be well associated with the roles of looking after children, husbands and the home at the expense of their career advancement and their perceived role in the family is driven by conformity with social norms and stereotypic gender roles that promote patriarchy (Chabaya, et al., 2009).

Women managers have additional difficulty in performing their management roles because of the conflicting attitudes and stereotypes regarding what it means to be a manager. Women who are managers and have children, therefore, straddle the dual words of parents and working and are usually unsuccessful in balancing the two (Moorosi, 2006). Grove and Montgomery (2009) also agree by adding that women in leadership positions work more hours that conflict with family responsibilities and that they are reluctant to relocate.

Some writers perceive the under-representation of women principals because of the male-dominated power structure and relations in schools (Coffey & Delamont, 2000; Morris, 1999). Van der Westhuizen (1991) defines power as the ability to and the way an educational leader executes his authority. However, Pillay (2005) reveals a different concept of power.

He claims that a democratic concept of power means that one can achieve ultimate power by giving it to the people who are led. People have the wrong impression of power as if controlling and managerial capability requires physical appearance or power. Pillay (2005) further contends that the notion of what was feminine and masculine leads to the division of labour. The power structure and relations to schools not only reproduce male dominance in educational administration but also hinder the leadership opportunities of many women (Oplatka & Hertz-Lazarowitz, 2006). As leadership positions are dominated by males, they end up recruiting another male in principal's positions. The impact of power structure is worse in interview panels that are mostly dominated by the males. Therefore, this disadvantages female applicants due to the conservatism taking place in principals' appointments (Evetts, 1994).

According to Gordon (1997), many rural people in former homeland areas still leave economic and social decision-making to males, and this result in unequal and distorted access to markets, social services and opportunities. Due to this, the perceptions of people living in an area is then cascaded to all the spheres of the community, including but not limited to, churches, schools and the traditional council. School management particularly that of secondary schools, as a result, is still perceived as not a woman sphere of operation (Angrist & Almquist cited in Bhalalusesa, 1998).

There is a generic and distorted image that depicts women as inferior to their male counterparts. There is a perception that women are incapable of managing and leading an organisation, structures or people where males must be subordinates. Culturally, the above notion is accepted to be accurate, women just cannot oversee men. The rural communities, for example, mostly believe that there is no voice or law which can be above their culture (Gordon, 1997). This leads to confusion of traditional leadership and democratic governance, socio-cultural and political spheres. While South Africa is acknowledging the rights, the women have as stipulated in the Constitution of the Republic of South Africa (RSA, 1996a); this somehow contradicts one way or another with what is culturally entrenched. In these contexts, democracy is somewhat forced because in as far as culture is concerned, women are still seen as human beings who do not have the potential and capacity to lead and occupy previously male-dominated positions.

This is confirmed in the discussion document of the African National Congress for the 52nd National Conference in 2007. In this document, it was stipulated that the values and culture, the attitudes and traditional practices and all the unequal power relations between men and women must be systematically changed. That led to a resolution of 50/50 representation of women and men in all structures of leadership and management (African National Congress, 2007).

It was found that women who get into management positions because of these laudable policy changes are subject to pressures and experiences that are not experienced by men Ozgar (1993). Black women in management positions in schools, while sharing some of the same experiences as other women managers, are subject to other experiences that are unique to themselves. This is also supported by Adler, Laney and Packer (1993) on the issue that experiences of women managers in schools were different from those of men managers.

Within the African context specifically, five clusters of work-related problems confront female school principals. Although these problems are not exclusive to female school leadership, they manifest in a specific way for female school principals due to preconceived gender bias. These clusters of problems relate to the following:

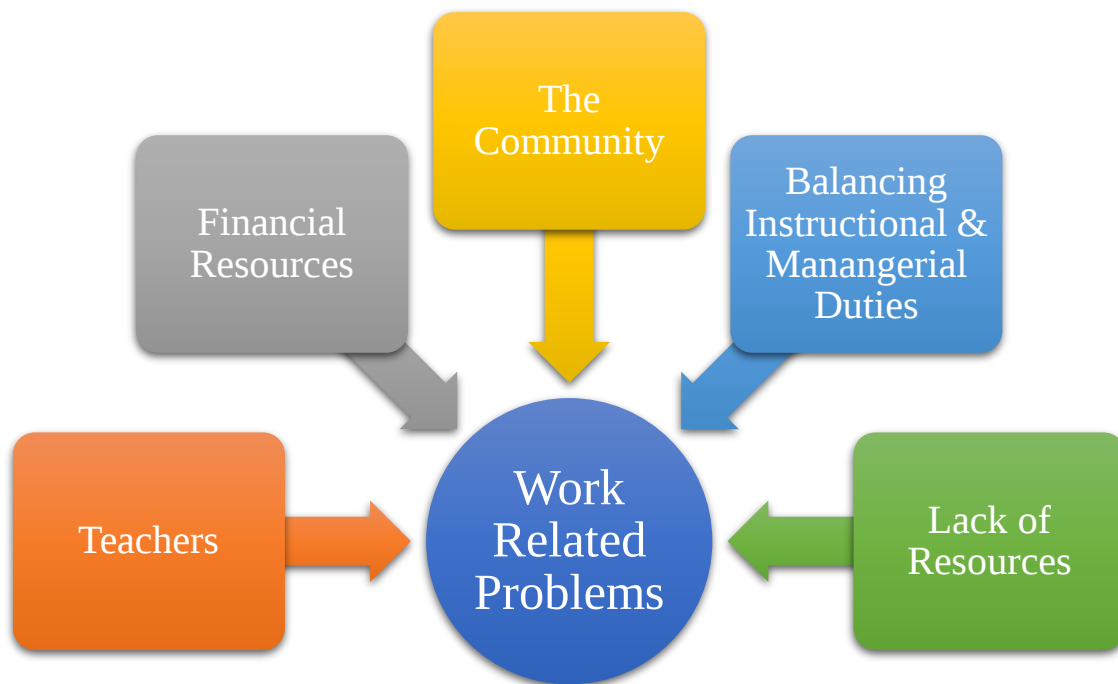


Figure 2: Clusters of Challenges in Schools

Source: (Mnisi, 2015).

In a chapter by Mampe (2014) it was found that teachers are the essence of the school mainly because without them, there is no effective and efficient learning and teaching taking place. This translates to the notion that teachers are essential in schools and because of this, there needs to be a harmonious working relationship between the teachers and the principal. Mnisi (2015) found that teachers tend to become a huddle towards principals and such negative behaviours are worsened in rural schools especially those managed by female principals. Resources are often lacking in rural schools as many of them are regarded poor and through the department of education's demarcation system, such schools are either classified within the educational quintile 1,2 or 3. Schools in these education quintiles do not collect fees from learners or parents but completely rely government's subsidy which comes with numerous regulations, rules and procedures. These challenges make the work of the principal in a rural school much more complex and complicated.

The ANC (2009) raises the fact that post-1994 women have made significant advances in the areas of political representation and decision-making at all levels of society. Currently, for example, South Africa has more than 40% women representation in the executive (cabinet) and 41% in the legislature. It also has 29% of women in top management positions in the private sector and is above the international average of 22%. Moreover, to this, Booysen and Nkomo (2010) stipulate that Black women are notably different because of their

disadvantaged background. Due to this, they tend to present a unique standpoint in which many may learn a thing or two in terms of management, especially in dire situations. On the account of women suffering injustices during the apartheid era in South Africa, there is a discovery that notes the distortion of the image of women by women, meaning that, because women have become submissive and always subordinates of men, especially in the deep-rooted and tribal communities, women too tend to think that indeed they are subordinates. The evidence of this can be seen in the way mainly Black women raise their girl children in comparison to the boy children.

In a study conducted by Mutekwe and Modiba (2012) it sought to unpack the varied facets embedded within the Zimbabwean school curriculum which channel girls not only into pursuing different subjects at school but also following career fields that were traditionally associated and stereotyped as feminine. One of their significant finding indicated that in Zimbabwe, there are fewer women than men teaching Sciences, which makes girl learners intimidated and opting to do 'easier' subjects such as Hospitality studies, Shona and English. The other significant influence is that women teachers have a distorted image of girl learners attempting to do 'harder' subjects such as Accounting, Chemistry and Engineering. On their observation, they again discovered that there were fewer men teaching subjects such as Home Economics, Typing and Shorthand, which are predominately considered to be feminine subjects (Mutekwe & Modiba, 2012).

Female leaders are effective in communicating with others, and they use simple communicating styles (Damons, 2008). Kgomo (2006) agrees and observes that women principals have a good command of communication and conflict management skills and they maintain healthy relationships in the school environment. This means that female principals can solve problems and challenges through effective communication. Thakathi and Lemmer (2002) highlight that women principals are consultative and considerate in their communication because they give others the opportunity to participate in discussions. The female principals can inform the teachers of everything that is taking place and engage them on the issue of discussion. The female principal is willing to listen to others, is friendly and approachable, and able to communicate things with a smile, whether the opinions are positive or negative. Paulsen (2009) concludes that women run more closely-knit schools than men do and communicate better with educators and that they have softer approaches to management

and keep more in touch with what is happening with the educators in their classes. Women leaders can apologise if there is a misunderstanding (ibid). Damons (2008) also observes that women in their communication have a good sense of humour and the ability to confess to making mistakes, and they care about the wellbeing of staff-members, learners and parents.

2.6 Theoretical Framework

The significant aspect relating to theoretical framework is that having a theory helps the study identify the limits to generalisations that are commonly made. The theoretical framework adopted for this study is the feminist perspective by bellhook (2000) whose main tenets revolve around the need to deconstruct the patriarchal hegemony typical of social institutions in many parts of the world (Mutekwe, 2012). Feminism thus aims to understand the nature of not only gender inequality but also the politics of patriarchy (male domination) or challenges women experience at the hands of men (Meena, 2004). It does so by examining women's social roles and their lived experiences in the social institutions in which they are embedded (Mutekwe, 2013:77). Generally, there are three dimensions of the feminist perspective: radical, liberal and Marxist-socialist feminism. Each of these dimensions is discussed in the subsequent sections.

Feminism cannot be separated from the field of educational leadership and management as it has been found that gender inequalities have entered, structured and perpetuated themselves in the field of education. Young and Skrla (2003:1) maintain that feminism has shaped many changes that have taken place in the field over the last few decades. This is so much so that more recent studies in female leadership allude to the lack of interest in gender studies by younger women who believe that they are no longer relevant (Sherman, et al., 2010). Much has been researched in the field of feminism and leadership, and a common thread running through many studies is the androcentric perspective that dominates most leadership theories and practice (Shakeshaft 1995: 140). It is, therefore, essential that the terms associated with feminism and educational leadership and management be defined. According to Epp, Sackney and Kustaski (1994) androcentric can be defined as treating the male experience as the norm while female experiences are treated as inferior. Shakeshaft (1995) suggests that leadership has been viewed and shaped through a White, male lens. What is surprising though is that her suggestion has unfortunately been mistaken as being the universal reality. Accordingly, 'universal reality' in the context of educational leadership refers to the given

notion by some scholars; Eicher-Catt (2005: 18) who claim that a “leader” is a male-identified concept. Gill (1997: 29) believes there is a given assumption by many scholars that men should be the administrators.

Furthermore, according to Gardiner, Enomoto and Grogan (2000: 1), the dominant culture of educational leadership is informed by White, male norms while Blackmore (1999) argues that it is a common belief by many that the “White male” represents “good leadership” and the “colour of competence.” Blackmore (2008) seems to agree with Gardiner et al. (2000: 1) and Blackmore (1999) when she argues that school leadership is dominated by White male leaders. In fact, Blackmore (2010: 2) maintains that while there is a strong need to diversify leadership and organisations, racial and gender-specific paradigms of leadership continue to resurface as the dominant practice. Conversely, Blackmore (2006) advances the idea that the presence of women in school leadership is more in-tune with a democratic society, productive economy and an inclusive social life that clearly represents the current global societal needs which all nations are aspiring to.

2.6.1 Feminism

Hooks (2000) identifies feminism as that theoretical framework in which it seeks justice for females and to eliminate gender inequality. This is the most suited theoretical framework to underpin the study as it seeks to focus on the neglected gender and encourage women’s emancipation, especially in the rural, ethnically bound and mostly tribal communities. Further to this, Hartmann (2003) postulates that feminism holds that women are not treated the same as men and that there is a necessity to encourage justice and the liberation of women. It is assumed that if women are treated in the same way as men, this would have an influence in allowing effective school management (Oplatka & Hertz-Lazarowitz, 2003). The reason the study underpins this theory is that what has been consistently identified happening in secondary schools today can better be understood from the perspectives of the feminist theory. The feminist theory seems to provide an explanation as to why women are underrepresented in principal positions in education mainly in secondary schools (Hooks, 2000).

According to Acker (1994: 43), feminism is a “multifaceted and complex” concept. Although complex, the deceptively simple premise of feminist ideology is the goal to advance the

status of women. The common thread in feminist theory seeks to illuminate how male domination stifles, ignores and resists female contributions to education (Grogan 1999: 274; Blackmore & Kenway 1993: 9; Brunner & Grogan 2007: 5; Shakeshaft 1995: 86; Gupton & Slick 1996: xxvi). In fact, Spender (cited in Acker 1994: 51) argues that whatever we 'know' in the guise of 'human' knowledge is a testimony of male decisions.

Blackmore and Kenway (1993: 9) argue that there are still high numbers of individuals who still believe that the seniority of men and the subservience of women, unequal as it is, should not be challenged but instead be left as is. One of the reasons that could be attributed to this is that the vast number of the male population enjoy seniority positions and being authoritative and having women serve under them and at times serve them. They contend that this wilful blindness by many has informed policies and practices in education that saw and continue to see injustices levelled against women in all spheres of education. It is Blackmore (2013: 139) who argues that a feminist perspective is used as a lens in educational research to amplify the gross unjust treatment levelled against women. This perspective further attempts to reform and rethink practices in a more socially just manner. Purnell (2007) maintains that in academic feminism, we tend to explore and understand the theoretical underpinning of oppression while providing knowledge on its sources and solutions.

Although with genuine intent by both Blackmore (2013: 139) and Purnell (2007), reform and solutions to the plight of female principals remain a challenge. Blackmore and Kenway (1993: 9) argue that feminist scholars have produced a wealth of evidence to highlight female oppression in education, but to date, there is little agreement by scholars in the field on how best to interpret the evidence as being conclusive. In fact, they state that many refuses and oppose any policy designed to ensure gender justice. Kgomo (2006: 81-82) draws our attention to the large amount of research that has been done to free women from societal oppression while Blackmore (1999: 51), Young and Skrla (2003: 1) and Gaby (1994: 52) still maintain that feminism, as a broad perspective in research is dynamic, evolving and, is open to re-examination.

Feminism as a theoretical framework has within itself theories that emanate and belong to this theory. For the sake of this study, only four out of the plethora that already exists are examined, and these are:

1. Liberal Feminism.
2. Radical Feminism.
3. Socialist Feminism; and
4. Black Feminism.

2.6.1.1 Liberal Feminism

Wolff (2007) defines liberal feminism as one of the earliest forms of feminism, stating that women's secondary status in society is based on unequal opportunities and segregation from men. Emerging out of the abolitionist and women's movement in the US, this body of feminism focuses on eliminating gender inequality. The basic beliefs are grounded in liberalist philosophical traditions, as well as French and British feminist theory. Society consists of individuals who are equals and therefore all people must have equal rights. There is a clear division between the role of the state (public) and individual freedom (private). Liberal feminists create change by working within existing social structures and changing people's attitude

The liberal feminists attempt to seek for equal opportunities, and their core aim is to improve the condition of females as a whole (Hartmann, 2003). Such feminists aim at eliminating all the barriers to education that causes inequality among women as a disadvantaged gender from working towards their fullest potential (Grogan, 1996). It fights against sex stereotypes and sex discrimination and advocates for equal opportunities (Hooks, 2000).

This study is based on liberal feminist because of its focus on women who do not enjoy all the human rights enshrined in the Constitution of the Republic of South Africa (RSA, 1996a) ;and therefore, are arguably not free; women do not seem to be recognised by society as being capable of being appointed in leadership positions such as the principalship. Furthermore, this theory is useful in this study because it encourages female deputy principals, DHs and even PL 1 teachers to see themselves as capable, effective and competent managers in schools and who qualify to be principals or occupy any other senior managerial position. This theoretical framing was preferred because female educators have for so long been deprived of senior positions of principals especially at secondary school level due the inherent biases and unjust prejudices they suffer in the hands of their male counterparts.

Therefore, it is important to explore and gain insight about what is taking place in secondary schools and understand what makes women educators to be underrepresented in senior positions such as those of principals as policy prescribes. Liberal feminists strive for equal opportunities and present Affirmative Action as a significant approach to developing the position of females (Coffey & Delamont, 2000).

However, it is worth noting that the realisation of equal opportunities is hindered by factors such as gender stereotypes, and these are based on the grounds which suggest that the division of labour is not gender-neutral (Calas & Smircish, 1996).

Women's unequal treatment is unfair and must be remedied if the objectives of liberalism are to be achieved in society, especially in the southern hemisphere. Liberal feminists appeal to the central values of liberty, equality and fairness for all to justify women's rights (Grogan, 1996). Liberal feminists believe that access to equality in education and school management positions should be provided equally for both sexes. Any laws that inhibit equal rights of men and females to participate in school management must be banned (Msane, 2007).

Liberal feminism as an individualistic form of feminist theory focuses on women's ability to maintain their equality through their own actions and choices (Marilley, 1996). As a result, female school leaders who subscribe to the views of liberal feminists would draw from its emphasis on making the legal and political rights of women equal to those of men (Mutekwe, 2013). Given that liberal feminists hold the false belief that women are, by nature, less intellectually and physically capable than men, some women school leaders would seek to prove this assertion wrong in their course of duty as school (Marilley, 1996). The above view, which tends to discriminate against women in the academy, the forum, and the marketplace would thus be refuted as they work towards defying it as an odd. Notwithstanding the view that liberal feminists believe that female subordination should be rooted in a set of customary and legal constraints that block women's entrance to and success in the so-called public world, they would continue to strive for sexual equality via political and legal reform in their school organisations (Meghan, 2014). The goal for liberal feminists in the late 1800s and early 1900s was to gain women's suffrage under the idea that they would then gain individual liberty. They were concerned with gaining freedom through equality, putting an end to men's cruelty to women and gaining the freedom to opportunities

to become full persons and full leaders (Meena, 2004). Believing that no government or custom should prohibit the exercise of personal freedom, some female school leaders would cling to their positions by adopting such views as those of notable liberal feminists, Mary Wollstonecraft, Judith Sargent Murray and Frances Wright who advocated for women's full political inclusion in many social institutions (Ritzer & Goodman, 2015). Perhaps female school leaders in South Africa also need to do as happened in the U.S.A. where liberal feminists worked for the ratification of the Equal Rights Amendment or Constitutional Equity Amendment, in the hope it was to ensure that men and women were treated as equals under the democratic laws that also influenced important spheres of women's lives, including reproduction, work and equal pay issues (Meena, 2004). Other issues important to liberal feminists include but are not limited to reproductive rights and abortion access, eradication of sexual harassment, fair education and compensation, affordable childcare, health care and bringing to light the frequency of sexual and domestic violence against women at work. A focus on the aspects would help more women desire to be in leadership positions and be more recognizable than they are (Mutekwe, 2013).

Critics of liberal feminism argue that its individualist assumptions make it difficult to see the ways in which underlying social structures and values disadvantage women (Meghan, 2014). They argue that even if women are not dependent upon individual men, they are still dependent upon a patriarchal state. These critics believe that institutional changes like the introduction of women's suffrage are insufficient to emancipate women (Meighan, 2014). One of the more prevalent critiques of liberal feminism is that it allows too much of its focus to fall on a metamorphosis of women into men, and in doing so, disregards the significance of the traditional role of women (Mitchell, 2013). Liberal feminism focuses on the individual, and in doing so, discredits the importance of the community (Mitchell, 2013). A historical critique of liberal feminism focuses on its racist, classist and heterosexist past (Marilley, 1996).

One of the leading scholars who have critiqued liberal feminism is radical feminist MacKinnon, an American lawyer, writer and social activist (Meena, 2004). Specializing in issues regarding sex equality, she has been intimately involved in the case regarding the definition of sexual harassment and sex discrimination (Mitchell, 2013).

Among other leading scholars, she views liberalism and feminism as incompatible because liberalism offers women a piece of the pie as currently and poisonously baked. Other critics such as black feminists and postcolonial feminists assert that mainstream liberal feminism reflects only the values of middle-class, heterosexual, white women and has largely ignored women of different races, cultures or classes (Mutekwe, 2013). Other critics of liberal feminism also claim that its individualistic assumptions make it difficult to see the ways in which underlying social structures and values disadvantage women. They argue that even if women are not dependent upon individual men, they are still dependent upon a patriarchal state. These critics believe that institutional changes like the introduction of women's suffrage are insufficient to emancipate women (Meghan, 2014).

Through liberal feminism theory, the study attempts to deconstruct the belief inherent by panellists in selecting principals as leaders which often is underpinned by the concept of hegemonic masculinity Connell, 1995. Hegemonic masculinity refers to a particular set of practices and societal norms that are seen as 'masculine'. Grummell, Devine and Lynch, (2009) found that such hegemonic masculinity beliefs are often inherent and tend to be a major determiner in the assessment of possible candidates for the principal position. It is therefore important that such study is conducted and the value system in relation to school leadership and management is thoroughly scrutinised and functional methods of appointing principals is developed. The next section focuses on radical feminism, which is different from liberal feminism.

2.6.1.2 Radical Feminism

Radical feminists view women as biologically not as strong as men (Coffey & Delamont, 2000). There are two essential concepts within radical feminism (Weiner, 1994). The first one is patriarchy and the second is the universal oppression of women. Patriarchy is described by Weiner (1994) as historical dominance of men over women. Universal political oppression of women projects men as the oppressors and women the oppressed. These dynamics may have a bearing on how women are viewed and respected in leadership positions as they give pointers to the nature of the challenges that women are experiencing in schools. Reynolds (2003) concurs with Weiner (1994) who argues that radical feminism views the oppression of females as the most fundamental form of male domination and that patriarchal power rests on the social meaning given to biological sexual differences between males and females.

Whitehead (2009) argues that one site where men have been and continue to be at the centre is education management.

This centrality is marked both by men's numerical dominance and a masculinity organisational hegemony (Grogan, 1996). Hence, one may argue that a female manager's experiences are due to male domination, and females must perform their management duties in the way that impresses men. However, Reynolds (2003) notes how this puts female managers under pressure to practise their management in ways that are acceptable to men rather than developing their own unique styles that draw from female experiences. A school is an organisation which requires harmony and good relationships to be successful, yet they are used as an oppressive political factor for perpetuating and conveying stereotyped images that prevent women from climbing the management ladder (Mukasa, 2008). It is not surprising that if some members of staff are to be dominant over the others, it usually causes tension, mismatch and resistance, and therefore undermines the effectiveness of women in carrying out their duties. Male educators tend to despise working under a female leader. This is due to the inculcated philosophy of patriarchy that makes them to believe that they should always occupy leading positions in society solely based on their gender.

2.6.1.3 Socialist Feminism

Chancer and Watkins (2006) note that the socialist feminist theory is founded and grounded on the issue of social class and gender inequality. Such a theory strongly believes in extensive cultural and economic actions to challenge the systems of patriarchy and those of capitalism (Oplatka & Hertz-Lazarowitz, 2003). Such a theory embraces the view that there should be equal chances for both men and women labours and recommend policies that would escalate childcare and family leave programmes and men's participation in domestic work (Nandraj, 2003). According to Nandraj (2003), socialist feminist states that capitalism and patriarchy result in women's subordination; those women are manufactures of cheap labour, and that women are subject to capitalist oppression and are economically dependent on men.

2.6.1.4 Black Feminism

The study noted that it is inadequate to discuss feminism and the entire theoretical framework of the study without explicitly outlining black feminism, which is essential in crafting and combining the framework of the study. Collins (2002) maintains that in South Africa, women are exclusively oppressed three-fold; oppressed as Blacks, as workers and as women. She

argues that this is based on the history of the country as well as their cultural background. She further explains that patriarchy plays a vital role in the sense that women are associated with private spheres and men 's defined roles are outside the family sexism; thus, patriarchy acts as a barrier between the two. Forms of feminism that strive to overcome sexism and class oppression but ignore race can discriminate against many people including women through racial bias. "Black feminists hold the belief that Black women's life experiences should not go unobserved, but need a broad analysis to redefine what it means for black women to write, express, deliberate and evaluate their life experiences against the framework of the prevalent conversations that silence them" (Collins, 2002; Phendla, 2008: 24).

2.6.1.5 Summary of Feminism Theories

The theoretical framework underpinning the study is essential in ensuring that the study follows a philosophical view and that a particular theory underpins all its structures and aspects. The project has adapted the liberal feminism perspective because the study sought to emancipate and elevate women in general and particularly in the workplace, and this is the core aim of the liberal feminist theory. Furthermore, to this, this theoretical framework is relevant as it seeks explicitly to achieve emancipation of women not only in the urbanised communities but also in the isolated and disserted communities which are often rural and without any proper support bases. The theory notices that women have been previously disadvantaged and continue to be disadvantaged only because of their gender. There needs to be a mind-shift in society, communities and especially within the workspace.

2.7 School Management and Feminism

Orr and Barber (2006) cited by Chang et al., (2008) argues that compared to the previous decades, the role of the school principal has shifted from the previous narrow focus on management to a broader scope of leading learning, reflecting the vision of building, facilitating and supporting practices of leadership to create change and continual educational improvement in accountability-defined areas. There has been enormous research conducted on the topic, and various and similar findings seem to be prevalent dating as early as the early 1980s. Shakeshaft (2001:47) found that senior educational specialists and school board members or district directors within the education context held unfavourable attitudes towards women in senior administration posts. The argument posed was that women had no

support structures readily available for them, encouragement or counselling from family members, peers, subordinates or educational institution representatives to pursue or maintain careers in administration. It was noted that it is the very same females who offer support, counselling and encouragement to their male partners and unfortunately, this is not reciprocated (Donald, Lazarus & Lolwana, 2013).

According to McTavish and Miller (2009), women have been found to dominate the education sector yet in terms of leadership and management, a clear majority of men govern and lead educational institutions. Part of the findings sought to investigate the whys and wherefores of this predicament, and in their study, they found that women tend to spend more time in class preparation, administration and work-related tasks compared to their male counterparts. Regardless of this, women tend to be reluctant and complaisant in applying for senior or managerial positions. The study found that the reason why women tend not to have an interest in applying for senior or managerial positions is that there is a generic redundancy and subservience displayed by women towards their male counterparts. Due to this, women tend not to be able to be firm, influential and strong-willed unlike their counterparts, wherein sometimes this is considered stubbornness.

Within the UK, Cole (2000:208) reported that although women in principalship positions still face challenges, their number is steadily increasing. Within the British region, Morris (2000:341) conducted a study on how students experienced women managers. The conclusions of the study stipulate that female students are afraid to speak out in class because of fear of academic and social penalties and on the other hand, male students prefer female principals as they state that they feel that female principals are more welcoming, and their approach is friendly and almost motherly (Cole, 2000).

According to Young and Skrla (2003: 1), it is through the field of feminism that one has learnt how gender inequalities have entered, structured and perpetuated themselves in the field of educational leadership. They maintain that it has shaped many changes that have taken place in the field over the last few decades. This is so much so that more recent studies in female leadership allude to the lack of interest in gender studies by younger women who believe that they are no longer relevant (Sherman, Beaty, Crum & Peters, 2010). Much has

been researched in the field of feminism and leadership, and a common thread running through many studies is the androcentric perspective that dominates most leadership theories and practice (Shakeshaft, 1995: 140). Epp, Sackney and Kustaski (1994) define androcentric as treating the male experience as the norm while female experiences are treated as inferior. Shakeshaft (1995) suggests that leadership has been viewed and shaped through a White, male lens. What is surprising though is that her suggestion has unfortunately been mistaken as being the universal reality.

Accordingly, ‘universal reality’ in the context of educational leadership refers to the given notion by some scholars (Eicher-Catt, 2005: 18) who claim that a “leader” is a male-identified concept. Gill (1997: 29) believes there is a given assumption by many scholars that men should be the administrators. Furthermore, according to Gardiner, Enomoto and Grogan (2000: 1), the dominant culture of educational leadership is informed by White, male norms while Blackmore (1999) argues that it is a common belief by many that the “White male” represents “good leadership” and the “colour of competence.” Blackmore (2008) seems to agree with Gardiner et al. (2000: 1) and Blackmore (1999) when she argues that school leadership is dominated by White male leaders. Further, Blackmore (2010: 2) maintains that while there is a strong need to diversify leadership and organisations, the White male paradigms of leadership continue to resurface as the dominant practice.

Conversely, Blackmore (2006) advances the idea that the presence of women in school leadership is more in-tune with a democratic society, productive economy and an inclusive social life which clearly represents the current global societal needs which all nations are aspiring to. According to Shakeshaft (1995: 142), feminist research on females in schools and the impact of gender on behaviour is a weak and special topic in educational research. Hall (1993, cited in Wilson, 1997: 21) tends to agree with Shakeshaft that gender is treated as a separate and marginal issue in the literature on school leadership. She further laments that female leadership is characterised by ‘armchair theorising, anecdotal testimony and a lack of empirical roots’ and she questions research methods employed in female leadership studies claiming that sampling methods are sometimes not precise, and interviews only expose the success stories of female leaders. Hall’s (1993) study (cited in Wilson, 1997: 21) would have been more convincing if she provided more scientific evidence to corroborate her argument.

Contrary to Hall's belief is Mwingi (1999: 20) who vehemently concludes that studies like hers are presumptuous and inaccurate and argues that women are defined according to criteria that do not always favour them and so result in generalisations that ignore their uniqueness.

Much research on feminism and leadership has steered towards accepting the assumption that the people-oriented style of leadership displayed by females seems to be more inviting to current leadership needs (Little, 1984: 78). Grogan (2012: 14) agrees with Little (1984: 75) who argues that female approaches are suitable for students and are "appropriate responses to the challenges" facing schools today.

Although contrary to this belief is Shakeshaft (2003: 114) who argue that feminist research has emphasised how barriers facing females have not failed to substantiate why females should not be considered for leadership positions. In fact, they aver that barriers that existed in the 1980s still exist today and that females are still overtly discriminated against in educational leadership. Eagly and Carli (2003:820) state that women should not be considered for leadership positions because they lack competence as leaders. One question that needs to be asked, however, is whether research on feminism and leadership has adequately highlighted the contributions that women have made to educational leadership? Alternatively, has research only dwelled on female dilemmas (Papalewis, 1995: 199).

The female teachers are not 'officially' barred and banned from becoming school principals or becoming part of the School Management Team such as the principalship mainly based on gender. However, unofficially, female teachers experience extreme marginalisation which prevents them from even attempting to peruse the headship positions in schools. This constitutes a challenge that formed the basis on this study. Blackmore (1999) affirms that these challenges, contrary to what the legislation and policies are saying, contravenes the code of good ethics. Such a situation has created a situation where some women have become docile and subservient in demonstrating competence in their workforces (Diko, 2007). Such subservient behaviour is perpetuated by the patriarchal society in which girl children are brought up in South Africa and the continent, Africa.

Furthermore, Morley (2013) in the stimulus paper series suggests that women and men in higher education are primarily placed differently, with differential access to leadership, and hence influencing meanings, discourses and practices. While numbers have increased in some countries, for example, in Sweden, it is indisputable that women are underrepresented in senior leadership positions internationally. Zulu (2011) discusses that women leadership and management are receiving growing attention in the recent years, and regardless of this, there are adequate studies investigating the way women construct leadership and management in the education sector. Findings indicate that female leadership is characterised by strong communication and interpersonal skills; information and power-sharing; professionalism and integrity; servant leadership; participatory, collaborative, androgynous and transformational leadership styles. These findings illuminate women's ways of leading and provide a basis for further research into how these ways can be optimally used for the benefit of the education sector (Zulu, 2011).

2.8 Barriers Hindering Women from Attaining Principalship

This section is categorised into three groups; firstly, there are intrinsic factors that hinder women as teachers pursuing the principalship position in schools, such as family attachments, low self-esteem and self-confidence. As well as internal motivation, qualification requirements, reluctance to apply for leadership positions, women turning down promotional offers, efficacy as well as the lack of managerial experience. The second group is typically termed extrinsic or organisational factors because they arise from the education system in which women work; these include the selection process, lack of transparency, age, lack of mentors, school, and school policies. Lastly, social, and cultural factors that hinder women from advancing into leadership posts are constituted by gender stereotypes, discrimination and negative attitudes

2.8.1 Internal Factors

2.8.1.1 Family attachments

Chaya et al. (2009) stipulate that family attachments have and currently are the primary determining factor which discourages women teachers from pursuing the position of school principal. Generally, women are attached to their homes and families, and because of this, their careers must fit into their lives, not the other way around. Furthermore, to this, they have

found that female teachers, if presented with the choice of either career advancement while living alone in one area compared to the same career post living with their immediate family, such teachers opted to be around their families.

Women have and still are somewhat viewed as child-bearers and homemakers. There is an accretion that leadership is primarily for men and submissiveness is then associated with women. Women in leadership tend to face a significant challenge especially from male colleagues, and it is sometimes worsened by their own female counterparts. The African perspective of women from decades ago is distorted as it views women at times as ‘objects’ to be prepared and made ready for marriage. This has been the continued practice, and due to this, education and schooling were not seen as a necessity on the girl child; instead, such a child would be taught ethical conduct, housekeeping and being subservient towards men.

The family attachment was found to be the major reason why women teachers did not apply for school headship positions. Women were unprepared to take up positions away from their husbands and children. In fact, given a choice between career advancement in places away from the family and staying with ones’ family, most women appeared to prefer the latter. As Dorsey (1996:30) explains, “from an early age, daughters are groomed for their marriage roles of wife, mother and food provider ... and they are conditioned from an early age to believe that a woman is inferior to a man and that her place is in the home”.

2.8.1.2 Self-esteem and confidence

There is sufficient research studying the esteem and confidence levels of women versus their counterparts, men. The self-definition project is somewhat different for men than it is for women, and thus men and women develop different types of self-concepts. Donald et. al, (2015) indicate that one of the core aspects of learning and language acquisition is confidence. There has been a clear link between competence and confidence that can be easily identified in children from an early age. Males tend to inherit, and exhibit characteristics associated with assertiveness, confidence and decisiveness. These are perpetuated by the immediate families and communities.

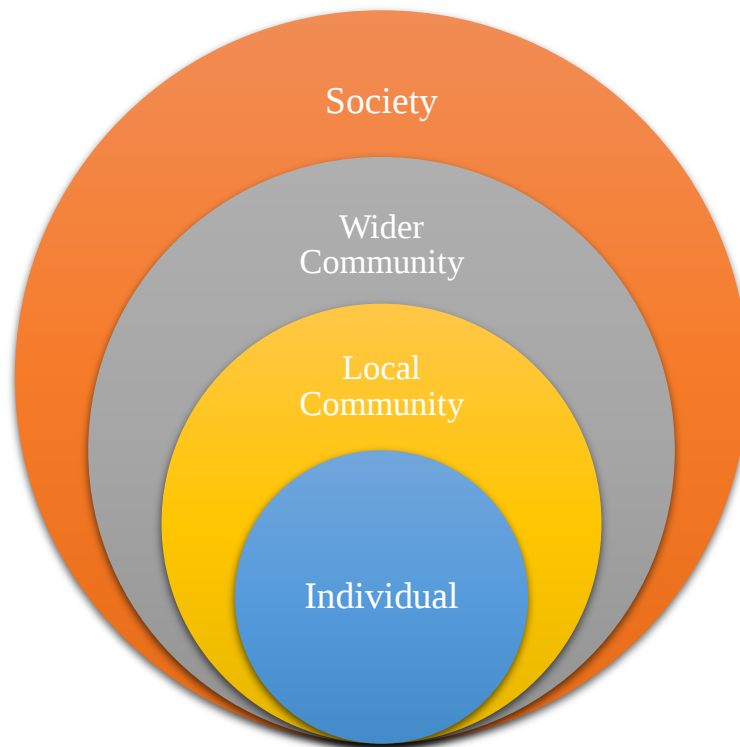


Figure 3: Levels of systems relating to education

Source: Okeke, van Wyk & N. Phasha. (2014)

According to the Department of Education (2004:13), the feeling of inferiority in women puts them in a compromised position as they allow everyone to walk all over them instead of taking charge. This feeling is also perpetuated by the way girl children are raised, how society has crafted the role and function of women and the superior dominance of boys from an early age.

It is of paramount importance for a manager to first accept him or herself because low self-esteem affects one's performance at work. Coetzer (2004:4) states that a manager's failure to live with themselves means that they will not be able to get along with others. Coetzer (2004:3) also points out that many individuals in senior positions experience significant problems with inferiority complexes and are continually trying to prove themselves at all costs. Stereotypical beliefs such as those about women's inability to be competitive and decisive and perceptions that they are often emotionally unstable continue to plague women managers (Heilman, Wallen, Fuchs & Tamkins, 2004). Women are generally viewed as unable to control their tempers and always throwing temper tantrums when expected to

manage any given situation. Women are also considered as bearing grudges and not forgetting and forgiving easily when hurt. Chisholm (2001) states that an approach that draws attention to the problem's women face as individuals, would try to affect their individual psychological factors (such as women's confidence and self-esteem) which prevent them from putting themselves forward for leadership positions. Finally, Chisholm (ibid) reports that self-esteem and confidence are common factors which impede women managers' effectiveness in their professions. A woman manager may be her worst enemy as her attitudes and beliefs about herself and others can prove to be her worst enemy. This is particularly the case if women believe that they are not good enough for the position or that any criticism is a personal attack. A feeling of inferiority makes women managers let everyone walk all over them instead of taking charge. The opposite of this, the belief that one knows it all and nobody can tell one because one is the manager, is equally destructive.

2.8.1.3 Qualifications

According to the Employment of Educators Act, South Africa (RSA, 1998), any individual qualifies to be appointed as an educator if they have a three-year qualification (REQV 13) which must include appropriate training as an educator. Although this has been the norm for several years, the Education Labour Relations Council (2008), indicated that the norm for a qualified teacher is set to move to REQV 14. This means that any teacher, to be appointed, must have a four-year qualification including teacher training. Regardless of this, the South African Council for Educators recognises the definition of a qualified teacher as one with a three-year qualification plus teacher training (REQV 13).

In a paper presented by Welch (2009), a finding was made that 13% of the current South African teachers in public schools are unqualified or under-qualified in terms of the Employment of Educators Act definition. This definition stipulates vividly that any teacher appointed initially must have a senior certificate, a three-year qualification and professional training as an educator. In terms of the proposed ELRC standards, 40% of teachers are unqualified or underqualified, and 60% of these educators are female.

This is an indication that due to varied reasons; women teachers are not able to quickly pursue their studies after their initial qualifications because of the enchants of the family and

the constant need to be within a comfortable and familiar place. Male teachers, on the other hand, are goal-driven and tend to further their studies after their initial qualification. One of the reasons for this is that male teachers tend to feel overwhelmed by the plethora of administrative and teaching roles they have to fulfil; hence they mostly have ambitions of moving up the ladder. There is also little to no sentimental value males attach to objects and people; family and relationships are not central in their lives, unlike their female counterparts. That is why it is much easier for them to hop from one environment to another.

The following stacked bar indicates qualifications of school principals per quintile:

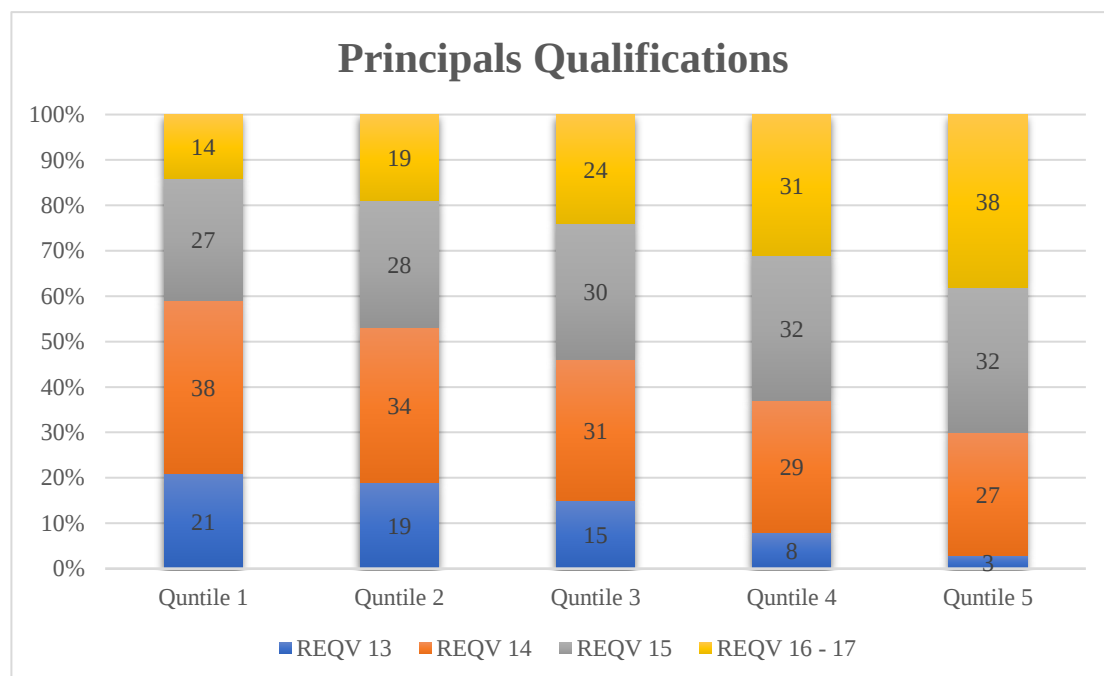


Figure 4: Principal Qualifications per Quintile

Source : DoE (2009)

There is a clear indication that principals heading schools in Quintile 4 and 5 are highly qualified and tend to be highly competent. Schools within Quintile 4 and 5 are regarded as schools which are well resourced, and there is adequate infrastructure, finance and support from the immediate schooling environment. The majority of these schools are located in suburban areas with a significant number of them stemming from the former Model C schools.

The principals in these former Model C schools are dominantly White males (52%) followed by Black males at 34% and others only accounting for 14%.

2.9 Conclusion

The chapter has extensively examined and focused on the literature related to the various management and leadership challenges women principals face in rural schools. This was achieved by critically examining leadership and management theories, challenges relating to rural schooling in South Africa. Furthermore, the researcher outlined feminism, in particular, liberal feminism, as the theoretical framework of the study. The next chapter examines the research design and methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter presented the literature already available on the management challenges female secondary schools faced in their leadership tenure in secondary schooling and the entire education fraternity. The subsequent chapter outlines the research design and methodology as well as the paradigm underpinning this study. This is done through the explicit discussion of the population, sampling techniques, data collection and measures for ensuring trustworthiness. Lastly, the chapter narrows down the ethical considerations considered when the study was conducted.

3.2 Research Paradigm

All paradigms are inevitably based upon their own ontological and epistemological assumptions. Since all assumptions are a hypothesis, the philosophical underpinning of each paradigm can never be empirically proven or disproven as each is judged on its own merits and the suitability of the philosophical underpinning in relation to the study. The various paradigms inherently contain differing ontological and epistemological overviews. Due to this, they ought to have different assumptions with regard to reality and knowledge which underpin the particular research approach.

According to Baker in de Vos et. al, (2017) defines a paradigm is a pattern containing a set of legitimated assumptions and design for collection and interpreting data. A paradigm is thus a framework, viewpoint or worldview based on philosophies and assumptions about the social world and the nature of knowledge, and how the researcher views and interprets materials about reality and guides the consequent action to be taken. A paradigm is further described by Nievenhuis (2017) as a set of assumptions or beliefs about fundamental assumptions of reality which gives rise to a world view. A paradigm or philosophical perspective can also be defined as representations of what humans think about the world. This refers to the actions towards the world, including the actions, taken as inquiries that cannot occur without the occurrence to those paradigms (Guba & Lincoln, 1985). Furthermore, Schwandt (2001) states

that a paradigm is a shared world view that represents the beliefs and values in discipline and that guides how problems are solved.

Creswell (2017) attests to this notion by indicating that research is inevitably conducted to understand the world or a particular phenomenon. This understanding is informed by one's perspective of the world, what they think understanding is and lastly what one sees as the purpose of understanding. The overall paradigm that becomes the central point of research has three significant aspects:

- Ontological assumptions.
- Epistemological assumptions; and
- Methodological considerations.

3.1.1 Ontological assumptions

Crotty (1989, 10) define ontology as the study of being. Ontology and ontological assumptions emanate from philosophy and are concerned with what constitutes reality. It is through strong ontological assumptions where the researcher needs to establish their perception of what reality is and how things really work. Furthermore, to this, Gruber (1993) alludes to the notion that the concept ontology is borrowed from philosophy and it accounts for human existence. Ontology is an explicit specification of conceptualisation.

3.1.2 Epistemological assumptions

Epistemology, unlike ontology, is mainly concerned with the nature and varied forms of knowledge (Cohen, Manion & Marrison, 2007, 7). Epistemological assumptions are concerned with how knowledge can be created, acquired and communicated; in other words, what it means to know. Guba and Lincoln (1994, 108) explain that epistemology asks the question, what is the nature of the relationship between the would-be knower and what can be known.

3.1.3 Methodological assumptions

Crotty (1998) defines a methodology as a strategy or action plan that lies behind the choice and use of particular methods. Therefore, it can be argued that the methodology within the research context is concerned with why, what, where and how data is collected and analysed.

According to Guba and Lincoln (1994, 108), methodology attempts to ask the question: how can the inquirer go about finding out whatever they believe can be known?

The philosophical view for this study is aligned to the interpretivist perspective in research. Interpretivism, also known as interpretivist approach, involves researchers to interpret elements of the study; thus, interpretivism integrates human interests into a study. Accordingly, interpretive researchers assume that access to reality is only through social constructions such as language, consciousness, shared meanings, and instruments (Creswell et al., 2015).

Asher and Herbert (2004) note that the interpretivism is associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology and hermeneutics approaches that reject the objectivist view that meaning resides within the world independent of consciousness. According to the interpretivist approach, it is important for the researcher as a social actor to appreciate differences between people. Moreover, interpretivism studies usually focus on meaning and may employ multiple methods to reflect different aspects of the issue. The interpretivist is based on two central beliefs which are, the relativist ontology and the transactional epistemology (Asher & Herbert, 2004).

Nievenhuis (2015) state that the interpretivist approach is based on the naturalistic approach of data collection, such as interviews and observations. Secondary data research is also popular with interpretivism philosophy. In this type of studies, meanings usually emerge towards the end of the research process.

3.2 Research Design

McMillan and Schumacher (2006) stipulated that research design refers to the setup of the research, the participants and data collection methods which are used. In this study qualitative research design was employed. The reason mostly attributed to the choice of the qualitative research design is closely related to the suitability to answer the set research questions. Furthermore, the rationale for qualitative research is to provide valid and trustworthy results (McMillan & Schumacher, 2006).

In agreement to McMillan and Schumacher (2006), Leedy and Ormrod (2012), define qualitative research as naturalistic; it attempts to study the phenomena of different groups of people and communities in their natural setting; it is particularly useful to study educational settings and processes. They further explain that qualitative research involves an interpretive, naturalistic approach to its subject matter; it attempts to make sense of, or to interpret, phenomena in terms of the meaning people bring to them. Qualitative research design has the following strengths on my research rather than quantitative research:

- Data based on the participants' own categories of meaning.
- Useful for studying a limited number of cases in-depth.
- Useful for describing complex phenomena.
- Provides individual case information.
- Can conduct cross-case comparisons and analysis; and
- Provides understanding and description of people's personal experiences of the phenomena (Johnson & Christensen, 2007).

The study was underpinned in the interpretivist paradigm and followed the case study research design. Oosthuizen et al. (2017) note that case study is an in-depth study of a research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often used to narrow down a vast field of research into one or a few easily researchable examples. The significant determinants that obligated the study to espouse the case study as a design method is that this research has its concentration mainly on three schools and through these few schools, the study envisaged to thoroughly examine management and leadership challenges. This means that this research is probing or inquiring on problems within the teaching, learning and management sphere that will inevitably assist and improve the way management and leadership is perceived in rural secondary schools in the province.

The case study was the most suitable as it allowed for the research to select and focus on fewer 'information rich' cases that allowed for maximum participation and analysis on the varied challenges affecting women principals in the rural schools. Against this background, the study was conducted in three secondary schools under the leadership of woman principals, respectively. Women principals' management experiences in secondary schools could not be explored through statistical and numeral analysis, but an in-depth thick

description of what exactly was taking place in their schools. This could only be achieved through a qualitative research design. The procedure I used to gather data includes several visits to the research sites. The first visit entailed for asking for permission to conduct the study on the site; the second was for clarifying some issues that participants were uncomfortable with, and the third was for the actual gathering of the data using interviews.

3.3 Research Methodology

3.3.1 Site Selection

The site of the research project was based on female school principals from the North-West Province. The reason for the selection of this site was to search for information-rich areas in which management challenges are usually neglected, and the North-West Province seemed to be one such area. The following table indicates the education district offices in the North-West Province:

District Office
1. Bojanala Platinum District
2. Dr Kenneth Kaunda
3. Dr Ruth Segomotsi Mompati
4. Ngaka Modiri Molema

Table 1: District Offices in the North-West Department of Education

Ngaka Modiri Molema district is central to the three other districts in the province and covers several small towns and villages that mostly dependant on agricultural activities and farming for survival. Rural public schools at the secondary level with female school principals were selected as the main research sites. A total of three schools were selected within the North-West Province. The criteria for the site selection was that schools needed to be headed by a female principal. Additionally, the site must be at a secondary school level, meaning that it must start at Grade 8 and have the last class as Grade 12. Lastly, the school must be regarded as rural; this was done through the assistance of the North-West Department of Education and Sports. Schools in this province and the country are classified according to the communities in which they serve as the categories for the classification of schools are as follows:

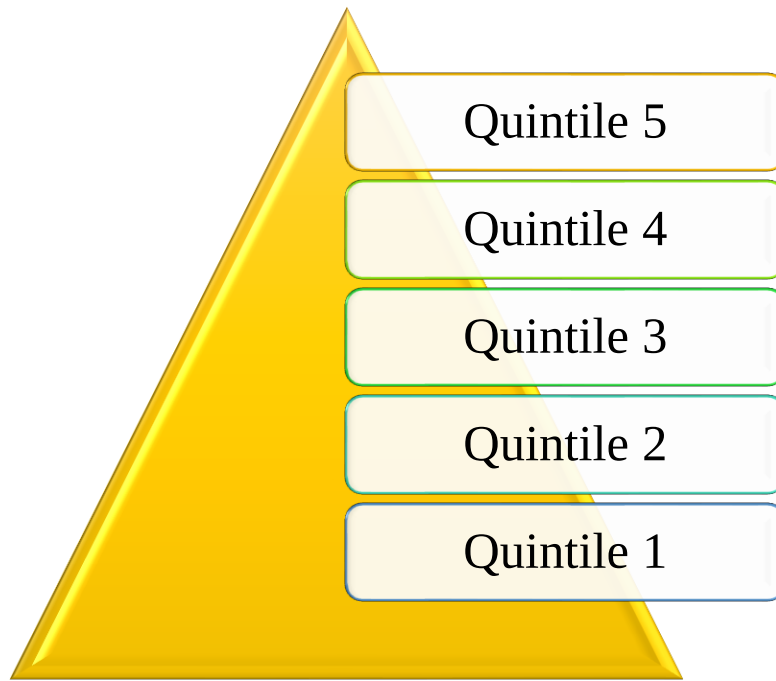


Figure 5: Classification of Schools

Source: DoE (2014)

Schools classified between Quintile 1 and 3 are regarded as the least resourced schools, mostly based in rural communities, and the parents are not expected to pay school fees in these schools. Further to this, learners in these schools are provided with all the textbooks and stationery. Schools in Quintile 4 and 5 are regarded as well-resourced schools, which are mostly based in urban areas. The parents of learners in these schools are expected to pay school fees determined by the SGB and parents at an Annual General Meeting held once a year around October for the subsequent year. The quintile classification system of schools is also used to determine funding per learner, which is applicable to each school.

3.3.2 Participant Selection

Creswell et al. (2017) state that purposeful sampling is a non-random method of sampling where the researcher selects information-rich cases for study. The sampling technique used in this study was purposeful sampling. The rationale for the selection of this sampling technique was to ensure that only data-rich sources were selected and used in this regard. Furthermore, purposeful sampling was the most applicable as it ensured that only schools headed by female principals were selected with a minimum of two DHs. The process of participant selection started when the university granted permission for the study to be conducted and a

subsequent letter was written to the Area Manager requesting permission to conduct research within schools under their jurisdiction. Permission to this effect was sought and obtained, and school principals and governing body chairpersons were contacted as a gesture of goodwill between the researcher, school, and department, requesting permission to conduct the research in their schools. The researcher visited the schools to request permission from the school principal and DHs. The visit was also coupled with issuing a letter of goodwill to SGB chairpersons. The visits and process of requesting permission to conduct research was successful with minimal challenges encountered and mitigated. I managed to receive written permission from the school principals and DHs to participate in the study

3.3.3 Data Collection Methods

Data were collected in the three schools on dates, times and venues most convenient to the participants. The data was collected on the third and final visit to the schools. The research adopted the interview as the primary method of data collection. The data were firstly collected from the school principals individually then later collected from the DHs. The method of data collection which was used was the semi-structured interviews. The interviews between the researcher and the principal took place in the different principals' offices and the interviews ranged between 85 minutes to 150 minutes. These interviews allowed the participants and the researcher to interact and not be bound and limited in discussion and conversation. Found by Creswell et al. (2017), it is indicated that semi-structured interviews are used in research to corroborate data that emerge from other data sources. This emphasises that through the semi-structured interviews, the researcher was able to gather various data that emerged from the discussions of the interviews conducted by the researcher.

Furthermore, I used focus groups as a method of data collection for the DHs in the study. De Vos et al. (2017) state that focus groups are group interviews. They are a means of better understanding how people feel or think about an issue, product or service. In this instance, they are a means of determining the perceptions DHs have with regards to women principals. Morgan (1997) defines focus groups as a research technique that collects data through group interaction on a topic determined by the researcher. There are further three reasons attributed to the selection of focus groups as a data collection tool:

- They are used as a self-contained method in studies that rely on some principal source of data.

- They are used as supplementary source of data in studies that rely on some other primary method such as a survey.
- They are used in multi-method studies that combine two or more means of gathering data in which no one primary method determines the use of others.

The focus groups are essential as they are used in this study as a supplementary source of data and useful in the triangulation process of data. The focus groups allowed the researcher to interact with the DHs in their comfortable space while meaningful interactions took place.

3.3.4 Data Analysis

The method of data analysis for this research is the thematic approach for data analysis. Braun and Clarke (2006) define the thematic approach as an analytic method for identifying, analysing and reporting patterns or themes within data. Through the thematic analysis approach, the researcher minimally organises and describes the data set in detail on management challenges facing female secondary school principals. For this study, the data analysis process follows a thematic approach. This is a method for analysing a naturally occurring talk and all types of written texts. It focuses on how people express themselves verbally in their everyday social life (De Vos, Strydom, Fouche, & Delport, 2011).

This was done through the semi-structured interviews that took place in the natural setting of the participants, which is the school. Through this, the challenges affecting female principals were established, and core causes defined. De Vos et al. (2011) interpret discourse analysis as transcribed experiences. In thematic analysis, the researcher's role, post collecting the data, was to sort out and reflect upon the collected transcripts thereafter the researcher had to present the data in a reviewed and more meaningful manner to the reader. The main activity of thematic analysis is to reformulate narratives presented by the research participants in various contexts and based on their varied experiences (De Vos et al., 2011).

3.3.5 Trustworthiness

Steiner and Norman (2003) define measures to ensure trustworthiness as the extent to which a research instrument of data collection measures what it is supposed to measure and performs as it is designed to perform. It is rare, if nearly impossible, that an instrument is 100% accurate, so validity is generally measured in degrees. As a process, validation involves

collecting and analysing data to assess the accuracy of an instrument. To ensure trustworthiness for this study, the data collected went through various stages such as triangulation and member verification. The research strove to produce results that are both realistic and applicable to the diverse teaching contexts in the province by including contrary and inconsistent results to ensure that credibility and reliability of the study are adhered to (Yeasmim & Rahmam, 2012).

Trustworthiness in this study was achieved through the use of DHs. DHs verified what principals indicated to be their challenges in managing and leading schools. This is mainly because DHs are considered to be objective in their judgement of their school leaders. The data collection tools were developed and designed in such a way that the true essence of the school, leadership strides and management challenges are explored from various facets.

Furthermore, to trustworthiness, a study's results, after completion, should be able to be transferred to similar situations or instances. Transferability can be defined as the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings (De Vos, et al., 2011). For the study to ensure transferability, it encompassed within its data collection methods, schools from the first three education quintiles, which are quintile one, two and three. These three schools are situated within rural communities and vary in their admission roll of learners. The research used dense and rich descriptions of the participants and contexts through supplying large amounts of clear and detailed information about leadership and management challenges of many female school principals in rural areas. Readers will be able to transfer the generalised ideas from the findings to other contexts where such is applicable.

3.4 Researcher's Role

The researcher assumed the role of a facilitator. This meant that the researcher had to individually approach the gatekeepers to seek permission to conduct research. After such permission was granted, the researcher liaised with the participants to request for their voluntary participation. The researcher facilitated the focus group interviews of the heads of department in the three schools and further facilitated the one on one interviews with the principals.

3.5 Ethical Considerations

The study took into consideration various ethical considerations which sought to minimise the risk for the participants, the researcher, NWU as well the DoE. The ethical considerations were further a measure to ensure that participants voluntarily took part in the study and that they felt free and safe to participate in the study. These considerations were an attempt to ensure that there was no intimidation or misinformation in the recruitment of participants and that participants were certain that their identities were concealed and that pseudonyms are used when the research is published.

I have primarily employed the following three ethical considerations to minimise the risk in participating in the study:

3.5.1 Privacy

The participants had been required to be committed to participate in the study fully and acknowledge that some of their responses might be used and they may be quoted, with their permission with concealed identities in the findings of the study (Shrill, Nellius, & Stone, 2012).

Participants were also informed of the POPI Act South Africa (RSA, 2013) which articulates that personal information should only be used and / or given to third parties with the consent of the person involved. Participants were also made aware of the fact that their privacy would be protected and if required, pseudonyms would be used instead of their real names.

3.5.2 Confidentiality

There was a strong emphasis made to all participants regarding how their responses would be handled. Participants were informed that only the researcher and the research team would be allowed to view, transcribe, and present the responses and findings of the research project. Through this process, the researcher and the team had to sign a confidentiality form binding them to conceal all the information obtained from participants and to strictly use it for research purposes only.

3.5.3 Voluntary participation

Participants were further made aware of the fact that taking part in the study was entirely voluntary and participants could withdraw at any given moment when they felt uncomfortable. This was communicated to the participants through the letter on the first visit to schools. Voluntary participation was also continuously communicated to participants throughout the data collection process. This was done to ensure that participants were completely comfortable and knew that their participation was completely voluntary.

The researcher further applied to the North-West University's Ethics Committee for ethical clearance to conduct the study and such permission was granted.

3.6 Conclusion

This chapter presented the research methodology and design in line with the research paradigm underpinning the study. Further to this, the design outlined the various components such as the data collection, data analysis, population and sampling techniques employed by the research project. Lastly, there were the ethical considerations presented as well as the role the researcher assumed in the study. The next chapter explores the data presentation, analysis, and interpretation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter outlined the research design, methodology and paradigm that underpinned the study. The chapter conversed in detail the population of the study, the participant selection technique that was applied, ethical considerations and methods to ensure trustworthiness for the study.

Chapter four presents a comprehensive presentation and analysis of the data collected for the research project titled ‘Management challenges facing female secondary school principals in the rural North-West Province: A feminist perspective’. This chapter highlights the various challenges female principals faced and continue to face in their tenure of school management and leadership in the rural schools within the North-West Province. This is done through the contextualisation of the study, analysis of major themes emerging from the data and their subthemes.

4.2 Contextualisation of the Study

The study adopted the qualitative approach in the process of data analysis and a schematic presentation of the analysed data obtained from the variety of information rich sources such as semi-structured interviews and focus group interviews are presented. The data were cleaned, this ensured that any data that were incomplete, inaccurate, or irrelevant were discarded and only data that were appropriate and viewed to have insight on the topic at hand were used. After the process of data cleaning, the data were then sorted and coded according to emerging themes, and subthemes as they emerged. For the sake of confidentiality and to ensure anonymity Pseudonyms s have been used, and such names are in no particular order.

The data presented in the following sections were obtained from the selected sites within the North-West Province. The province is predominantly rural, and because of this, there are strong enactments of culture, the respect for tradition and strong religious beliefs. Due to these robust value systems, patriarchy is eminent, and such was found to be the case in Chapter 2, section **Error! Reference source not found..**

4.2.1 Description of the Selected Sites

There were three selected participants from three different schools in the rural North-West Province. In each school, there was one female school principal selected and participated voluntarily in the study, together with two heads of department.

The schools differ significantly in resources, infrastructure, and number of learners. This serves as a barometer to determine the Post Provision Model (PPM) which is provided to schools by DoE of the school and this at time disadvantages the smaller schools as it means that schools with lesser number of learners ought to have fewer teachers. This is regardless of the subject variants offered by the school, its phase, or the varied grades the school might offer. The first school is quite large with two Asbestos Mobile classrooms added to aid the high number of learners. It consists of 1482 learners from Grade 8 through to 12 with 41 teachers, five heads of departments and two deputy principals, although the second school deputy post is vacant as the previous deputy assumed duty as a principal in a newly built school.

The school caters for learners who are transported to and from school because a high number of them are from the neighbouring farms surrounding the school and there are no secondary schools within their proximity. Furthermore, the vast majority of learners are orphans with some of them either having a single parent or being taken care of by some relative. The schoolyard is well fenced, although there are pieces of the fencing missing, mostly teared up by the learners who either arrive late to school or want to leave early and other parts are taken by the community for different reasons. There is no caretaker meaning, the schoolteachers have to lock and unlock the school, offices and classrooms. The toilets are damaged and not well maintained, and the yard is full of litter, and there seems to be a lack of care for the overall school infrastructure. A significant number of windows are broken, and it seems that replacing them is a futile exercise.

The other school is the smallest and considered a farm school. It is situated on the outskirts of the Mafikeng town and it isolated. Although according to the school's records, there are 367 learners enrolled at the school, a typical school day consists of almost half the number, and the situation is worsened during winter and rainy weather. The high absenteeism rate is relative to the teachers and learners, and the possible attribution to this is that learners and teachers travel great distances to reach the school. There are no proper roads leading to the

school and no proper and trustworthy mode of transport readily available. This makes travelling to the school on days of bad weather a mammoth task. There are 12 teachers in the school, with two heads of department, a deputy principal, and a principal. The schoolyard is significantly small, with about eight classrooms and one of them used as the administration office, staff room and the principal's office. The yard is kept clean by the learners, and the school infrastructure is noticeably old but well maintained.

The third school is medium-sized, with a total enrolment of 591 learners. There are 18 teachers with three heads of department, a deputy principal, and the school principal. This school has two caretakers attached to the school, a secretary, and an administrative clerk. The two caretakers are appointed and paid by an engineering company that decided to adopt the school and perform its corporate social responsibility. The school infrastructure is well kept and seems recently renovated. The school is well fenced, and the toilets are clean. The school has a separate administration building, and the yard seems well kept with a separate sports ground attached to the school.

4.2.2 Description of the Participants

The following section presents the biographic data obtained from the interview schedule which was completed by the researcher on the heads of department and principals with regard to their perception on various challenges facing female secondary school principals in the rural North-West Province. Most of the participants in the study were female. In this group of participants, all participants in the study were also African as the communities in which the study was conducted consisted of predominantly African Black people. There are various reasons that can be cited for this demography which are mostly surrounded by the historical background of the country South Africa; a high population of Africans in the country and the geographical positioning of the previously disadvantaged groups were placed in predominately rural communities and in the outskirts of towns and cities. In terms of age distribution, the SMT within the DoE is generally old, with the younger teachers constantly resigning and leaving the system.

The following table represents the summary of the female principals obtained from the semi-structured interviews:

<i>T</i>	Principal A	Principal B	Principal C
Age Group*	40 – 49	40 – 49	50 – 59
Race	African	African	African
Qualification	BA + BeDHons	BA	BA + NDPE + ACE
Years of experience	18	26	35
Years in management	8	10	25
Marital Status*	Unmarried	Not Applicable	Married
Dependents*	Yes	Not Applicable	Yes

Table 2: Biographic and Demographic Data of Principals

The data above indicates that all the principals were well-experienced teachers with the least experienced accounting for 18 years of teaching. This trend indicates that such principals are well vested and accustomed to the happenings of the education sector and mainly of the schooling environment. The data further indicates that the principals interviewed have also been thoroughly experienced within the SMT. The researcher further gave the principals an opportunity to indicate if they have dependents and whether they were married. These questions were entirely voluntary, and an option of not answering the question was made available to all the participants.

The principals were all adequately qualified and the years of service complements their qualification. This statement is made with reference to section 2.8, which stipulated the minimum requirements for application to a principalship (PL4) post and those were:

- i) Minimum Teaching Qualification (M+1)
- ii) Minimum of 7 years of teaching experience

The M+1 qualification means that the teacher must have completed a senior certificate and further obtained at least one-year teacher training.

The following table presents a summary of the biographical data of the DHs, who were also participants in the study:

	Age	Gender	Qualification	Years of Experience	Years in Management
DH A	39	F	BA	17	4
DH B	55	F	Diploma + ACE	35	12
DH C	43	F	B.Ed.	14	8
DH D	28	M	B. Hons.	6	2
DH E	58	F	BA + ACE	38	15
DH F	41	M	BSC + ADE	7	2

Table 3: Biographic and Demographic Data of School DHs

The following section presents the coding of the data to be presented:

For the schools in the study, no school name is used, and instead the word school will be attached to either alphabet A, B or C to ensure anonymity of the schools as well as the participants that took part in the study.

The following codes were developed and used:

Schools		Principals		DHs	
Pseudonyms	Abbreviated	Pseudonyms	Abbreviated	Pseudonyms	Abbreviated
School A	SCHA	Principal A	SPRA	DH A	SHOA
				DH B	SHOB
School B	SCHB	Principal B	SPRB	DH C	SHOC
				DH D	SHOD
School C	SCHC	Principal C	SPRC	DH E	SHOE
				DH F	SHOF

Table 4: Codes used for the participants

4.3 Data Analysis

The process of data analysis, as mentioned in Chapter 3, follows the thematic analysis approach. The data that were collected from the interviews in the form of a digital recorder had to be immediately transcribed. The process of data analysis immediately began after the conclusion of the first interview. Section 3.3.4 emphasises that the rationale for the analysis

of data immediately after the first interview is to ensure that there was no data overload which could result in the data being either missed, misinterpreted or not given the adequate attention it requires. This was further done to ensure that data were constantly analysed throughout the process of the study.

The data source for this study comes from the interview transcripts the researcher had developed and discussed in detail in 3.3.3. Qualitative data has to do with words, not numbers, and the sources may be from individuals, groups or cases in brief answers or narratives. The researcher transcribed the interviews and recordings. During the process of transcription, the researcher made several notes on the scripts especially on paragraphs that indicated similarities attributed by the participants. The process of making notes on similarities assists in managing the data and identifying emerging themes which might emerge from the similar data.

The coding process is essential to generating a description of the setting as categories or themes for analysis. I used the transcription I compiled to generate codes for this description and used them to generate further a number of themes or categories which I used in this study. The themes formed created major headings for discussions of the findings in the study. The themes are also useful in displaying the varied perspectives of the participants and are supported by verbatim quotations. In the last process of data analysis, the data is interpreted, and the findings, together with the information gathered in the literature, are compared to find similarities.

4.4 Data Coding and Categorisation

The data were collected by means of semi-structured and focus group interviews for school principals and heads of department in the three selected schools. The interview schedule appears in Annexure A and B. The experiences expressed by the nine participants in the study constructed and contributed to the nature and extent of challenges experienced by female principals in the rural secondary schools of the North-West Province. Thematic analysis was adopted to process the data. The thematic approach was utilised in order to identify emerging

themes and subthemes relating to management challenges of female secondary school principals.

The themes significant to this study included barriers to which contributed to women principals' appointment, their administrative as well as personal challenges and the extent to which they impact the whole school management. As well as positive work experiences, how they prepared for leadership, factors they think disturb and can enhance participation of women in rural secondary leadership and their future aspirations.

Themes	Subthemes
Barriers towards education management	Lack of motivation, support and mentoring
	Patriarchy and stakeholder stereotypes
Factors distorting women from aspiring to becoming principals	Perception and attitude of the teachers
	Lack of leadership training, motivation and support
	Family and cultural enactments
Lack of fitness for the job	Qualifications, Age and Policies
	Maintaining teacher and learner discipline

Table 5: Themes and Subthemes Emerging from the Data Collected

4.5 Discussion of themes and categories:

The following section discusses the themes which emerged from the data collected and analysed. The research objectives identified in chapter 1.3.4 assisted in the development of these themes. The study found THREE overarching themes which were pertinent in the challenges women principals faced in their tenure as principals in rural secondary schools in the North West province. The three major themes which emerged were:

1. Barriers towards education management
2. Factors distorting women from aspiring to become principals
3. Lack of fitness for the job

Within these themes which emerged, there are various categories which are discussed in detail in the following section:

4.5.1 Barriers towards education management

The overarching theme that emerged as the primary contributor to various challenges affecting female principals in rural secondary schools was the barriers, they had to overcome towards becoming part of the school management in general. The theme explores the physical barriers and obstacles that are deliberately put in place to hinder female principals in aspiring to lead educational institutions, especially those who are isolated and faced with numerous disciplinary challenges. This theme is depicted in numerous verbatim responses offered by both the principals and the heads of departments in the interviews that were conducted. In one of the interviews, it was found that School Principal A indicated that in their 18 years of teaching experience and being part of the School Management Team, their family had suffered severely. This is because they were always cornered to choose either to sacrifice their family time or to always be at work and try to ensure that they keep the wheel moving.

Some of the barriers towards education management are not visible to the naked eye but are underlying and at times, imperceptible. There are vast barriers preventing women teachers from perusing their studies further, and due to this, they are then unable to aspire and pursue higher and better positions within the department and elsewhere.

The following section categorises the various barriers hindering female principals in aspiring or attaining to the principalship position:

4.5.1.1 Lack of Motivation, Support and Training

Lack of support, motivating and training was identified as one of the invisible barriers preventing female principals from pursuing the leadership position in schools. There was a consensus among the participants that male teachers, especially those in secondary schools, are highly motivated and because of this, there is a relatively significant number of them who make it to the principalship position. On the other hand, women teachers are the ones mostly responsible for the family, and their commitments outside the work environment are relatively greater compared to their counterparts. A school principal indicated the issues related to attaining principalship as follows:

SPRA: Management posts in secondary schools are very competitive with many teachers in secondary school being highly qualified and competent. Unlike in secondary schools, primary school teachers have several commitments and become content with their initial teacher training and tend to be comfortable with their work environment. This is not the case with a significant number of male teachers. These teachers tend to be very ambitious and dedicate their lives to their work. They are firm in discipline and constantly in a hunt to better their skills and competence.

This verbatim response from one of the principals outlines the vastness of challenges and barriers hindering women teachers from aspiring to be part of school management and to even further their studies. The principal further made a comparison of women teachers compared to the male teachers and indicated that their roles outside the schooling environment differ significantly. There is further evidence that in the entire country, female principals only represent 36% while their male counterparts represent 64%. Although DoE has made strides to promoting female teachers to aspire to the principal position, there is constant lack of support within the education sector, government and even socially.

Women who aspire to leadership positions are often mistreated by societies which are predominately patriarchal, and this poses a challenge to them as they often feel neglected, side-lined and at times isolated. These feelings of not being wanted makes other women teachers to have a particular distaste for aspiring towards the principal position. Furthermore, women school principals indicated that they are not trained from birth to become leaders. Alluded to in 2.5.2, women have been shelved from activities relating to leading and managing other people; instead there has been a constant doctrine which has been passed on to them to become subservient and passive. In so doing, they will be glorified for being the perfect woman whom society desires. Unfortunately, women of the 21st century are independent and can function on their own, and this does not go well with many tribal men and communities. Due to this, women principals are then not supported as male principals would. Women principals are ‘thrown’ in the deep end with the hope and belief that they will fail. In succumbing to this, tribal men and societies find delight and the satisfaction that they

knew from the onset that leadership and management is meant for men and the male population only and that women cannot lead organisations.

4.5.1.2 Patriarchy and Stakeholder Stereotypes

Patriarchy is particularly evident in the rural communities and schools do not operate in isolation. Instead, operate within a community, and due to this, the school has to cooperate with the prescripts of the community and sometimes this is challenging as schools, specifically the teaching staff, have professionals who may not necessarily agree to the manner in which the immediate community operates. Section 2. 2.8 indicates that rural South African communities are patriarchal, and their methods are of ancient times. Due to this, a number of rural communities still view women as primary caregivers and do not expect such people to be in the leading forefront of any organisation or company. That is why many of them still firmly hold the belief that education is mainly made for the boy child and that girl children should be taught how to become good wives who ought to be married and take care of their homes and families.

One school HOD was asked which challenges they believe the principal faces and the following was said:

.... there is a challenge of authority coming from females. The community is particularly patriarchal with the majority of community members still believing in the male dominance. One particular challenge our principal faces is that she cannot address the community and the chief, instead our deputy is always delegated to do so. The principal, together with other female teachers have to dress in a particular manner when we have meetings or any engagements where community leaders would be required to be present.

This view is not isolated as a significant number of other participants agreed that female school principals face significant challenges in managing schools primarily because they are female. Out of all the six HoDs who were asked whether their principals faced challenges, only one (SHODB) disagreed. This means that school leadership and management are multifaceted and female teachers have an increased likelihood to face management

challenges in secondary schools. In a study indicated in Chapter 2 2.5.3 concurs with this. The study found that women managers have increased difficulty in ensuring that they execute their management duties mainly because of the conflicting attitudes and the stereotypes regarding what it means to be a manager. It has also been found that women who are managers and have children, therefore, straddle the dual worlds of parents and working and are usually unsuccessful in balancing the two, furthermore, women in leadership positions work more hours that conflict with family responsibilities and that they are reluctant to relocate.

The general view emanating from the comments in the interviews with the HoDs is one that is mixed. There are various opinions expressed on how the community perceived the female school principal in rural areas. The conclusion that emerges from these responses is that rural communities are high in illiteracy, unemployment, and due to this, socio-economic ills tend to increase. There is usually a negative connotation associated with schools mainly because such communities have not seen or heard of any products of education succeeding.

Further to this, stakeholder stereotypes have also been one of their indicators with which the participants seem to indicate as problematic and serve as a barrier for women teachers to attain the school leadership post. The participants indicated that many parents in the rural communities believed strongly in schools which were predominately male taught, and male-led as they believed that schools which are led by a male principal have increased discipline, good learner and teacher behaviour and also excellent educational output. In Section 2.5.2 there is a strong belief that parents assume that male principals are like a father in the school and in many African families and communities, discipline is attributed to the father. There was also an indication that many of the male learners in rural communities attend initiation schools, which at times teaches them to demean women and this poses a serious challenge in women teachers and principals as they are, therefore, unable to enforce discipline among the learners.

Stakeholders play a pivotal role in ensuring the success or failure of the school. What is pertinent in the study is that communities tend to bid support to schools which fulfil their mandates, and one of those is ensuring that the principal is male. Failure to do this, the

immediate schooling community neglects the school, discourages learners from attending and encourages ill-discipline. These stakeholders include parents within the SGB, members of the QLTC committee, local businesspeople and the immediate schooling community. In so doing, the school then inherits learners who come from child-headed families as those who are from well-established families will likely be taken to the urbanised schools that seem to adhere to their requests.

One of the principals indicated that stakeholders, especially the parent component, tend to make extreme demands to the school and this at times disturbs the smooth running of the school. This was what the principal indicated:

.... One of the challenges I face is that the school is situated within a community that has a sense of ownership towards the school. This is a blessing and a curse. Community members demand using the school when is best convenient to them and when things are broken or the school is vandalised, there is nobody who is accountable.

Part of the cause of this challenge is that the same community members through donations and sourcing sponsorships built many of the schools in rural communities. This process, although regarded as good practice, affects the school negatively because parents and community members want to govern the activities of the school regardless of their capacity or role in the school structure. Female school principals then inherit a negative culture in these schools where parents are given a voice and this at times hinders the professional running of the school.

4.5.2 Factors deterring women from aspiring to becoming principals

In Section **Error! Reference source not found.**, women principals, compared to their male counterparts, only account for 36% which is a fraction when one compares the number of female teachers accounting for 64% of the population. These indicated that there are various hindrances which prohibit women teachers from perusing the principal position. Such obstacles are still persistent in this day and age. The following section vividly depicts the

factors that serve as hindrances and obstacles in preventing women teachers from aspiring to the principal position:

4.5.2.1 Perceptions and Attitudes of the Teachers

The challenges of women principals are dominant, and the situation is worsened in rural remote communities. Women principals are continuously bullied, intimidated and undermined in their tenure as school principals in numerous schools and provinces across the country. Findings indicate that principals in South African schools are ineffective in the management of their schools and central to the ineffectiveness of school principals in South Africa is the teachers. The DoE indicated that teachers are the critical component in ensuring successful schools within the South African context.

Teachers generally seem to portray a negative attitude towards women school principals, and the reasons that could be attributed to this are vast. Women teachers who tend to show extreme resentment and ill tolerance levels towards women principals worsen the situation. One of the findings attributed to this negative attitude from women teachers towards women principals is that competition among women is rife. It has been a norm in many schools around the North-West Province that when a management vacancy exists within a school, internal applicants receive and enjoy the leisure of being front-runners. This puts them in an advantageous position. Unfortunately, if there is one vacancy, there ought to be one appointment, and the four other candidates offer resentment and resilience in accepting and complying with the newly appointed management.

On the other hand, male teachers tend to work better with women principals. When asked about the perceptions of male teachers and principals, School Principal B indicated that:

“.... My male counterparts are very positive and enthusiastic about working with me. They always offer their assistance and would always make jokes that at least the levels of testosterone will be decreased. Other male principals would encourage collaboration and constant sharing of ideas. They would always encourage me to apply for the senior post to be a district directorship

This assertion is not in isolation as another principal indicated that they also had an excellent working relationship with their male counterparts and that mainly their challenges were exasperated by women teachers and sometimes women principals. One of the participants further indicated that the possible reason women teachers tend to undermine women principals and women managers, in general, is that while the principals were still post level 1 educators, they befriended each other and shared a lot of personal matters. Due to this knowledge of their family background, marital challenges and financial obstacles, women teachers tend not to be able to separate these personal discussions from the professional or work environment.

Male teachers seem to show an adaptive and transformative behaviour towards female principals, and this was supported by one school principals who indicated that:

..... Other male principals would encourage collaboration and constant sharing of ideas. They would always encourage me to apply for the senior post to be a district directorship because they are tired of the 'bosses' and now need 'leaders' who listen to all their subordinates and empathises with them in their quest to ensure quality education within their various schools.

Male teachers, in general, are known for their simple talks and 'joyful' attitudes. This assists them when they reach the management level as there is not much of their personal life that is known by the immediate staff.

Furthermore, male teachers tend to be easily able to switch from being professional to being casual. Women and men teachers often see this as a great leadership trait. Unfortunately, this is not the case with several women principals. One DH indicated that many women principals, when faced by difficulties at home, they tend to bring those difficulties to school and because of this, they would make every teacher's day miserable and try to ensure that no one around them is happy. This is a significant challenge that questions the ability to ensure emotional stability and emotional awareness.

Lastly, the study found that on several occasions, women principals tend not to project any empathy towards their colleagues especially subordinates instead, they seldom display sympathy that is at times inadequate. The reason found underlying this was that women

principals view male principals as individuals who are goal-oriented and because of this, the human element is decreased in them. They believe that the biggest priority is ensuring that the work is completed, focus on the human subjects is then put aside.

4.5.2.2 Lack of Leadership Training, Motivation and Support

This section deals with the motivation levels of female teachers, the leadership training or lack thereof received, and support offered to female school principals, if any. The section stems from the literature relating to the marginalisation of women in many rural, patriarchal South African communities. Women, especially in the African community, have been sidelined and marginalised because society adopted the belief system which saw men as superior compared to women. Through such perceptions, women in many deep rural communities were not allowed the opportunity to education, career development and independence. Therefore, women did not have any ambitions and aspirations of their own because they did not even know any better.

The study finds that there is a lack of leadership training on women especially those in the rural communities because leadership training starts from birth and the boy child is always glorified in the African community for being born and seen to be the heir of the family to continue the family name. When asked whether or not male principals are better in leadership compared to female principals, one principal responded:

SPRB: Male principals seem to be good at what they do because there is vast support geared toward them. From an early age, the male child is trained and taught to lead the others, and there is the support from the district and all other spheres in society.

Through this, a strong statement is made which suggests that communities, although halfway through the 21st century, have not entirely evolved and patriarchy is still firmly entrenched in the deep rural communities.

Women teachers do not aspire to become principals because there is inadequate support. Instead, a number of them feel neglected and derelict by their families as they tend to distance themselves because of the increased work demands. During the interviews, one

principal, in a sombre tone, indicated how neglected and rejected she felt after she had been appointed principal of her institution:

SPRB: The perception of my immediate family and friends had drastically changed and this affected me physically and mentally. There is now a negative perception toward me mainly because I am often either at work or held up with my studies. My family believed that I purposefully neglected them and use my job as a scapegoat to the social and family events that would occur. Our immediate community perceives females negatively; this is promulgated by the religion much of the community ascribes to.

Women principals seem to suffer more psychologically compared to their male counterparts as they are bound by religion, culture and family enactments. Unfortunately, women who break these grounds are not well accepted in society. Chapter 2.5.3 that due to the increased feelings of neglect, loneliness and solitude become prevalent. Unfortunately, this affects them physically, and their wellbeing becomes compromised at times. Furthermore, to minimise the feeling of loneliness and neglect, these principals drive all their energy towards their work and tend to become workaholics who want to push some of their colleagues into this direction. In so doing, they advert the feeling of being alone and are made happy by seeing their organisations or work embellishments.

Furthermore, the department does not seem to have an effective wellness programme that seeks to ensure that its staff is both physically and mentally well. In so doing, the department ensures that employees are kept healthy and on their toes. This ensures that the department runs efficiently and effectively without compromising its core business and neglecting its workforce. There are also no incentives that could serve as motivation for principals who work hard. Such incentives could ignite interest in aspiring female principals to pursue school management and beyond. There is a strong need to promote the self-esteem of individuals, this is much needed in individuals who are in management positions as such individuals will be faced with a plethora of criticism and challenges. Therefore, there is a sturdy need in ensuring that other women are also given the platform to grow within the department and be victorious in their quest to emancipate and liberate themselves from the chains of patriarchy and sexism.

4.5.2.3 Family and Cultural Enactments

The concept family, as used in this section refers to the spouse, the biological children, siblings, parents, and immediate relatives. Cultural enactments defined in chapter 2, section 2.8.1.1 refer to the unwritten, continued practices which have been practised and transferred from generation to generation and have been accepted as the norm of certain groups. Family and cultural enactments play a significant role in the development and alleviation of women into leadership positions as these are vital structures that need to support women in their quest for leadership.

To this day, many South African families and cultures discourage women from emancipation and instead promote patriarchy and the suppression of women. The situation is worsened in the rural areas of the country and the province as there is an uninterrupted view which seeks to objectify and domesticate women. Vividly explained in section 2.8.1.1 this tends to view women as objects which should be prepared for marriage, a practice which sees women being ‘auctioned’ to the highest bidder through a process which is known as *lobola* (IsiZulu word for bridal price). However now it has become a money-making scheme. From birth in many rural communities, many boy children are raised and groomed to become leaders, they alleviate their status from the other children and are constantly told to take charge of the situation. The opposite can be said in the upbringing of girl children who are constantly protected, treated gently, with care and tender love.

Particularly in the African families, the gender roles are outlined from birth, and there is immediate separation between the male and female. There is strength associated with being male and tenderness with being female. When a male seems to portray tenderness, they are harshly criticised, and such behaviour is punished and suppressed. This is also the case with female children who would portray extreme rage; they would be harshly reprimanded.

The participants in the study indicated that their families had negative connotations about them after they had assumed the role of principalship and the reasons for this are varied. One of the reasons attributed to this was that women principals had a challenge in distinguishing between their role at work and their role at home or within the family. The role of the principal at school is often associated with authority, dictatorship, and autonomy and unfortunately, the role of a woman in an African family is contrary; meaning that women principals must learn to play different roles at different times.

When the principals were asked about how their families and communities viewed them, School Principal B indicated that:

“... The perception of my immediate family and friends had drastically changed and this affected me physically and mentally. There is now a negative perception toward me mainly because I am often either at work or held up with my studies. My family believed that I purposefully neglected them and use my job as a scapegoat to the social and family events that would occur. Our immediate community perceives females negatively; this is promulgated by the religion much of the community ascribes to.”

The view of School Principal C was quite different as they indicated that:

When I started in my role as a principal there were many challenges that I had faced. My family had gone through a lot of strain and many of their schedules had to change. I am grateful that my husband has been so supportive in all that I have been doing and that I have great support from my family. My community is quite supportive and respects me and my profession. The only challenge I see at times is that in social gatherings, the community members would not allow me to do what other women do, although I would insist that I also want to do all the activities they would do.”

These two responses indicate the vastness of perceptions school communities and families have on school principals. The most common aspect in these vast responses is that families and communities do not readily accept women into the principal position. Some communities, of course, have higher tolerance levels towards others, and these are prevalent in communities that are urbanised and have migrated to the cities. Communities in the rural outskirts still portray high levels of illiteracy, and because of this, patriarchy and being under the dictatorship of men are prevalent as evident in **Error! Reference source not found..**

4.5.3 Lack of fitness for the job

The last theme of the study examines the barricades which exist amidst the female teachers as individuals, these have been categorised as internal factors in section 2.8.1 which make women teachers seem not be competent in education management and leadership. The study found that in many instances, women lack the basic interest in managing schools as the vast majority of them believe that it is challenging, and that discipline is better handled by male teachers. According to Donald et. al, (2015), the ecological system is entrenched in the child from an early age. Due to the existence of the ecological system which in many African families, it seems the father as the 'highest authority', I found in 2.5.1 that secondary school principals need to be firm in discipline and in many instances, these are usually male. The study further found that qualifications are a limitation for many women teachers to aspire to the management positions among the education sectors.

Section 2.8.1.3 found that a significant number, especially of the older women teachers do not possess a qualification higher than the M+1 requirement for teachers. Unfortunately, this put them at risk of being challenged and undermined, especially by the novice teachers who are from universities and possess qualifications at M+2 and higher and seem to threaten the already existing teachers. The theme lastly explored the challenges related to discipline as a whole in schools including teachers, learners, support staff and the external schooling community. Women principals face significant challenges in managing, especially the discipline of teachers and the external schooling community. It is through this lens that many other female teachers shy away from aspiring to become principals as they believe the challenges outweigh the benefits and perks of the position.

The following section explicitly discusses the categories which emerged from this theme which are qualifications, age and policy and the challenges relating to teacher and learner discipline:

4.5.3.1 Qualifications, Age and Policy

Qualifications, although they are not a significant determinant in the appointment of principals or the School Management Team, have an influence in the viability and suitability of any candidate to be appointed into the highest office within a school. Teacher

qualifications have become a topical issue in recent times, as there has been a mismatch on the standard or benchmark of teacher qualifications.

In Chapter 2, the literature discussed that a number of senior teachers within the education department are not from university but rather from the former teaching colleges 2.8.1.3. These colleges were streamlined to ensure that they train teachers of the time to ensure that they meet the current educational demands of learners. With the new government dispensation, these colleges were closed, and teachers now had to be trained in university to obtain either a teaching diploma or a bachelor's degree in education.

One of the HoDs indicated that:

“I believe that a lot of the female teachers are scared of a challenge. Many of them believe that teaching in a high school is a challenge on its own because a significant number of them have the assertions that learners will harass them because they start working in their early 20s and many of them are still tiny and timid. The other issue which could cause this prevalence is the fact that many female teachers who specialised in teaching the FET band complete their undergraduate studies while they are still not confident in the content they ought to deliver so many of them still opt to teach in primary, regardless of their qualification specialisation. So, men find themselves in the competitive edge of things where many of them complete their degree being very confident in their subject matter and there is always that admiration in men to lead and be in higher posts. This is also related to men or male teachers constantly working towards improving their skills, expertise and qualifications.

This shows that teachers, especially females based in primary schools, tend to complete their initial teacher qualification and scarcely pursue further studies. This puts them at risk of being outdated with the modern methods, strategies and effective ways to manage contemporary schools and deal with modern learners. Male teachers, on the other hand, tend to further their studies with aspirations of better work prospects. The literature supports this assertion and indicates that teachers who are based in Quintile 1 to 3 are the lowest qualified and teachers based in Quintile 4 and 5 have higher qualifications compared to their counterparts in the lower quintiles.

Policy development and implementation favour women into management and leadership positions. The reason behind this is that the country experienced a harsh and distorted history that sought to marginalise and domesticate women. Because of this, women had to be assisted in attaining the status of their counterparts and assistance in this regard was a prerequisite. The Affirmative Action suggests that women have been previously marginalised and should receive preferential treatment regardless of their age, skills or qualifications compared to their male counterparts.

Age in education leadership and management is a crucial deterrent in appointing candidates for the school management positions. DoE indicated that it is a requirement in the North-West Province that a minimum of 3 years actual teaching experience is a prerequisite to apply for the DH post, with 5 years teaching experience for the deputy principal's post and at least 7 years of actual teaching experience for the school principal's position. The majority of participants were above the age of 35 years with only one participant, DH C being 28 years old, having only 2 years of management experience. This indicates that education management and leadership is directed by well-experienced teachers with vast years of experience in the teaching profession and are very well vested with the numerous challenges occurring in schools.

The significant advantage of the age requirements in education management is to ensure that mature candidates are recruited and placed in the right positions to ensure that schools function seamlessly with teachers being in class teaching and learners in school learning. Women principals display an authoritative and mature stature that seems to intimidate and ensure that the school is functional, and discipline is maintained.

One of the HoDs indicated that learners tend to disrespect the younger teachers, not because of their conduct but because they view these teachers more like their peers than as their parents. Due to this, younger teachers seem not to be able to control learners especially if they are in large numbers and senior teachers are therefore essential in this regard.

4.5.3.2 Maintaining Teacher and Learner Discipline

Discipline in schools is multifaceted and it is deeply entrenched in the cracks of the South African educational system. There are numerous calls for increased security measures in

schools as there is continued violence portrayed by learners towards other learners, learners towards teachers and teachers towards learners. Section 2.5.1 suggested that bad behaviour and ill-discipline disrupt education in many schools and tackling this is much in improving school performance as is good teaching. This section further indicates that leadership in schools needs to sow the vales that are absolutely essential for a well-functioning school. This assertion puts school management and especially the principal central to the success or failure of their school. To ensure that the school succeeds, all the spheres and structures of the school must work hand in glove to ensure continuity, consistency, accuracy, and the setting and keeping to high standards.

Discipline is critical in the success of any entity; it usually means that schools should display and adhere to strict disciplinary conduct from both the side of the staff and learners. This will ensure an effective and efficient teaching and learning environment. When teachers were asked on what disciplinary challenges they faced in schools, these challenges were cited and are presented in their order of relevance in the following diagram:

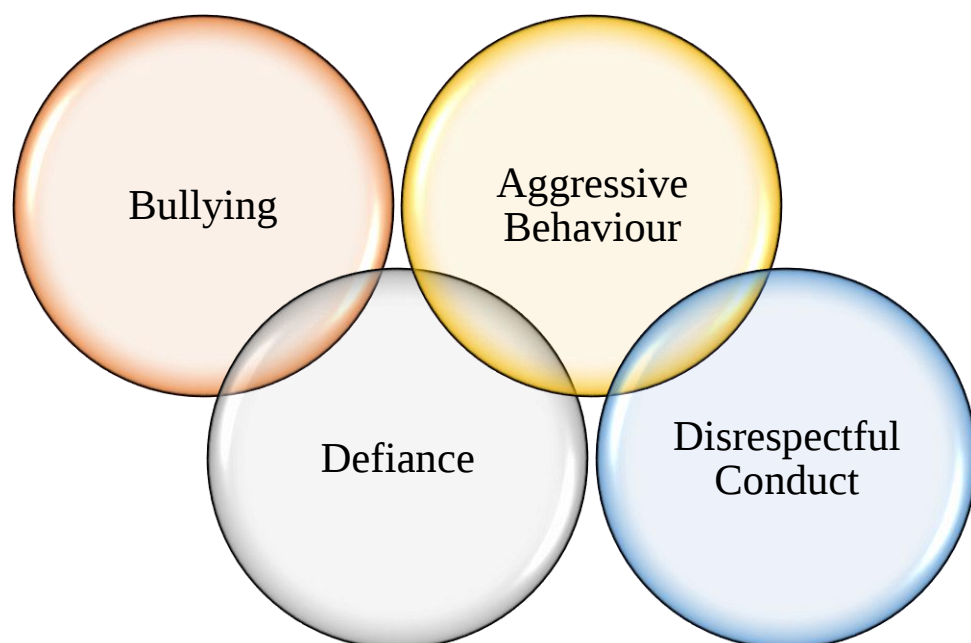


Figure 6: Various disciplinary issues in schools

The above diagram gives a schematic depiction of various types and examples of common challenges emanating from learner misconduct in schools. HoDs were asked to explicitly denote the various challenges they experience in terms of learner discipline in secondary schools in rural areas, and one of the participants cited that:

SHOB: Schools have changed in the past 20 years; intolerance levels have increased and violence in families have grown. Schools face issues of learner discipline and managing learners. Learners are constantly fighting, bullying each other and being notorious on daily basis, and teachers need to deal with such in schools.

The educator has been in the teaching field for several years, and the common notion alluded to is that with the years, learner discipline has deteriorated to a level where it is almost unbearable. The other HOD responded as follows when asked to comment on the issue of learner discipline in rural schools:

SHOE: Our learners here in secondary schools in these areas come from broken families. Usually, the family line is broken because of distant job opportunities taken by parents at distant towns. Most of our learners take the role of being parents to their siblings at a very early age and because of this role they play at home, they find it difficult to take instructions when they are used to giving instructions.

The two DHs seem to be in agreement that learner discipline in schools is becoming a common problem in the recent times and unfortunately, there seems to be limited measures in the hands of schools and management to try and mitigate these persistent challenges in schools. These then plan around and make schools ungovernable, when schools reach these levels, academic performance drops to rock bottom, and the teacher morale also goes down.

Discipline in school does not only refer to learners, but it also includes teachers, the support staff, parents, and the immediate schooling community. “If learners see adults behaving in an

irresponsible way, with no accountability, it means that they are not getting sufficient good role models for what it means to have a well-running school and well-functioning school. Research internationally shows that school leadership is key to good quality schools.

Female principals indicated that male teachers tend to be firmer in terms of discipline and dealing with problematic learners compared to their female counterparts. School Principal A indicated that:

SPRA: Schools have changed in the past years; intolerance levels have increased and violence in families have grown. Schools face issues of learner discipline and managing learners. Learners are constantly fighting, bullying each other and being notorious on daily basis, and teachers need to deal with, such in schools.

The assertion was confirmed by one DH when asked on the support they offer to the principal:

SHOD: Support is there constantly. As part of the SMT, I ensure that discipline does not lack among the learners

This clearly demonstrates that learner discipline is not only in the hands of the school principal or SMT, but it is made possible by all the stakeholders involved in the school. The study found in 2.7 that female principals adopt a more inclusive approach to discipline. In their study, they found that schools that adopted this approach had higher discipline levels compared to those who did not ascribe to this. Further to their study, there was an indication that schools led by female principals had higher discipline levels compared to those led by males (ibid). There were several variants in the responses offered by principals compared to the DHs. Regardless of this, there is an understanding that female principals, when asked about discipline challenges, tend to shy away from addressing the topic and this is contrary to other SMT members who articulate clearly that female principals face significant challenges in dealing with learner and teacher discipline in schools.

4.6 Conclusion

The chapter explored the various data that were collected from fieldwork through semi-structured interviews for principals and focused group interviews for DHs. The chapter discussed findings of the study by means of thematic analysis, in so doing, the thematic approach to data analysis was utilised. The study found that female teachers had difficulty in acquiring principal positions together with other senior posts. This was mainly due to patriarchal societies that deemed women incapable of managing an organisation and instead promoted the view that articulates women as being domesticated. The other pertinent finding was that there were significant discipline issues in the schools and such issues emanate mainly from the broken family structures which predominately exist in the rural communities of South Africa. Lastly, the study found that there was no actual training for women on management and leadership compared to their counterparts who are from birth groomed to ascent to the management positions.

The following chapter discusses the summary of the four chapters, presents a summary of the significant findings which the study made and lastly provides recommendations on how these challenges can be minimised in ensuring that women escalate to the highest position possible without being discriminated and being harassed through perpetuated stereotypes and bias.

CHAPTER FIVE

DISCUSSION OF FINDINGS AND CONCLUSIONS

5.1 Introduction

The previous chapter presented and analysed data which was collected from school principals together with heads of departments in selected schools within the North West Province. The presented data indicated various facets of society and the professional sector which continue to hinder women to attain the principal position especially in rural secondary schools. Chapter five presents a comprehensive summary of the research study, the important findings and the recommendations which may assist in mitigating the challenges experienced by female secondary school principals.

5.2 Study Summary

In Chapter One, the researcher introduced the study by outlining the introduction and the background. The study then focused on the problem statement, which was outlined with the research question, sub-questions and the overall research aim and objectives. A short literature study was conducted on the topic, and the paradigm that underpinned the study was discussed. The research design and methodology were also discussed and lastly the outline of the subsequent chapters was indicated.

Chapter Two discussed various literature relating to management challenges facing female secondary school principals within the rural communities in South Africa and abroad. The chapter further alluded on the theoretical framework that underpins the study which is liberal feminism. The chapter discussed how liberal feminism was the most relevant theoretical framework for this study, internal and external challenges female principals faced in managing schools in the South African context by focusing on various aspects such as family and culture, the age of teachers and their qualifications. The literature also covered why there is a prevalence of more female principals in primary schools compared to secondary schools.

Chapter Three vividly outlined the research methodology that underpinned the study. The qualitative research methodology was selected as the most suitable methodology to conduct

such research. This was done because the case study was selected as the suited design. The rationale behind the selection of the case study was that the study sought to investigate issues of management in selected schools of the North-West Province. This was done because a case study gives an in-depth depiction of the situation currently taking place. The chapter further discussed the ethical considerations that were made in the study to ensure that the research was within the research parameters. Lastly, the manner in which data were collected and analysed was vividly discussed in this chapter.

Chapter Four assessed the data collected during the semi-structured interviews and the focused group interviews that were conducted in the three schools. The approach that was used to present the data was the thematic approach. The data were then interpreted and coded into themes and sub-themes. The major challenge that seemed to emerge in the data was that rural communities are predominantly patriarchal and because of this, it becomes difficult for women to be in leadership positions. The chapter highlighted the lack of support geared towards women principals especially in their first few years in office as one of the challenges affecting principals in executing their tasks effectively.

Chapter 5 presented a summary of the research findings extracted from the data, recommendations emanating from the analysis and interpretations which ought to assist in the policy reforms by the Department of Basic Education. As well as the necessary support given to women principals heading secondary schools, especially those in the rural outskirts of the North-West Province, the country and perhaps even the greater community.

5.3 Findings

The study aimed to investigate the various challenges facing female principals in their role as school principals in the rural North-West Province and the scope of the findings was limited to this research aim with other eminent findings also outlined. The significant finding that was explored and found to be pertinent to rural school management and leadership was that schools are multifaceted and the 21st century school has changed dramatically with escalated challenges facing the manager and the lack of effective and efficient support being

adequately given to the school manager. The situation is worsened for female principals, especially those at secondary schools.

The research findings of this research project were found to be consistent with other studies which highlighted the plethora of management challenges female school principals face. Further that the constant perpetrator of these challenges are often gender stereotypes as there is persistent patriarchy especially in the deep rural communities which are generally underdeveloped with increased illiteracy levels. The study found that necessary support should be afforded to all principals in their first five years of assuming duty and this exercise should be intensified to women principals and their SMT as this will benefit the school and the entire community. The following section vividly discusses the findings:

5.3.1 Challenges in attaining the management position in education

Bush (2007) indicates that the core purpose of management in all areas of the school is to enable the creation and support of conditions under which high-quality teaching and learning can take place. The core business of education management is to focus on the effective delivery of teaching and learning. Through this definition, the study found that education management refers to teams or individuals who are vital in ensuring that activities are done effectively and efficiently, with necessary support given to the functions of teaching and learning and the necessary reporting is done.

Through education management, standards need to be set and met, and unfortunately at times, these standards are used to side-line other individuals in attaining the level of management. Schools, in particular, require that when one aspires to rise to the level of school management, the North-West Department of Education and Sport, in particular, uses years of experience as the leading barometer to education management and these are:

Post Level 2 – A minimum of 3 years of teaching experience

Post Level 3 – A minimum of 5 years of teaching experience

Post Level 4 – A minimum of 7 years of teaching experience

Source: DoE (2019)

Though these standards seem to be 'fair', the study found that women lack intrinsic motivation in applying for promotional posts. This is because they believe that such posts come with additional responsibilities which might require more of their family time and they become reluctant because other colleagues generally discourage them, mainly because they know them personally and believe that a high number of them are incompetent and believe they should not escalate to the management level.

There is also a challenge of women teachers not having an actual reason to aspire to management or principalship. Found by Reyonlds et al. (2008) a majority of male teachers from the onset aspire to management and leadership as there is a view that male teachers have their egos and seniority to the male is seen as a significant achievement. In addition, this adds to their personal success. This is a contradiction to women teachers who oftentimes portray the subservient attitude, and this makes them seem meek and fragile. Due to this, they seem unable to be firm, and this is a central character trait needed in leadership and people management (Diko, 2012).

The study found that throughout the province, there is a persistent conception that management and leadership are predominantly viewed in the lens of gender and masculinity and such perceptions are persistent in the rural South African communities. Due to this, women emancipation and empowerment is often seen in policies rather than in reality.

There are numerous challenges associated with women teachers aspiring to become school principals or even part of the School Management Team mainly because women teachers tend to undermine other women teachers, School Management Team and female principals. Therefore, such attitudes and attributes tend to discourage them from aspiring to the management position. This has also been found in Chapter 4 4.5.2.1 where the significant part of the challenge deterring women from aspiring to rise to the level of principalship is the negative attitudes displayed by teachers towards members of the SMT in schools. Furthermore, to this, a significant number of women teachers prefer teaching at the primary school level. The study found that the central articulation to this was that there are

significantly ‘less’ disciplinary issues in the primary level because of women teachers’ nature to be nurturers makes their work easier as the primary teaching requires ‘mothering’.

Women teachers are further chained by society, culture, religion and their own mind-set. The communities in which these women are born and raised are rural and often in the outskirts of towns and cities. Because of this, patriarchal behaviour is rife. The study found that women from an early age are marginalised and not well trained in managing and leading people. This trend seemingly manifests itself in women feeling subservient, submissive and timid. Diko (2007) found that women are not officially barred from becoming school or becoming part of the SMT mainly because of their gender, however, unofficially, women teachers experience extreme marginalisation which prevents them from even attempting to pursue the leadership position in schools. There was further an emphasis made in Chapter 2 2.7 where Blackmore (1999) indicated that these challenges are contrary to the vast policies that seek to emancipate women and this contravenes the code of good ethics.

5.3.2 Negative attitudes of female leaders

Findings indicate that female leadership is characterised by strong communication and interpersonal skills; information and power-sharing; professionalism and integrity; servant leadership; participatory, collaborative, androgynous and transformational leadership styles (Zulu, 2011). Regardless of this, women managers have additional difficulty in performing their management roles because of the conflicting attitudes and the stereotypes regarding what it means to be a manager. Women who are managers and have children, therefore, straddle the dual words of parents and working and are usually unsuccessful in balancing the two (Moorosi, 2006). Grove and Montgomery (2009) also agree by adding that women in leadership positions work more hours that conflict with family responsibilities and that they are reluctant to relocate.

The study found that schools do not operate in isolation. Therefore, challenges experienced in the school are not separate from the immediate schooling community. Schools have a challenge of communities portraying their belief systems on the school. This means that stereotypes and bias of the community are eminent in the immediate school. The study found that the SGB parent component plays a significant role in uplifting or discouraging the principal in their leadership position. A majority of the rural schools are found in

communities with high illiteracy levels, and such communities seem to portray a high level of ignorance, bias, stereotypes and promoting the traditional approach to problem-solving skills. Unfortunately, this perception tends to undermine women in general and views men as leaders and heads of homes and other institutions in the community; women principals are therefore side-lined because of this.

The study found that internal contestations of the principal post create a plethora of challenges for the emerging candidate; the situation is worsened when the candidates are both females. School teachers tend to have ‘camps’ within the workspace, and these camps usually promote a particular agenda. In addition, if a candidate emerges from one camp, the other camp will retaliate in various ways showing their dissatisfaction for the appointment of the member who is not from their ‘squad’. This creates problems for the appointed principal as there are teachers who also become ‘untouchable’ by the principal.

The other challenge the principal faces is the issue of qualifications wherein there is a colleague or several colleagues who have attained higher qualifications compared to the appointed principal. At times, these teachers tend to undermine the appointed principal as they seemingly believe that the principal is not qualified and therefore, incompetent. Discussed in Chapter 2 2.8.1.3, according to the DoE (2009), there were 21.4% principals in secondary schools who only had a qualification rated REQV 13. This is the lowest ranking qualification in the teaching profession. REQV 13 requires that the candidate at least possess the M+1 qualification. The M+1 qualification means that the teacher must have completed a senior certificate and further obtained at least one-year of teacher training.

On the contrary, newly appointed teachers were to possess a qualification that is at REQV 14 or higher ELRC (2008). Welch (2013) found that a vast number of the newly appointed teachers are at REQV 14, 15 and 16, which poses a threat to the older teachers. Although in the education department posts are not relatively attained on qualification but rather on years of experience DoE (2017), principals find challenges in dealing with the newly appointed teachers.

5.3.3 Lack of fitness to hold the position

Lack of fitness to hold the principalship position is relatively subjective, and the study has based fitness to hold the principalship position based on the minimum requirements each applicant must possess in order to be considered for such a post. This is a minimum of seven years teaching experience. In using this, fitness is at least objectified. Further to this, aspiring principals must display leadership and management skills, adequate knowledge of education-related policies and expertise in managing finances and humans. These competences are examined in the interview, candidates are expected to perform well in order to acquire the principalship position.

Unfortunately, the study found that in many African communities, male children are groomed from birth to become leaders and the female children are neglected as there is the unsaid belief that female children should be prepared to becoming good wives and mothers to their children. The study found that one challenge emanating from this was how learners, in general, viewed the woman principal. The study found that learners are not really intimidated by the woman principal as they have grown with the perception that women are mature, full of care and empathetic towards children whereas men are viewed as the disciplinarians in the house and society. Due to this, such belief systems are perpetuated to the schooling community. Because of these societal beliefs, these principals face numerous challenges in maintaining discipline in school for both the learners and teachers.

Learners in secondary schools are relatively fully grown in height and mass, and because of this, at times they seem to be the same body size with their teachers and the principal. Because of this, some teachers are intimidated of these learners because the learners seem more masculine compared to them. This assertion perpetuates the challenge for the principal maintaining order and school discipline. Further, if there are no active teachers who can maintain learner discipline, the school tends to be very chaotic.

Although there were studies which found that secondary schools headed by female principals tend to be disciplined compared to those headed by men, the situation is relatively different in the rural schools of the North-West Province. The study found that there are fewer young

male teachers in rural schools in this province and one of the contributors to this was that male teachers continuously look for greener pastures and rural communities seem to derail them from attaining better work prospects. Because of this, one tends to find a secondary school that is almost one hundred per cent female in the staff complement, and there is no balance of gender.

In a study conducted by Choge (2012), there was an assertion that one of the reasons schools with women principals tend to flourish in terms of discipline and academic performance was that it was typical that when a woman principal was appointed, the majority of times the deputy, or one of the deputies, if the school has a higher enrolment, ought to be male. The male deputy principal in many instances would then be in charge of discipline for both the teachers and learners. Through this way, the school tends to operate smoothly with teachers in class teaching and learners in class learning. Furthermore, the study found that women principals tend to delegate male teachers and such teachers enjoy the responsibility of being in charge. Whatever they would be delegated to do, they would want to ensure that they do it to the best of their ability so that other responsibilities may be given to them in future. Through such activities, the credit is then given to the principal for ensuring that their school performs well whereas the principal ensured that they have a strong team that works to ensure that tasks are completed smoothly, and the school programme runs without any glitches.

Lastly, the predominant challenge facing women principals was their families, culture and religion. The study found that leading a secondary school is relatively challenging regardless of one's gender. Therefore, those who aspire for such a position ought to sacrifice themselves to ensure that their institutions flourish. This then becomes a challenge for female principals as they now have to neglect their families, ignore some of the prescripts of their religious affiliation and overstep on cultural boundaries. Female principals sacrifice their facilities in the sense that their families will often lose a mother, a wife and a daughter because their job is demanding. Some husbands often do not give their partners the necessary support, and because of this, they find themselves all alone with nothing but work to focus on. Children raised by principals are also often neglected because the mother leaves early for work and arrives back at home late, tired and usually frustrated from the day's work and their role of being a parent is then compromised.

Furthermore, there are certain cultural boundaries that exist, and it becomes difficult for women principals to break them. Once they do, it is difficult for society to accept why they have done so because women are expected to be meek and subservient. Once they start to become bold, full of vigour and robust, they are rejected by society. For an example, the study found that one teacher had resigned at a school where a female was the principal, and the teacher argued that he could not be addressed by a woman who is standing while he is sitting. This caused a stir for both the principal and the staff in that particular school as there was no internal policy that vividly dealt with diversity, social cohesion and gender tolerance. The same can be said for numerous other schools.

5.4 Recommendations

The following recommendations are made in an attempt to mitigate the scourge of challenges women principals face in their tenure as school principals in secondary schools within the deep-rooted rural communities.

5.4.1 Upskilling of qualifications of female teachers and implementing gender sensitivity campaigns

One of the challenges the study found to be eminent in the study was that female secondary school principals face resilience and resentment mainly expressed by their subordinates. This is perpetuated by their colleagues who were candidates contesting the principalship position. A significant number of teachers expressed resilience and resentment mainly because they believe that the current principal is incompetent, underqualified or not fit to hold the position for one reason or the other. Further, in section 2.8, in a study by Coetzer (2004) supported by the DoE (2004) findings indicated that the position comes with extensive levels of criticism, resentment and continuous contemptuous behaviour and individuals must continuously work on their self-esteem to ensure that they work well with other colleagues. The study recommends that upskilling of the qualifications for female teachers is necessary. The Department of Education should adopt a campaign that seeks to attract female SMT members to upskilling programmes that ought to enhance their qualifications, skills and knowledge domain in the contemporary issues relating to school leadership and management.

The study found that schools are in the periphery of the community and the DoE. Therefore, there needs to be a meeting point in these three entities. According to de Bruyn et al.(2016) schools as organisations operate within communities and the perceptions, attitudes and beliefs of such communities ought to prevail in the schooling environment. Schools, therefore, have a responsibility to ensure that mind-set change is prioritised in the learners and eventually it will spread to the immediate schooling community. The study found that people tend to disregard things if they are not aware of them and that is how this recommendation emanated, this is supported by section 2.5.2 and 2.5.3 which explicitly detail the methods of emancipating women while abolishing the African patriarchal system which exists especially the in the outskirts of the province and the country at large.

The study suggests that government in its entirety extensively ensure that all government institutions have a diversity, gender sensitivity and social cohesion policy that ought to outline the basis of the Constitution; that we are all equal as citizens. Through the development of such policies, there should be extensive workshops, roadshows and seminars training all government employees about gender sensitivity and how to manage gender-related conflict within the workplace as senior managers. Through such initiatives, the challenges women principals face can be minimised, and gender tolerance can grow within the schools and the entire sector.

5.4.2 Integration of the school quality teaching and learning campaign

The School Quality Learning and Teaching Campaign is a brilliant initiative by the Department of Education. This was promulgated by the then minister of education Dr Naledi Pandor. The SQLTC seeks to have all school stakeholders under one roof, which has been a challenge in the past. The study recommends that through SQLTC programmes and initiatives, the integration of gender sensitivity programmes should be added as one of their key functionalities. In doing so, communities can engage the school and other sector departments on new developments in relation to women emancipation. Through these discussions, predominately patriarchal communities can commence having a modernised view of women and their capabilities as humans leaders. This programme will mainly be aimed at the SGB, parents, religious leaders, businesspeople within the schooling vicinity and all other sector stakeholders. The integration of such programmes will strengthen support

towards women principals and enforce communities to adopt a modernised approach in raising male and female children.

5.4.3 Reconfigure the requirements for the appointment of principals

The study recommends that at regular intervals, policies governing Affirmative Action, equality and appointment of principals should be reviewed. Through these policy reviews, gaps will be identified and addressed. In so doing, this minimises the stereotypes which other colleagues might have on the appointment of principals as there is at times the belief that women are appointed into senior posts regardless of their competence, and that their appointments are based on addressing the Affirmative Action policy RSA, (1998c) which views women, primarily Black, as previously disadvantaged. Furthermore, the study recommends that appointment of principals should only be completed based on merit, meaning that the candidate who achieves the highest mark during the interview should be appointed and no other factors, which may seem to limit other competent candidates should be considered. In so doing, disgruntled candidates cannot have any fact to argue as there would be consistency, accuracy and the appointment would have been fair, just and without any prejudice towards gender, race or ethnicity.

The bar should be set high for principals, especially those aspiring to lead secondary schools. The study recommends that any candidate who aspires to be appointed as a principal in any secondary school should at least possess the following:

- i. A minimum of 8 to 10 years in actual teaching experience.
- ii. A post senior secondary qualification at REQV 15 or higher.
- iii. An Advanced Diploma in Education Management and Leadership.
- iv. Proven leadership and people skills; and
- v. Vast knowledge of the education-related policies and legislation.

In using the above as a minimum standard for the process of short-listing and appointing of principals, the study found that principals have a higher chance of managing schools successfully with minimised challenges emanating from the teachers, learners and the education department. This would be done because the study found that principals are vital in

ensuring the success or failure of any institution. Thus, if principals are not selected professionally from the onset, the institution is set to fail.

5.4.4 Support programmes and forums for newly appointed principals

The DoE (2013) launched support networks for women principals to promote the development of women who are in school leadership across the country. Such an initiative is needed to aid support for women principals. The challenge, which is eminent with this network, is that it is predominately based in the urban and big cities with the rural school principals being neglected and left to fend for themselves. Such networks need to be expanded to even the smaller communities to ensure principals are capacitated and developed.

Newly appointed principals, although they are well experienced in the teaching fraternity, are inexperienced in school leadership and management, and because of this, they tend to have tremendous hick-ups in their role as institution heads especially the first five years of their appointment. The study believes that although it is suitable for the Department of Education to take newly appointed principals on several workshops, which are aimed at capacity building and sharpening their skills in school leadership and management, there is inadequate support which is offered to first time principals and it becomes as if they are thrown into the deep end where they have to fend for themselves. The study recommends the reappointment of retired principals in contract basis to become mentors of newly appointed principals. In so doing, the department minimises the number of errata that the newly appointed principal could make. Furthermore, the study recommends that the appointment of principals should be completed within three months of the termination of service from the outgoing principal. In doing so, there is succession and a smooth transition of power within the school. This will ensure continuity and maintain stability in the institution of learning, which is necessary as not all institutions respond well to change.

5.5 Conclusion

The study explored the varied management challenges facing female secondary school principals in the North-West Province and the significant finding identified by the study was that female teachers seem to portray a negative perception of women principals in their tenure as principals of secondary schools. This creates a challenge in managing the school in its entirety. The study found that although schools led by women principals tend to show high levels of discipline and academic performance, the situation in rural communities is varied. The study then recommended that the department should appoint retired principals in contract posts, to act as mentors to the newly appointed principals. In addition, to ensure succession within schools, appointments of school principals must be completed within three months of the receipt of notice to resign from the incumbent principal.

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Appendices



NORTH-WEST UNIVERSITY
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Education Leadership Development
Tel: 018 3892500 (Secretary)
Email: eliza.senne@nwu.ac.za

Date: 10 September 2018

The Area Manager
Mafikeng Area Office
Corner Tawana & Modiri Molema Road
Mmabatho
2745

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This is to confirm that Mr N Khoza **Student No: 24469262** is a Masters student registered at the North-West University, Mafikeng Campus. The title of the dissertation is: The management challenges facing female secondary school principals in the rural North West Province.

Permission is hereby kindly requested to enter Mafikeng Sub-District to collect data from the principals and teachers. Data collection will be by way of interviews.

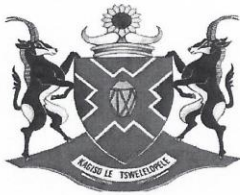
Collection of data will occur outside school contact time so as not to interfere with teaching and assessment processes or office duties. The dates and times of the collections are to be agreed upon by the principal and all other participants.

Participants will participate voluntarily in the data collection. The identity of the participants and the school and district will be kept confidential and anonymous. The information collected therefore cannot and will not be used to evaluate the District/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: Dr Dhlamini at 0183892079. Herewith permission is kindly requested to perform this research in your Sub-District. 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

Dr JP Dhlamini
School for Education Professional Studies in Education
North-West University (Mafikeng Campus)
Mmabatho



Education and Sport Development

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

NORTH WEST PROVINCE

corner
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Modiri Molema Road
Montshioa
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e-mail: mmojafi@nwpg.gov.za

OFFICE OF THE SUB-DISTRICT MANAGER: MAHIKENG SUB-DISTRICT OFFICE NGAKA MODIRI MOLEMA DISTRICT

Enquiries : M.S. Phetlhu
Cell No. : 078 304 5244
Tel No. : 018 384 3233/2828
Email : MSphetlhu@nwpg.gov.za

Date : 18 October 2018

TO WHOM IT MAY CONCERN

Permission is herewith granted to **Mr N. Khoza (student No: 24469262)** to conduct research on:

The management challenges facing female Secondary school principals in the rural North West Province

Case studies of All Secondary schools in the Mahikeng Sub District in North West Province.

Disturbing lessons and **teaching time** must be totally avoided. A copy of the research finding should be made available to the Area Office and the schools that you will be attending to.

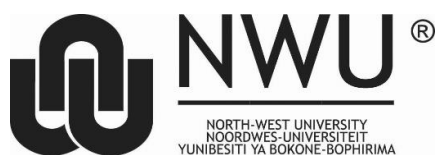
NB. The research will be done from January 2019

Wishing you well in your study

1 Mr B.A. Itumeleng
Acting Sub – District Manager



"Towards Excellence in Education and Sport Development"



**SGB CHAIRPERSON
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FACULTY OF EDUCATION

EDU-LEAD

TEL: 018 299 4656

EMAIL: ERNA.GREYLING@NWU.AC.ZA

DATE 10 JANUARY 2019

Goodwill permission: school governing body

I herewith wish to request your permission for the school principal together to participate in this research, which involves female school principals and HODs. Prior to granting permission, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Management Challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective

ETHICS APPLICATION NUMBER

NWU-00784-18-S2

PROJECT SUPERVISOR: Dr J.P Dhlamini
CO-SUPERVISOR: N/A
ADDRESS: Cnr. Albert Luthuli and University Drive, Mmabatho 2735
CONTACT NUMBER: 018 389 2079

MEMBER OF PROJECT TEAM MEd-Student: N. Khoza
ADDRESS: 377 Zulu Section , Ledig Rustenburg 0338
CONTACT NUMBER: 079 247 7311

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The aims of this research is:

- **The overall aim of this study is to investigate challenges female school principals face in rural areas of the North West Province**

Participants

- The school principal
- Two HODs within the school

What is expected of the participants?

What is expected of the participants?

The participants are expected to avail themselves at the scheduled interview times and engage as far as possible with the interviewer.

Benefits to the participants

There are no actual benefits to the participants, regardless of this, the study is envisaged to foster support and development in the appointment and placement of principals in the province and the country.

Risks involved for participants

The study is categorised as a low risk study.

Confidentiality and protection of identity

Participants will be given a letter of consent requesting their individual participation in the study. The letter will clearly explain that taking part in the study is completely voluntary in participants can withdraw their participation at any given point in the study. The researcher will further explain to participants that pseudonyms will be used in the study and that their privacy will be protected. Lastly, the participants will be informed that the study will be completely confidential and that all discussions will be kept safe with the interviewer.

Dissemination of findings

The findings will be disseminated once finalised through public platforms of communication such as the department's bulletin. The findings will also be made available in major public libraries for consultation and reference.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

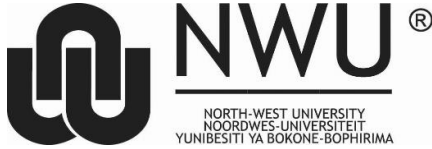
By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

Management Challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective**I declare that:**

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) _____ / January /2019

Signature of SGB Chairperson/Relevant responsible person



**SCHOOL PRINCIPAL
SCHOOL A**

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What is expected of the participants?

The participants are expected to avail themselves at the scheduled interview times and engage as far as possible with the interviewer.

Benefits to the participants

There are no actual benefits to the participants, regardless of this, the study is envisaged to foster support and development in the appointment and placement of principals in the province and the country.

Risks involved for participants

The study is categorised as a low risk study.

Confidentiality and protection of identity

Participants will be given a letter of consent requesting their individual participation in the study. The letter will clearly explain that taking part in the study is completely voluntary in participants can withdraw their participation at any given point in the study. The researcher will further explain to participants that pseudonyms will be used in the study and that their privacy will be protected. Lastly, the participants will be informed that the study will be completely confidential and that all discussions will be kept safe with the interviewer.

Dissemination of findings

The findings will be disseminated once finalised through public platforms of communication such as the department's bulletin. The findings will also be made available in major public libraries for consultation and reference.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

DECLARATION BY SGB CHAIRPERSON/RELEVANT RESPONSIBLE PERSON:

By signing below, I agree to give permission for the research to take place with the identified participants in the study entitled:

Management Challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective**I declare that:**

- I have read this information and consent form and understand what is expected of the participants in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and participants will not be pressurised to take part.
- Participants may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- Participants may be asked to leave the research process before it is completed, if the researcher feels it is in their best interests, or if they do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) _____ / January /2019

Signature of School Principal /Relevant responsible person



Participant A
School A

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Faculty of Education

Edu-Lead

Tel: 018 299 4656
Email: Erna.Greyling@nwu.ac.za

Date 10 January 2019

participant information and consent form

I herewith wish to request your consent to participate in this research, which involves female school principals and HODs. Prior to granting consent, please acquaint yourself with the information below.

The details of the research are as follows:

TITLE OF THE RESEARCH PROJECT:

Management Challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective

ETHICS APPLICATION NUMBER

NWU-00784-18-S2

PROJECT SUPERVISOR: Dr J.P Dhlamini
CO-SUPERVISOR: N/A
ADDRESS: Cnr. Albert Luthuli and University Drive, Mmabatho 2735
CONTACT NUMBER: 018 389 2079

MEMBER OF PROJECT TEAM MEd-Student: N. Khoza
ADDRESS: 377 Zulu Section , Ledig Rustenburg 0338
CONTACT NUMBER: 079 247 7311

FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE

Contact person: Ms Erna Greyling, E-mail: Erna.Greyling@nwu.ac.za, Tel. (018) 299 4656

This study has been approved by the Research Ethics Committee of the Faculty of Education of the North-West University and will be conducted according to the ethical guidelines of this committee. Permission was also obtained from the provincial Department of Basic Education.

What is this research about?

The aims of this research is:

- **The overall aim of this study is to investigate challenges female school principals face in rural areas of the North West Province**

Participants

- The school principal
- Two HODs within the school

What is expected of the participants?

The participants are expected to avail themselves at the scheduled interview times and engage as far as possible with the interviewer.

Benefits to the participants

There are no actual benefits to the participants, regardless of this, the study is envisaged to foster support and development in the appointment and placement of principals in the province and the country.

Risks involved for participants

The study is categorised as a low risk study.

Confidentiality and protection of identity

Participants will be given a letter of consent requesting their individual participation in the study. The letter will clearly explain that taking part in the study is completely voluntary in participants can withdraw their participation at any given point in the study. The researcher will further explain to participants that pseudonyms will be used in the study and that their privacy will be protected. Lastly, the participants will be informed that the study will be completely confidential and that all discussions will be kept safe with the interviewer.

Dissemination of findings

The findings will be disseminated once finalised through public platforms of communication such as the department's bulletin. The findings will also be made available in major public libraries for consultation and reference.

If you have any further questions or enquiries regarding your participation in this research, please contact the researchers for more information.

Yours sincerely
Khoza Njabulo

DECLARATION BY PARTICIPANT:

By signing below, I agree to take part in a research study entitled:

Management challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective

I declare that:

- I have read this information and consent form and understand what is expected of me in the research.
- I have had a chance to ask questions to the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is voluntary and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the research process before it is completed, if the researcher feels it is in my best interests, or if I do not follow the research procedures, as agreed to.

Signed at (place) _____ on (date) ____/____/2019

Signature of participant

Researcher

Appendix F – Interview Schedules

Topic: Management Challenges facing female secondary school principals in the rural North-West Province: A Feminist Perspective

Semi-structured Interviews

Interview schedules for principals

Biographical Data

Age Group	24 – 35	36 – 45	46 – 55	56 +
Race	African	White	Other	N/A
Marital Status	Married	Divorced	Unmarried	N/A
Dependants	0	1-3	4-7	8+ N/A
Highest Qualification	Diploma	ACE	Degree	Honours Masters or higher N/A
Years of teaching experience	0 – 8 yrs.	9 – 17 yrs.	18 – 25 yrs.	26 yrs. +
Management Experience	0 – 5 yrs.	6 – 11 yrs.	12 – 16 yrs.	17 yrs. +

*This information is completely voluntary

1. What do you think school management entails?
2. How would you distinguish school leadership and management? And which is your preferred?
3. There seems to be a high number of female principals in primary schools, but the number is almost a fraction at secondary level. What is your comment on this? Why do you think that such a situation is predominant?
4. Describe how you think gender plays a role in educational management.
5. What is the attitude of your male counterparts? How is this different from your female counterparts?
6. Would you say that male principals are better at their jobs compared to you? Why do you say this?
7. Do you think that your perception in the school, family and community has changed due to your position? How has the change been?
8. What are some of the common challenges you experience in your tenure as the school manager?
9. How do you ensure that you resolve conflicts?

Topic: Management Challenges facing female secondary school principals in the rural North-West Province: A Feminist Perspective

Biographical Data

Age Group	24 – 35		36 – 45		46 – 55		56 +	
Race	African			White			Other	N/A
Highest Qualification	Diploma	ACE	Degree	Honours		Masters or higher		N/A
Years of teaching experience	0 – 8 yrs.		9 – 17 yrs.		18 – 25 yrs.		26 yrs. +	
Management Experience	0 – 5 yrs.		6 – 11 yrs.		12 – 16 yrs.		17 yrs. +	

*This information is completely voluntary

Focus group interviews

Interview Schedule for DHs

1. Do you think that your principal encounters challenges in managing the school? If yes, what are those challenges? In your opinion, do you think that such challenges emanate because the principal is female?
2. Leadership and management can be viewed to be gender bound at times. What is your comment in this regard?
3. What is the perception of your principal from the following?
 - a. Other principals
 - b. Post Level 1 educators
 - c. Departmental officials
 - d. Learners
4. Please comment on the leadership style adapted by your principal and its effectiveness.
5. What are you doing to support the principal in the execution of their official duties?
6. What is your opinion on the ratio of female principals in secondary schools compared to their counterparts in primary schools?

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the Education Sciences Research Ethics Committee (ES-REC) on 19/07/2020, the Education Sciences Research Ethics Committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) 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: Management Challenges facing female secondary school principals in the rural North-West province: A Feminist Perspective.

Study Leader/Supervisor (Principal Investigator)/Researcher: Dr JP Dhlamini

Student: N Khoza

Ethics number:

N	W	U	-	0	0	7	8	4	-	1	8	-	A	2
Institution			Study Number						Year		Status			

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation

Application Type: Sing Study

Commencement date: 26/04/2020

Risk:

Low

Expiry date: 24/04/2021

Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.

Special in process conditions of the research for approval (if applicable):

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- The study leader/supervisor (principal investigator)/researcher must report in the prescribed format to the ES-REC:
 - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and
 - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the ES-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for an external audit.
- The date of approval indicates the first date that the study may be started.

- *In the interest of ethical responsibility, the NWU-SCRC and ES-REC reserves 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 study are revealed or suspected;*
 - *it becomes apparent that any relevant information was withheld from the ES-REC or that information has been false or misrepresented;*
 - *submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or*
 - *new institutional rules, national legislation or international conventions deem it necessary.*

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

Yours sincerely



Prof. Jako Olivier
Chairperson NWU Education Sciences Research Ethics Committee

Original details: (p2001600) C:\Users\p2001600\Desktop\ETHICS APPROVAL LETTER OF STUDY.docx
8 November 2018

Current details: (p2001600) in C:\Users\p2001600\Monitoring and Reporting Cluster\Ethics\Certified Templates\Research Ethics Approval Letter.docx
5 December 2018

File reference: 9.1.5.4.2

24 October 2019

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Magister Curationis Dissertation entitled: **MANAGEMENT CHALLENGES FACING FEMALE SECONDARY SCHOOL PRINCIPALS IN THE RURAL NORTH-WEST PROVINCE: A FEMINIST PERSPECTIVE** by Mr Khoza N.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was not formatted as per agreement with the client.

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Sincerely,



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